

## **Maths**

### **Mathematics educational programme (taken from the EYFS Framework 2023)**

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.

Early learning goals that link to maths:

### **EYFS Mathematics**

ELG Number -

- 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 -

- 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

In reception we use White Rose Maths for planning. The lessons are always hands-on, and based on concrete, pictorial and abstract methods where possible.

### **In the foundation stage the children.....**

- Sing lots of number songs and rhymes whilst learning to count forwards and backwards.
- Learn all about shapes and their properties so that they can describe them in simple terms.
- Use a range of equipment to explore capacity, weight, size and money in real-life situations (such as tape measures, balances, water toys, a till and real coins).
- Learn number facts such as number bonds and doubles to enable fast recall.
- Practise counting regular and irregular arrangements of objects accurately.
- Learn how to add two numbers together and how to subtract a small number from a bigger number.
- Have daily opportunities to practise their maths skills indoors and outdoors in child-led provision.
- Are taught how to write numerals.
- Play lots of games in order to practise counting and recognising numerals.
- Learn how to put numbers in the correct order on a number-line.
- Take part in reasoning and problem-solving activities appropriate to their age.