Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"

Composition • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in

different ways with a wide

range of objects.

Counting

- Enjoys reciting numbers from 0 to 20 (and beyond)
 - Increasingly confident at putting numerals in order 0 to 10 (ordinality).

What skills are we learning?

- Engages in subitising numbers to four and then five.
- Counts out up to 10 objects from a larger group.
- Matches the numeral with a group of items to show how many there are (up to 10).

Comparison

- Uses number names and symbols when comparing numbers, showing interest in large numbers
- Estimates of numbers of things, showing understanding of relative size.

Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three In practical activities, adds one and subtracts one with numbers to 10.

EYFS at Redfield Edge Primary School



Mathematics

Number Numerical Patterns

Statutory Educational Programme: Mathematics.

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.

own playdough, with the intention of having a self-serve dough station. (Life Skills)

outdoor environment (our Messy Maths area and the Forest School area).

Daily Maths whole class input, Teacher led, followed by Maths group work on same topic to ensure

Classroom environment 'Maths is all around'. We want the children to 'make memories, not just memorise'.

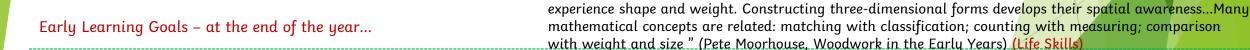
Regular cooking opportunities and making own playdough – the chance to measure out and make their

Our Maths planning will be purposeful and meaningful wherever possible and to always include the

· Woodwork area (in progress) "Numeracy is intrinsic to woodwork. Children measure pieces of wood; they

Core Books (to add):

What opportunities to see this in action?



ELG: Number Children at the expected level of development will: - 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.

consolidation and to iron out misconceptions.

We believe maths is about experiences over rote learning.

ELG: Numerical Patterns Children at the expected level of development will: - 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.