



EYFS at Redfield Edge Primary School

Mathematics Number Numerical Patterns

Core Books
(to add):

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.

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

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

What skills are we learning?

- Composition
- 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).

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.

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

Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.

What opportunities to see this in action?

- Daily Maths whole class input, Teacher led, followed by Maths group work on same topic to ensure consolidation and to iron out misconceptions.
- Classroom environment 'Maths is all around'. We want the children to 'make memories, not just memorise'. We believe maths is about experiences over rote learning.
- Regular cooking opportunities and making own playdough – the chance to measure out and make their own playdough, with the intention of having a self-serve dough station. **(Life Skills)**
- Our Maths planning will be purposeful and meaningful wherever possible and to always include the outdoor environment (our Messy Maths area and the Forest School area).
- Woodwork area (in progress) "Numeracy is intrinsic to woodwork. Children measure pieces of wood; they experience shape and weight. Constructing three-dimensional forms develops their spatial awareness...Many mathematical concepts are related: matching with classification; counting with measuring; comparison with weight and size." (Pete Moorhouse, Woodwork in the Early Years) **(Life Skills)**

Early Learning Goals – at the end of the year...

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.

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.