

Curriculum Coherence- EYFS Maths		
<p><b>Previous Learning: During their time in Nursery, most children will be able to:</b></p> <p><u>Number</u></p> <ul style="list-style-type: none"> <li>• Makes comparisons between different quantities.</li> <li>• Can count alongside actions in games, rhymes and songs.</li> <li>• Recites numbers in order to 10 and can count up to four objects.</li> <li>• Uses graphic representations to record number explorations in pictures and mark making.</li> </ul>		<p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> <li>• Understands positional language; under, on, in.</li> <li>• Acts out exchange of objects, cards, money or goods when in role play, in games or rhymes.</li> <li>• Names simple geometric shapes in their construction and block play.</li> <li>• Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building.</li> </ul>
<p><b>INTENT</b></p> <p><u>To provide children with opportunities within our provision to develop on their stage of learning in order to meet or exceed the Early Learning Goal.</u></p> <p><u>Progression statements</u></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Counts with 1:1 correspondence a set of up to 10 objects and recognises some numerals of personal significance.</li> <li>• Finds totals by counting and combines groups of objects.</li> <li>• Counts reliably with numbers from 0-10, recognises and places in order and uses resources to say one more or one less than a given number.</li> <li>• Orders numbers 0-10 and understands the relationship between a group of objects and the corresponding number (0-10) and can add and subtract single digit numbers in their play by counting on or back to find the answer.</li> <li>• Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• They solve problems, including doubling, halving and sharing.</li> </ul>	<p><b>IMPLEMENTATION</b></p> <ul style="list-style-type: none"> <li>• Daily Mathematics sessions</li> <li>• Communication with parents- ensuring they are provided with the information and resources to effectively support their child with Mathematics.</li> <li>• Continuous assessments to identify children making the slowest progress and those needing additional practise to embed Mathematics knowledge and understanding and skills.</li> <li>• Clear progressive planning that enables children to build on their knowledge, skills and understanding of Mathematical concepts.</li> <li>• Ensuring opportunities for children to achieve EYFS Mathematics outcomes are promoted as much as possible in all learning areas and planning in the moment is used to enhance learning experiences and follow the interests of the children.</li> <li>• Use of Sign4Maths used to support children's understanding of mathematical vocabulary.</li> <li>• Range of concrete resources, number frames and a range of representation of number is on offer throughout the indoor and outdoor provision, creating a number rich environment.</li> <li>• Adult interactions are ensuring children are supported in making progress in their next stage of</li> </ul>	<p><b>IMPACT</b></p> <p><u>Children meet the Early Learning Goals in Mathematics</u></p> <p><u>Number:</u></p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><u>Shape, space and measure:</u></p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects</p>

<p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>• Uses everyday language to describe patterns in nature or urban environments.</li> <li>• Uses comparative language to describe and compare measures (size, weight, capacity and time)</li> <li>• Creates patterns by lining, placing, building and arranging.</li> <li>• Orders three or more measures (size, weight and capacity).</li> <li>• Explores the characteristics of everyday objects, 2D and 3D shapes using mathematical language to describe them.</li> <li>• Uses everyday language of measures (size, weight and capacity) when comparing quantities or solving problems.</li> </ul>	<p>development within Mathematics. Adults always considering the '3ms' during their interactions.</p> <ul style="list-style-type: none"> <li>• Children encouraged to use resources from the environment to support them in working more independently.</li> <li>• Mathematical concepts explored through songs and stories.</li> <li>• Encourage the use of morning PD activities and writing journals to promote mathematical skills.</li> <li>• Use of outside environment and seasons to explore mathematical concepts.</li> <li>• Using Mathematics in contexts in the environment e.g. tidy up time- labels with number of objects for box etc.</li> <li>• Real life problem solving in the environment e.g. Money belts</li> <li>• Visual timetable</li> <li>• Maths resources throughout the provision e.g. measuring equipment, number frames, numerals, counting resources</li> </ul>	<p>and shapes and use mathematical language to describe them.</p>
<p><b>Links</b>            Communication and Language: Sign4, reasoning            PD equipment- concrete resources.            Writing: Recording            Reading: Books linked to Mathematics.            Expressive art and design: Patterns, symmetry, shape, number songs.            Understanding the world: Using natural concrete resources.</p>		
<p><b><u>Next steps in learning:</u></b>  <b>EYFS exceeding:</b>  <b>Numbers:</b> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.  <b>Shape, space and measures:</b> Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.  <b>Year1:</b> National Curriculum objectives for Mathematics.</p>		