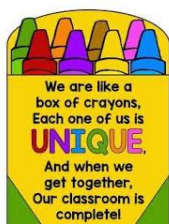




Baslow St. Anne's C of E Primary School

Life in all its fullness .. growing healthy minds and hearts together

Kindness - Respect - Diversity



Mathematics in Early Years Foundation Stage at Baslow St Anne's CofE Primary School

The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for Mathematics:

'Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

This document outlines which statements from the Birth to 5 matters age ranges three to four year olds and Reception and the Early Learning Goals in the EYFS statutory framework are prerequisite skills for Mathematics within the national curriculum.

The most relevant statements for Mathematics are taken from the following area of learning :-

- Mathematics
- * Communication and Language

Age Range	Mathematical Vocabulary
3 – 4 Year olds	<u>Communication and Language</u> Use a wider range of vocabulary. Understand 'why' questions, like: "why do you think the caterpillar is so fat?"
Reception (4 – 5 year olds)	<u>Communication and Language</u> Learn new vocabulary. Use new vocabulary throughout the day.
End of Reception Early Learning Goals (ELG)	<u>Communication and Language :-</u> <u>speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Age Range	Number and Place Value :- Counting
3 – 4 Year olds	Mathematics Recite numbers past 5. Say one number name 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').
Reception (4 – 5 year olds)	Mathematics Count objects, actions and sounds. Count beyond ten.
End of Reception Early Learning Goals (ELG)	Mathematics :- Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.
Age Range	Number and Place Value:- Identifying, representing and estimating numbers
3 – 4 Year olds	Mathematics Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 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.
Reception (4 – 5 year olds)	Mathematics Subitise. Link the number symbol (numeral) with its cardinal number value.
End of Reception Early Learning Goals (ELG)	Mathematics :- Number Subitise (recognising quantities without counting) up to 5.
Age Range	Number and Place Value:-Reading and Writing numbers
3 – 4 Year olds	Mathematics 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.
Reception (4 – 5 year olds)	Mathematics Link the number symbol (numeral) with its cardinal number value..
Age Range	Number and Place Value:- Compare and order numbers
3 – 4 Year olds	Mathematics Compare quantities using language: 'more than', 'fewer than'.
Reception (4 – 5 year olds)	Mathematics Compare numbers
End of Reception Early Learning Goals (ELG)	Mathematics :- Numerical patterns Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Age Range	Number and Place Value:- Understanding place value
Reception (4 – 5 year olds)	Mathematics Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.
End of Reception Early Learning Goals (ELG)	Mathematics :- Number Have a deep understanding of numbers to 10, including the composition of each number.
Age Range	Number and Place Value:- Solve problems
3 – 4 Year olds	Mathematics Solve real world mathematical problems with numbers up to 5.

Age Range	Addition and Subtraction :- Mental calculations
Reception (4 – 5 year olds)	Mathematics Automatically recall number bonds for numbers 0-5 and some to 10.
End of Reception Early Learning Goals (ELG)	Mathematics :- Number 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.
Age Range	Addition and Subtraction :- Solve problems
End of Reception Early Learning Goals (ELG)	Mathematics :- Numerical patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.

Age Range	Measurement :- Describe, Measure, Compare and Solve (All strands)
3 – 4 Year olds	Mathematics Make comparisons between objects relating to size, length, weight and capacity.
Reception (4 – 5 year olds)	Mathematics Compare length, weight and capacity.
Age Range	Measurement :- Telling the Time
3 – 4 Year olds	Mathematics Begin to describe a sequence of events, real or fictional, using words, such as ‘first’, ‘then...’

Age Range	Properties of Shapes :- Recognise 2D and 3D shapes and their properties
3 – 4 Year olds	Mathematics 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’. Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.
Reception (4 – 5 year olds)	Mathematics Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Age Range	Properties of Shapes :- Compare and classify shapes
Reception (4 – 5 year olds)	Mathematics Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.

Age Range	Position and Direction :- Position, Direction and Movement
3 – 4 Year olds	Mathematics 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’.
Reception (4 – 5 year olds)	Mathematics Draw information from a simple map.
Age Range	Position and Direction :- Patterns
3 – 4 Year olds	Mathematics Talk about and identify 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.

Reception (4 – 5 year olds)	Mathematics Continue, copy and create repeating patterns.
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Age Range	Statistics :- Record, Present and Interpret Data
3 – 4 Year olds	Mathematics Experiment with their own symbols and marks, as well as numerals.

EYFS Yearly Overview (subject to change with differing intake and interests)

Core resources	Wide range objects to count – natural and man made – to count, sort and arrange Counting objects that are all the same to reduce cognitive overload – bottle tops, counters of same colour, lolly sticks, gems Number tracks – numerals with pictorial or physical representations Nursery rhymes and resources Numicon and boards Numeral cards to match to objects 5 and 10 frames shapes
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A few of the maths moments in the day	Counting children for register, lining up, counting out snacks, cups, looking at the sequence of the day – visual timetable (sequence events – next before after), using the clock to talk about the time, problem solving eg there are too many people in the role play – how can we sort out the problem? Singing number rhymes and songs Encourage mathematical thinking: what do you notice? Show me how you know
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Teaching approaches	We skilfully combine the following four approaches to teaching to achieve fluency in maths:-
Teacher directed	Where we teach the new tools and model how to apply them meaningfully
Teacher led	Where we sharpen new tools and invite children to have more control over how and the problems we solve using them
Child led	When the children decide when to use the tools we have given them (and the problems they wish to solve) and they invite us to learn alongside them
Child initiated	Where the child uses their tools alone or with other children and does not want or need the intervention of an adult (ref: Wilding, EY Maths 3-5, 2023)

Term	Autumn 1 + 2	Spring 1 + 2	Summer 1 + 2
	Subitising/ building a deep understanding of numbers to 5 Learn number songs/ rhymes and demonstrate understanding Length, weight, capacity and height 2D shape	Subitising Compare quantities up to 10 Count objects accurately to 10 and beyond – cardinal principle 1 more / 1 less Number bonds to 5 Addition Subtraction	Building a deep understanding of numbers to 10 Doubling , halving and sharing Data handling – collecting information and recording it Time Ordering and sequencing familiar events

	Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes eg investigate how shapes can be combined to make new shapes eg 2 triangles put together to make a square Repeating patterns Counting verbally Count objects, actions and sounds Number recognition Use 5 frames Count objects accurately to 10 and beyond	Money Estimating – problem solving 3D shape	
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Maths is its own language. That may be written words and /or symbols, but it is language and needs to be learnt to ensure math competency and fluency. At Baslow in Reception we explicitly teach maths vocabulary, providing it in context and encouraging the children to apply it in a variety of contextual problems. Children are curious and often want to learn more and we encourage this.

Key vocabulary used for the teaching and learning of Mathematics in the Early Years:-

Number and Place Value

Number	Estimating	Place value	Addition and subtraction	Multiplication and Division
zero number one, two, three ... to twenty and beyond teens numbers, eleven, twelve ... twenty nine how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair	guess how many ...? estimate nearly close to about the same as just over, just under too many, too few enough, not enough	ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between	add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between	Fractions
				sharing doubling halving number patterns
				parts of a whole half quarter

Measurement

Measurement	Length	Time	Weight	Capacity	Money
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measure size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as just over, just under	metre length, height,width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, near, close	time days of the week, Monday, Tuesday ... day, week birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after next, last now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time hour, o'clock clock, watch, hands	weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales	full empty half full holds container	money coin penny, pence, pound price, cost buy, sell spend, spent pay
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Geometry : Properties of Shape

Shape	2D shape	3D shape
shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetrical pattern, repeating pattern match	corner, side rectangle (including square) circle triangle	face, edge, vertex, vertices cube pyramid sphere cone

Position and Direction

position over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from

Statistics

count, sort group, set list

General

pattern puzzle what could we try next? how did you work it out? recognise describe draw compare sort show me how you know
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movement
slide
roll
turn
stretch, bend
whole turn, half turn

Useful language for adults	What they mean:-
Subitise	Subitising is the ability to quickly recognise and say the number of things without counting. Subitising supports counting and is the foundation of calculation fluency. Through subitising children understand how numbers can be decomposed and recomposed into and from parts – essential skills for addition, subtraction, multiplication and division
Perceptual subitising	When you ‘just see’ how many items there are in a very small collection – you are perceptual subitising
Conceptual subitising	This involves seeing the parts and putting together the whole. EG. when you see a domino you may see two groups of 4 as one 8

B Whitfield
June 2026