



# Maths

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for mathematics within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Old's and Reception to match the programme of study for mathematics.

The most relevant statements for mathematics are taken from the following areas of learning:

- Communication and Language
- Mathematics

| Mathematical Vocabulary   |                            |   |   |
|---------------------------|----------------------------|---|---|
| Three and Four-Year-Old's | Communication and Language | <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Understand 'why' questions, like: "why do you think the caterpillar is so fat?"</li> </ul> |   |
| Reception                 | Communication and Language | <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> </ul>   |   |
| ELG                       | Communication and Language | Speaking  | <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> |

| Maths                     |             |   |
|---------------------------|-------------|---|
| Number and Place Value    |             |   |
| Counting                  |             |   |
| Three and Four-Year-Old's | Mathematics | <ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Say one number name for each item in order: 1, 2, 3, 4, 5.</li> <li>• Knowing that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul> |



## EYFS and Whole School links to the National Curriculum at SSPP

|   |             |                    |  |
|---|-------------|--------------------|--|
| Reception                                       | Mathematics |                    | <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Count beyond 10.</li> </ul>   |
| ELG   | Mathematics | Numerical Patterns | <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising a counting pattern.</li> </ul>  |
| Identifying Representing and Estimating Numbers |             |                    |  |
| Three and Four-Year-Old's                       | Mathematics |                    | <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul> |
| Reception                                       | Mathematics |                    | <ul style="list-style-type: none"> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul>  |
| ELG   | Mathematics | Number             | <ul style="list-style-type: none"> <li>Subitise (recognising quantities without counting) up to 5.</li> </ul>  |
| Reading and Writing Numbers                     |             |                    |  |
| Three and Four-Year-Old's                       | Mathematics |                    | <ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>   |
| Reception                                       | Mathematics |                    | <ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul>   |
| Compare and Order Numbers                       |             |                    |  |
| Three and Four-Year-Old's                       | Mathematics |                    | <ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>  |
| Reception                                       | Mathematics |                    | <ul style="list-style-type: none"> <li>Compare numbers</li> </ul>  |
| ELG   | Mathematics | Numerical Patterns | <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>   |
| Understanding Place Value                       |             |                    |  |



## EYFS and Whole School links to the National Curriculum at SSPP

|                           |             |        |   |
|---------------------------|-------------|--------|---|
| Reception                 | Mathematics |        | <ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> </ul> |
| ELG                       | Mathematics | Number | <ul style="list-style-type: none"> <li>Have a deep understanding of numbers to 10, including the composition of each number.</li> </ul>   |
| Solving Problems          |             |        |   |
| Three and Four-Year-Old's | Mathematics |        | <ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>  |

|                          |             |                    |  |
|--------------------------|-------------|--------------------|--|
| Addition and Subtraction |             |                    |  |
| Mental Calculations      |             |                    |  |
| Reception                | Mathematics |                    | <ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0-5 and some to 10.</li> </ul>  |
| ELG                      | Mathematics | Number             | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| Solve Problems           |             |                    |  |
| ELG                      | Mathematics | Numerical Patterns | <ul style="list-style-type: none"> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.</li> </ul>                                       |

|  |             |  |   |
|--|-------------|--|---|
| Measurement  |             |  |   |
| Describe, Measure, Compare and Solve (All Strands) |             |  |   |
| Three and Four-Year-Old's                          | Mathematics |  | <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> |
| Reception  | Mathematics |  | <ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> </ul>  |



|                           |             |  |
|---------------------------|-------------|--|
| Telling the Time          |             |  |
| Three and Four-Year-Old's | Mathematics | <ul style="list-style-type: none"> <li>• Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'</li> </ul> |

|   |             |  |
|---|-------------|--|
| Properties of Shapes                            |             |  |
| Recognise 2D and 3D Shapes and their Properties |             |  |
| Three and Four-Year-Old's                       | Mathematics | <ul style="list-style-type: none"> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> <li>• Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul> |
| Reception                                       | Mathematics | <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>   |
| Compare and Classify Shapes                     |             |  |
| Reception                                       | Mathematics | <ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.</li> </ul>  |

|                                  |             |  |
|----------------------------------|-------------|--|
| Position and Direction           |             |  |
| Position, Direction and Movement |             |  |
| Three and Four-Year-Old's        | Mathematics | <ul style="list-style-type: none"> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> |



## EYFS and Whole School links to the National Curriculum at SSPP

|                           |                         |  |
|---------------------------|-------------------------|--|
| Reception                 | Understanding the World | <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> </ul>  |
| Patterns                  |                         |  |
| Three and Four-Year-Old's | Mathematics             | <ul style="list-style-type: none"> <li>• Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul> |
| Reception                 | Mathematics             | <ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> </ul>  |

|                                    |             |   |
|------------------------------------|-------------|---|
| Statistics                         |             |   |
| Record, Present and Interpret Data |             |   |
| Three and Four-Year-Old's          | Mathematics | <ul style="list-style-type: none"> <li>• Experiment with their own symbols and marks, as well as numerals.</li> </ul> |

What this might look like in our school:

A mixture of adult-led and practical learning sessions (continuous provision), intentional conversations and vocabulary drops.

- Hands on approach using practical resources
- Well-equipped Maths area to encourage core maths skills
- Singing and chanting nursery rhymes and numbers
- Counting in everyday circumstances and “real life experiences”
- Focused, taught Maths carpet session every day
- Opportunities for children to practise and embed Maths within their playing during continuous provision.
- Continuous provision areas enhanced with maths resources such as number lines, clock, recipe books, measuring tape etc
- Number of pupils allowed in each are e.g. four children in snack and chat - remind children by counting allowed.
- Exposure to numbers and counting through-out the environment.
- Unlimited opportunities to develop mathematical skills and vocabulary both indoors and outdoors
- Intentional teaching of mathematics from all adults in the setting during Continuous Provision
- Vocabulary drops
- Real life experiences such as trips including spending money such as a trip to the bakery.



# EYFS and Whole School links to the National Curriculum at SSPP

