

How we teach Maths in EYFS



Development Matters 3-4 Years

Fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Combine shapes to make new ones – an arch, a bigger triangle etc.

Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

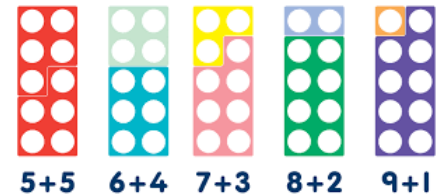
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Early Learning Goals

By the end of Foundation stage children are expected to be able to work confidently within these strands

Number

- 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

- 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

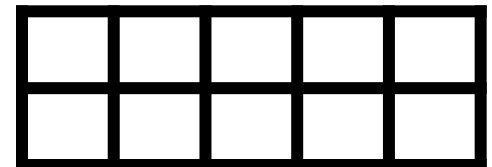
Maths at school

- Each morning we have a Mastering Number teaching session
- Sing songs – a big favourite!
- In our continuous provision/class discussions we learn 2d and 3d shapes, time, seasons, days of the week, position words.
- Snack activity discussions include maths concepts and vocabulary
- **More photos**



Counting

- Counting does not mean just saying the numbers in order. Although that's a good start!
- The children know that careful counting is if you point to each object and say the number. This is called 1:1 correspondence. We have spent a lot of time working on this last term
- Line them up
- Count things that can not be moved – claps, jumps, pictures in a book, buttons on a coat.
- Count out objects from a larger group
- We encourage children to count confidently forwards to 10 before we introduce counting backwards
- We use five frames/ ten frames to recognise
- and count amounts.



Recognising and Ordering Numbers

- Children should be able to recognise numbers in any order.
- Children should be able to physically put the numerals in the correct order, not just say them in the correct order.
- When given a number they should have a concept of where the number should sit on a number line.
- Children need to know the numbers in order forwards and backwards, and starting from any number.
- Given any 3 numbers they should be able to put them in order

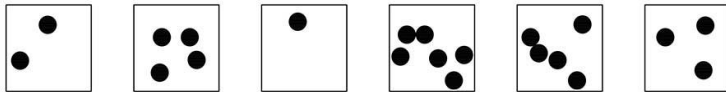
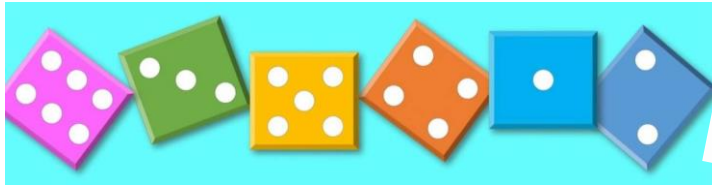
0 1 2 3 4 5

Subitising

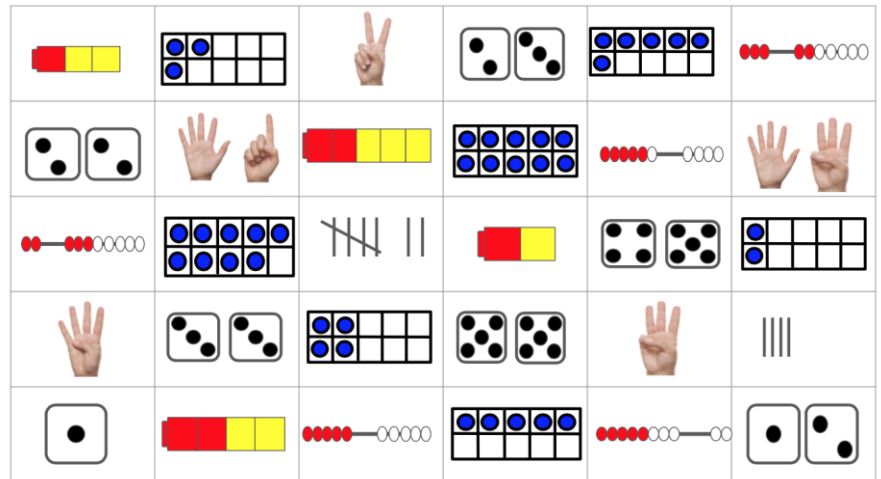
Definition the ability to instantaneously recognise the number of objects in a small group without the need to count them.

By separating and combining numbers through subitising, children lay the foundations for addition and subtraction

ADD Spinning wheel link



https://www.youtube.com/watch?v=PSIAu_ABmU&ab_channel=JackHartmannKidsMusicChannel



Mastering Number

juicy crunchy

apple

tree



pips

red

green

apple pie



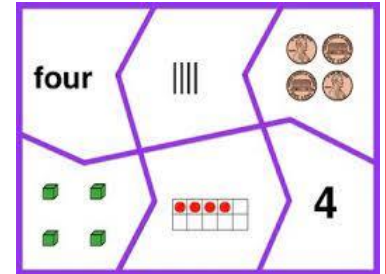
2 and 2 more



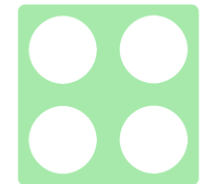
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4



3 and 1 more



1 and 1 and 1 and 1



Numberblocks



LINK <https://www.bbc.co.uk/iplayer/episode/b08cqtk0/numberblocks-series-1-8-three-little-pigs>



Discussions

Shapes names of shapes/number of side/corners/ straight/curved

Number recognition

Concept of number how many storeys

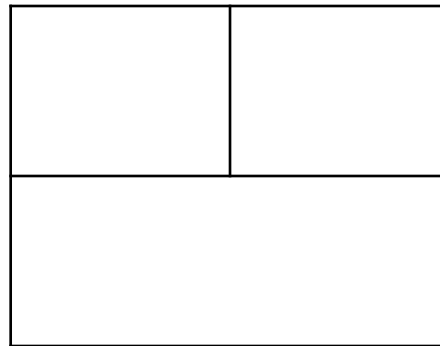
Counting trees etc



Adding and subtracting

- **Adding** Combining two groups of objects and counting how many altogether. Children need to know that when we add the answer is bigger than what we started with.
- **Subtracting** Starting with a group of objects, take some objects away, and count how many left. The answer is less than we started with.
- **Counting on and back** – start with the total of the first number (no need to count them again) and continue counting forward or back

- Part part whole model



Maths songs

Introduce and reinforce concepts and vocabulary, - all on Kids YouTube

, *Zero Superhero * Number Rock *Count to 20 – raise your hands
*Counting snowflake song * Count to 20 and workout *Counting Down
from 20 *Number gators *Big Number song *Days of the week (clap
clap) *Seasons song Pancake Manor *In on under *3d shapes that I
know *2D shape song *Add'em up *When you add like a pirate
*Numbers in the teens start with a one *Jack Hartman teen numbers in the
air *Jack Hartman subitise to 5 *Singing Walrus Count to 20 *When you
subtract with a pirate *Doubles Doubles I can add doubles * Double
Number song (double double numbers are so sweet) *Everybody Get Up –
the counting song * I can show number XX in so many ways

