



EYFS Maths

Children in Reception will be learning to:	Examples of how to support this:
Count objects, actions and sounds.	Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Say how many there are after counting – for example, “...6, 7, 8. There are 8 balls” – to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle. Say how many there might be before you count to give a purpose to counting: “I think there are about 8. Shall we count to see?” Count out a smaller number from a larger group: “Give me seven...” Knowing when to stop shows that children understand the cardinal principle. Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time. Sing counting songs and number rhymes and read stories that involve counting. Play games which involve counting. Identify children who have had less prior experience of counting and provide additional opportunities for counting practice
Subitise	Show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: “I don’t think we need to count those. They are in a square shape so there must be 4.” Count to check. Encourage children to show a number of fingers ‘all at once’, without counting.
Link the number symbol (numeral) with its cardinal number value.	Display numerals in order alongside dot quantities or tens frame arrangements. Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements. Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards
Count beyond ten	Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them
Compare numbers	Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well. Distribute items evenly, for example: “Put 3 in each bag,” or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. Tell a story about a character

	distributing snacks unfairly and invite children to make sure everyone has the same
Explore the composition of numbers to 10.	Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Model conceptual subitising: “Well, there are three here and three here, so there must be six.” Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched.” Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don’t?
Automatically recall number bonds for numbers 0–5 and some to 10	Have a sustained focus on each number to and within 5. Make visual and practical displays in the classroom showing the different ways of making numbers to 5 so that children can refer to these. Help children to learn number bonds through lots of hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns. Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: “6 went in the tent and 3 came out. I wonder how many are still in there?” Intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. “I’ve only got 1 seed, I need 3 more.” Spot and use opportunities for children to apply number bonds: “There are 5 of us but only 2 clipboards. How many more do we need?” Place objects into a five frame and talk about how many spaces are filled and unfilled
Select, rotate and manipulate shapes to develop spatial reasoning skills.	Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: “I bet you can’t add an arch to that,” or “Maybe tomorrow someone will build a staircase.” Teach children to solve a range of jigsaws of increasing challenge
Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can	Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many ways there are to make a hexagon with pattern blocks. Find 2D shapes within 3D shapes, including through printing or shadow play
Continue, copy and create repeating patterns.	Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Make a deliberate mistake and discuss how to fix it
Compare length, weight and capacity	Model comparative language using ‘than’ and encourage children to use this vocabulary. For example: “This is heavier than that.” Ask children to make and test predictions. “What if we pour the jugful into the teapot? Which holds more?”

Early Learning Goals:

Number

Children at the expected level of development will:

- ✓ 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 or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Children at the expected level of development will:

- ✓ 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.