

EYFS Maths at Badsley

In the English Early Years Foundation Stage (EYFS) curriculum, the mathematics early learning goals are designed to develop a child's understanding of mathematical concepts through play and exploration. Here's a breakdown of these goals:

Number

- **Counting:** Children should be able to count reliably up to at least 20 objects, actions, or sounds. They should understand that the last number counted represents the total number of items.
- **Number Recognition:** They should recognize and name numbers from 1 to 20, both in written form and in their environment.
- **Ordering Numbers:** Children should be able to order numbers up to 20 and begin to understand the concept of more and fewer.
- **Simple Addition and Subtraction:** They should use objects, fingers, and simple drawings to solve problems involving addition and subtraction within 10.

Numerical Patterns

- **Recognizing Patterns:** Children should be able to recognize, create, and describe patterns using a variety of materials, such as beads, blocks, or shapes.
- **Understanding Sequencing:** They should understand the concept of sequencing and be able to predict what comes next in a simple pattern or sequence.

Shape, Space, and Measures

- **Shapes:** Children should be able to recognize and name common 2D shapes (e.g., circles, squares, triangles) and 3D shapes (e.g., cubes, spheres, cylinders).
- **Space:** They should understand basic spatial concepts such as in, on, under, next to, between, and behind.
- **Measures:** Children should be able to use and compare different sizes, lengths, weights, and capacities. They should understand concepts like longer, shorter, heavier, lighter, and more.

Problem Solving and Reasoning

- **Exploration:** Children should explore and solve practical problems using mathematical concepts. They should be encouraged to explain their thinking and reasoning.
- **Real-Life Situations:** They should apply their mathematical skills in real-life situations, such as sharing items between friends or identifying numbers in their environment.

Maths in EYFS is taught using the following model:

- Count (forwards and backwards, starting and stopping at different numbers, in different steps 2s etc.) this may be counting by rote OR counting games.
- Revisit/ Review - ensuring children are able to recall prior learning OR addressing misconceptions that have arisen from the prior learning.
- Teach - introducing new concepts.
- Practise - Children taking part in group, individual or pair work
- Problem solving - discussion in pairs, small groups or individual thinking time

Children take part in 3 lessons per week following the structure above and 2 counting collections lessons. This involves children engaging in a short, weekly 'hands on' sessions with boxes of interesting objects to count. The children can also access the 'counting library' (boxes of objects) during play.

Counting collections follows this structure:

- Introduction - 1s, 2s, 5s, 10s forwards and backwards (counting)
- Strategise - choose a box and decide with a partner what tool is needed
- Count - Use the tool and strategies to count the collection with a partner
- Record - Children record using their chosen method

All of the above forms the foundation for the Y1 curriculum