Maths Curriculum Overview – EYFS

	Autumn 1		Spring 1		Summer 1	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
KIRF	**I can recognise and order numbers 0-10**	**I can find one more and one less for numbers up to 10**	**I can recall number bonds to 5 including subtraction facts**	**I know doubles numbers to 5**	**I know halves within 10**	**I can recall number pairs that make 10**
Disciplinary Overview	Pupils further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	
Substantive Knowledge	**Pupils will:** • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting		**Pupils will:** • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape'		**Pupils will:** • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is	

	numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'How many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	necessary • develop conceptual subitising skills including when using a rekenrek
Number	**Calculation**	**Measure**	**Geometry**
Declarative (Knowing what) Says number words in sequence Subitise (recognise quantities without counting) up to 10 Match numeral to quantity links the number and the symbol (numeral with its cardinal number value	**Declarative (Knowing what)** Identify smaller number within a number (conceptual subitising) Automatically recall (without referring to rhymes, counting and other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including doubles facts Say when a number does not match a quantity	**Declarative (Knowing what)** Recognise attributes of measuring and use vocabulary to describe them	**Declarative (Knowing what)** Describe properties of shape Develop an awareness of the properties of shape Use language of position and direction Explore shapes and attributes of shapes, select shapes to for fill a particular need
Procedural (Knowing how)	**Procedural (Knowing how)**	**Procedural (Knowing how)**	**Procedural (Knowing how)**

Count objects from a larger group Count objects in an irregular arrangement	Compare collections and discuss which group has things Partition a number in a range of ways and identify the pairs of numbers that make the same total Check that groups are equal by matching on a one-to-one basis Say which number is larger by couniting and matching one to one Compare numbers that are far apart near and next to each other Understand that numbers can be partitioned into more than two groups	Compare quantities Show an awareness of comparison estimating and predicting Recognise the relationship between the size and the number unit Use units to compare things	Visualise how things will appear when they are turned around and imagining how they might fit together Make constructions patterns and pictures and select shapes that will fit when rotated or flipped in insert boards shape sorters and jigsaws Notice the results in rotating and reflection images and in visualising them Construct and create things that represent objects in their environment Notice shape and properties of objects that they want to represent and think about appropriateness of shapes they choose Represent spatial relationships in small world play move both themselves and objects around, so they see things from different perspectives
Conditional (knowing when and why) Rocognise amounts that have been rearranged remain the same if nothing has been added or taken away (conversation)	**Conditional (knowing when and why)** Understand how many things are hidden from a known quantity	**Conditional (knowing when and why)** Experience different time spans to develop an overall sense of time Use time to sequence event	**Conditional (knowing when and why)** In terms of how towers are built and why certain shapes are chosen to make a tower and the space that

			has been created within an enclosure
AUTUMN **SPRING** **SUMMER**			