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→ 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.
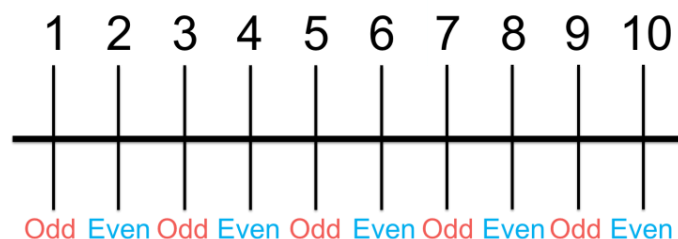
Reception Maths Curriculum

(In line with the revised EYFS curriculum 2021)

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Number **Numerical Patterns** **Shape, Space and Measure**	Recite numbers from 0 to 10 Match objects Sorting objects Comparing amounts Comparing size, mass and capacity. Explore, copy and continue simple (ABABAB) patterns Identify numbers 1,2,3 Subitise numbers 1,2,3 Order numbers 1,2,3 Represent numbers 1,2,3 Early exploration of shape- Use informal language and analogies, (heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.	Recite numbers from 0 to 10 and beyond 1 more and 1 less (within 5) Composition of the numbers 1,2,3 Identify, name and compare circles and triangles (1 and 3 sided shapes) Describe position Use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Identify numbers 4 and 5 Subitise numbers 4 and 5 Represent numbers 4 and 5	Recite numbers from 0 to 10 and beyond- beginning to look at teen-Count to 20 Identify 0 and the value of it- what is means Identify numbers 1-5, progressing on to 6,7,8 Subitising numbers 1-5, progressing on to 6,7,8 Represent numbers 1-5, progressing on to 6,7,8 Order numbers 1-8 1 more and 1 less to 8 Compose 1-5 Explore and compare mass	Order and sequence time Identify, compose and represent numbers 9 and 10 Subitise numbers to 10 1 more/ less to 10 Composition numbers to 10 (begin to recall number bonds for numbers 0–10) Order numbers 1-10 Doubles to 10 Exploring odd and even to 10 Recognise and name 3D shapes (cube,	Count in 10s Building numbers beyond 10 Verbally counting to 20 Adding (+) Take away (-) Halving numbers to 10 Selecting shapes for a purpose Rotate and manipulate shapes Compose and decompose shapes Find 2d shapes within 3D shapes Enjoy making simple maps of familiar and imaginative	Begin to Count in 2s – 20 Count in 5s – 50 Begin to conceptually subitise larger numbers by subitising smaller groups within the number. Identify, create and explore own repeating patterns Visualise from different positions Describe position Explore mapping Problem solving Consolidation Order numbers beyond 10

			Order numbers 1-5	Explore and compare capacity	cuboid, pyramid, sphere, cylinder)	environments, with landmarks.(maybe move based on topic??)	
			Compose numbers 4 and 5	Identify Odd and even to 8	Explore, copy and continue complex patterns		
			Compare numbers 1-5	Double to 8			
			Identify and name shapes with 4 sides (rectangle and square)	Spots pattern in the environment, beginning to identify the pattern "rule."			
				Combine two groups (addition)			
				Explore and compare length and height			