Maths in the Early Years Foundation Stage at Benjamin Adlard – Reception.

At Benjamin Adlard, we aim to provide strong foundations in early Maths for children as they start their school journey. Children in reception participate in whole class Maths sessions daily, as well as having access to purposeful continuous and enhanced provision throughout the day. Our EYFS staff ensure that, through provision, children can explore concepts, develop an understanding of the world and engage in regular opportunities to reason and problem solve.

In reception, children will progress through the following six key areas of learning in Maths.

-Cardinality and counting. – Comparison. – Composition - Pattern - Shape and Space - Measures

To ensure consistency across our Key Stages, our reception curriculum has been designed based on two high-quality Maths programmes. To support children to develop their sense of number within 10, objectives and resources from the NCETM Mastering number programme are used. These are supplemented by White Rose resources, as used throughout the whole school. Pattern, shape and space and measures objectives are taught using resources and objectives from White Rose.

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	**Subitising**	**Counting and cardinality**	**Composition**	**Measures**	**Subitising**	**Comparison**
	Within 3	**Counting skills**	**Focus on 3&4**	**Talk about measure and patterns**	**Objects**	**Comparison by 'looking'**
Core Knowledge	-To find representations of 1, 2 and 3 by counting. -To subitise regular arrangements within 3. -To subitise irregular arrangements within 3. -To identify groups of 1,2 and 3 within larger arrangements.	-To say number names to 5. - To represent 1, 2 and 3. -To count and tag three objects. -To count and tag three sounds or actions.	-- To recognise that 3 and 4 can be made by combining sets of smaller numbers.	-To compare the mass of 2 objects. - To compare the size of 2 objects.	-To find up to 4 objects from a group without counting. -To show up to 4 fingers without counting. - To subitise regular arrangements within 4. -To subitise irregular arrangements within 4.	-To compare two sets of objects recognising which set has 'more than'. -To compare two sets of objects recognising which set has 'less than'.

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	**Counting and cardinality**	**Comparison**	**Pattern**	**Shape and Space**	**Composition**	
	Counting skills to 5	**Matching**	**Talk about measure and patterns**	**Circles and triangles**	**'whole' & 'part'**	**3,4 & 5**
Core Knowledge	-To say number names to 10. -To count and tag 5 objects. -To count and tag 5 actions or sounds.	-To match objects. -To match pictures and objects. -To sort objects based on type. -To recognise and match an equal	- To copy and continue simple patterns. -To create simple patterns.	-To identify and name circles and triangles. -To compare circles and triangles. -To find circles and triangles in the environment.	-To know that a whole number can be split into parts. -To know that 3 is made of 2 and 1. -To investigate ways to compose number 4. -To investigate ways to compose number 5.	

	-To know that the last number said tells us 'How many'.	amount and a non-equal amount.		To describe a position.		
sSpring 1	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Focus	**Counting, cardinality**	**Shape and Space**	**Subitising**	**Composition**		**Measures**
	Object counting. **Matching numerals.**	**Shapes with 4 sides**	**Within 6.** **Match numerals & quantities.**	**Focus on 5**	**Focus on 6 and 7 (5 and a bit)**	**Mass and capacity**
Core Knowledge	-To order numerals 1 to 5. - To say number names to 20. - To notice when there is one more than an amount within 6.	-To identify and name shapes with 4 sides. -To combine shapes with 4 sides. -To find shapes with 4 sides in the environment. -To talk about my day and night.	-To recognise numerals 1-5. -To match arrangements within 5 to the correct numeral. -To subitise regular arrangements within 6.	-To know that 5 can be split into parts. -To name one way that number 5 can be split into parts.	-To count out 6 blocks and add one more to make 7. -To represent number 6 as '5 and a bit'. -To represent number 7 as '5 and a bit'.	-To compare mass. -To find a balance. -To explore capacity. -To compare capacity.
Spring 2	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Focus	**Composition**	**Measures**		**Counting and cardinality**	**Comparison**	**Composition**
	Making equal and unequal sets.	**Length, height and time**		**Ordering numbers.**	**Less than**	**Doubles.**
	-To say what the whole is when there are two equal parts. - To sort number blocks using the criteria 'odd blocks and even tops.	- To explore length. - To compare length. - To explore height. - To compare height. - To talk about time. - To order and sequence time using events.		-Recognise and order numbers to 10. -Show one more than an amount within 10. -Show one less than an amount within 10.	- Use subitising to identify 6 and not 6. -Use language more than, fewer than and equal.	-Use fingers to show doubles patterns. -Use objects to make doubles patterns.

					-Reason about which numbers are more than others.	
Summer 1	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Focus	**Composition**	**Composition**	**Shape and space**	**Shape and Space**		**Counting and cardinality**
	Focus on 7 & 8.	**Sharing and grouping**	**Explore 3D shapes**	**Manipulate, compose and decompose**		**1 more/1 less**
	-To say which numbers are 'more than' given numbers. - To know that 5 needs 2 to make 7. -To know that 5 needs 3 to make 8. -To show that 7 can be made in different ways.	-To explore sharing. -To share into equal groups. -To explore grouping. -To group objects.	-To recognise and name 3D shapes. -To use 3D shapes for tasks. -To copy and continue patterns. -To find patterns in the environment.	-To select shapes for a purpose. -To rotate shapes. -To manipulate shapes. -To explain shape arrangements. -To compose shapes. - To decompose shapes. -To copy 2D shape pictures. -To find 2D shapes within 3D shapes.		-Describe the 1 more/1 less relationship of numbers to 10. -Order numbers to 10 using '5 and a bit'.
Summer 2	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Focus	**Subitising**	**Composition**	**Counting and cardinality**	**Counting and cardinality**	**Pattern**	
	To 6.	**5 and a bit.**	**Focus to 10**	**To 20 and beyond**	**Visualise, build and map**	
	-To make and describe arrangements of 6. -To subitise double amounts on a ten frame.	-To recognise the difference between odd and even numbers. -To identify a missing part of 5. -To know that 6 is made of 5 and 1. -To know that 7 is made of 5 and 2.	-To count a set of objects that can be moved within 10. -To count a representation of amounts within 10 that can't be moved. -To count 10 things that can't be tagged (e.g. sounds).	-To build numbers beyond 10. -To continue patterns beyond 10 (10-13). -To build numbers beyond 10 (14-20). -To continue patterns beyond 10 (14-20). -To say number names beyond 20.	-To identify units of repeated practice. -To create own pattern rules. -To replicate and build own scenes and constructions. -Visualise from different positions. -To describe positions. -To give instructions to build. -To explore and represent maps with models.	

	White Rose objectives and resources.