

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:

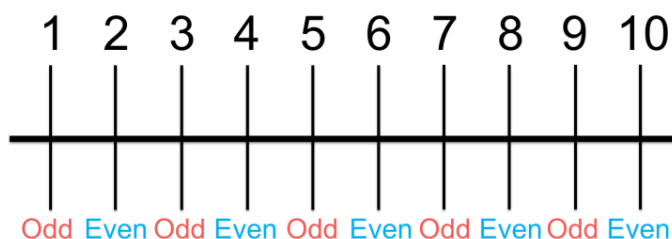
- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts e.g. for number bonds for 5 \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 revised EYFS curriculum 2021)

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

		<p>Order numbers 1-5</p> <p>Compose numbers 4 and 5</p> <p>Compare numbers 1-5</p> <p>Identify and name shapes with 4 sides (rectangle and square)</p>	<p>Explore and compare capacity</p> <p>Identify Odd and even to 8</p> <p>Double to 8</p> <p>Spots pattern in the environment, beginning to identify the pattern "rule."</p> <p>Combine two groups (addition)</p> <p>Explore and compare length and height</p>	<p>cuboid, pyramid, sphere, cylinder)</p> <p>Explore, copy and continue complex patterns</p>	<p>environments, with landmarks.(maybe move based on topic??)</p>	
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Number						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
Numerical Patterns						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 odds, double facts and how quantities can be distributed equally.

Space, shape, measure	2D shape Pattern Ordinal numbers (First, next, last) Height – ribbon Sorting	3D Shape - names Time – sequencing simple routines Length – ribbons Patterns – leaves (garden) wrapping paper - sorting	Pattern 2d shape – teach each property separately Height chart Weight – link to luggage	3d shape properties Order by height Capacity	Jasper’s Beanstalk Use language of height	Consolidation Problem Solving
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