

In 2021 there has been a Revised EYFS framework released.

There are two Early Learning Goals for Maths. These are categorised as:

Number and **Numerical Patterns**.

The **Early Learning Goals** are what children in Reception are expected to be able to do by the end of Reception.

In **Number** children should be able to:

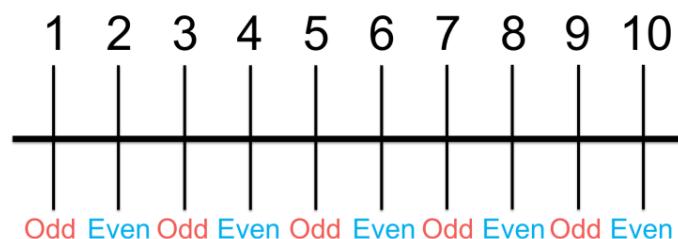
- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts e.g. for number bonds for 5 \rightarrow $5-1=4$, $5-4=1$)



- Recall some number bonds to 10
- Recall some double facts to 10.

In **Numerical patterns** children should be able to:

- 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
- The pattern in odd and even numbers.
- The pattern in double facts
- How quantities can be distributed equally.



Reception Maths Curriculum

(In line with the new EYFS curriculum)

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Number	<p>More & less- say next number – objects – link numeral to sets Recite numbers from 0 to 10 Count objects, actions and sounds. Engage in subitising numbers to four and five (knows the quantity without counting). Separate a group of 3 or 4 objects in different ways understanding the total is always the same.</p>	<p>Add by combining Recite numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (ordinality). Count out up to 10 objects from a larger group. Match the numeral with a group of items (it's cardinal number value) to show how many there are (up to 10).</p>	<p>Count on & back Subtract by taking objects away 1 more & 1 less to 10 Teen numbers Addition – recording Number bonds (practical 1-5) Count beyond ten.</p>	<p>Count in 10s Halving sharing doubling Odds / Evens</p>	<p>Count in 2s – 20 Count in 5s – 50 Add by counting on Subtract by counting back Begin to conceptually subitise larger numbers by subitising smaller groups within the number.</p>	<p>Problem Solving Have a deep understanding of number to 10, including the composition of each number; 10 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</p>
Numerical Patterns	<p>Estimate numbers of things, showing understanding of relative size. Use informal language and analogies, (heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Investigate turning and flipping objects to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).</p>	<p>Continue, copy and create repeating patterns. In practical activities, adds one and subtracts one with numbers to 10.</p>	<p>Explore the composition of numbers to 10. Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. Spots pattern in the environment, beginning to identify the pattern "rule."</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Begin to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "- "</p>	<p>Automatically recall number bonds for numbers 0–10. Use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Enjoy making simple maps of familiar and imaginative environments, with landmarks.</p>	<p>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 evens and 10, including</p>

				<p>Choose familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.</p> <p>Enjoy composing and decomposing shapes, learning which shapes combine to make other shapes.</p>		<p>odds, double facts and how quantities can be distributed equally.</p>
<p>Space, shape, measure</p>	<p>2D shape Pattern Ordinal numbers (First, next, last) Height – ribbon Sorting</p>	<p>3D Shape - names Time – sequencing simple routines Length – ribbons Patterns – leaves (garden) wrapping paper - sorting</p>	<p>Pattern 2d shape – teach each property separately Height chart Weight – link to luggage</p>	<p>3d shape properties Order by height Capacity</p>	<p>Jasper’s Beanstalk Use language of height</p>	<p>Consolidation Problem Solving</p>