



<b>Area of Provision: Maths</b>
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<b>Early Learning Goals</b>
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**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.

<b>Characteristics of effective learning</b>
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**Playing and exploring** - children investigate and experience things, and 'have a go'

**Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

**Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

<b>EYFS Development Matters</b>
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**Communication and Language**

- Learn new vocabulary.
- Use new vocabulary.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

**PSED**

- Show resilience and perseverance in the face of challenge.

**Physical Development**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

**Mathematics**

- Count objects, actions and sounds.
- Subitise
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0–5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

<b>Resources</b>	<b>Organisation</b>
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Multilink, sorting equipment, magnetic numbers, sand timers, shapes, dice, magnetic shapes, place value charts, large buttons, number beads, pattern kit, shape sorting game, Link 'n' Learn, number puzzles, dominoes, clock, jigsaws, number stones, Numicon, Bingo, peg boards.

- Resources clearly labelled and organised so children can access them independently.
- Labels to include both text and picture where appropriate.
- Children understand that they can add resources from other areas if they wish.
- A distinct area with table and chairs.

### Vocabulary

**Number** - add, addition, answer, counting, difference, divide, even, equal, greater, less, minus, multiply, number, negative, number line, odd, plus, subtract, symbol, take away.

**Shape** – 2D, 3D, curved, line, straight, vertices, edges, faces round, flat.

**Comparison** – same, different, more, less, least, most, tallest, smallest, heaviest, lightest.

**Positional** – inside, on, under, behind, in, front, next to, high, low.

**Ordinal** – first, second, third, last, next.

**Pattern** – continue, repeat, next, after, sequence.

### Look, listen and note

- Using number names correctly.
- Sorting objects and the categories they use.
- Counting accurately.
- Recognising and creating patterns.
- Adding and taking away.
- Identifying more/less.
- Mathematical language.