

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

Maths in EYFS



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Mathematics in EYFS at The Good Shepherd:

Reception follow NCTME Maths Mastery approach.

The most relevant statements for mathematics are taken from the following areas of learning:

- Communication and Language
- Mathematics
- The EYFS to Key stage 1 bridging curriculum has been added

Mathematical Vocabulary

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand 'why' questions, like: "why do you think the caterpillar is sofat?"
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Counting

Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number name for each item in order: 1, 2, 3, 4, 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Reception	Mathematics		<ul style="list-style-type: none"> • Count objects, actions and sounds. • Count beyond ten.
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system.

Identifying, Representing and Estimating Numbers

Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.
Reception	Mathematics		<ul style="list-style-type: none"> • Subitise. • Link the number symbol (numeral) with its cardinal number value.



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ELG	Mathematics	Number	<ul style="list-style-type: none"> • Subitise (recognising quantities without counting) up to 5.
Reading and Writing Numbers			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.
Reception	Mathematics		<ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value.
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> • Compare quantities using language: 'more than', 'fewer than'.
Reception	Mathematics		<ul style="list-style-type: none"> • Compare numbers.
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Reception	Mathematics		<ul style="list-style-type: none"> • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.
ELG	Mathematics	Number	<ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number.
Solve Problems			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> • Solve real world mathematical problems with numbers up to 5.

Addition and Subtraction			
Mental Calculations			
Reception	Mathematics		<ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0-10.
ELG	Mathematics	Number	<ul style="list-style-type: none"> • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
Reception	Mathematics		<ul style="list-style-type: none"> • Subitise. • Link the number symbol (numeral) with its cardinal number value.



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Measurement

Describe, Measure, Compare and Solve (All Strands)

Three and Four-Year Olds	Mathematics	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity.
Reception	Mathematics	<ul style="list-style-type: none"> • Compare length, weight and capacity.

Telling the Time

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'
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Properties of Shapes

Recognise 2D and 3D Shapes and their Properties

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc.
Reception	Mathematics	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Reception	Mathematics	<ul style="list-style-type: none"> • Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.

Position and Direction

Position, Direction and Movement

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map.



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Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none">• Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.• Extend and create ABAB patterns – stick, leaf, stick, leaf.• Notice and correct an error in a repeating pattern.
Reception	Mathematics	<ul style="list-style-type: none">• Continue, copy and create repeating patterns.

Statistics

Record, Present and Interpret Data

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none">• Experiment with their own symbols and marks, as well as numerals.
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Mathematics

Organisation of knowledge	Number	Measurement	Geometry
Relevant ELG	<p>ELG: Number</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting and other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Number patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	-	-
KS1 readiness objectives	<ul style="list-style-type: none"> • To count confidently • To show a deep understanding of numbers up to 10 • To match numerals with a group of objects to show how many there are (up to 10) • To be able to identify relationships and patterns between numbers up to 10 • To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways • To add and subtract one in practical activities 	<ul style="list-style-type: none"> • To measure themselves and everyday objects using a mixture of non-standard and standard measurements • To develop spatial reasoning using measures • To begin to order and sequence events using everyday language related to time • To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars • To explore the use of different measuring tools in everyday experiences and play 	<ul style="list-style-type: none"> • To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them • To use spatial language, including following and giving directions, using relative terms • To develop spatial reasoning with shape and space • To compose and decompose shapes, and understanding which shapes can combine together to make another shape