Bishop Chadwick Catholic Education Trust

EYFS Curriculum: Maths

St. M.M.

Links to National Curriculum

	Early Learning Goals *Pre-learning for KS1*	Links to KS1 Curriculum
Number and Numerical Patterns	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5 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. *Animal characteristics – counting to 10 (less/more)* *Birthdays – subitising numbers to 5* *MFL – count to 10 in Spanish* *How do you get there? – counting vehicles/traffic*	Read and write numbers to 20. Represent and use number bonds and related subtraction facts within 20.
Addition and Subtraction **Multiplication and Division**	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. 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.	Addition and Subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [] - 9. Multiplication and Division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Shape, Space and Measure	**<u>Measurement</u>** *Lengths and Heights – using comparative language to compare plants e.g. taller/shorter.* *Capacity – world water day. Which container holds the most water? Full/empty more than/less than. Halloween – making potions. Beach trip – different sized buckets.* *PE – races to discuss time vocabulary e.g. quicker, slower* *Birthdays – months of the year.* *Daily routines – days of the week, months and year* *Role play paying for transport - Recognising coins and notes* **<u>Position and Direction</u>** *Experience days e.g. train ride – discuss directions and how to get to the train station. Sequence vocabulary to retell e.g. first, next.* **<u>Shape</u>** *Christmas wrapping – repeated patterns*	**<u>Measurement</u>** • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) Measure and begin to record: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. **<u>Position and Direction</u>** Describe position, directions and movements, including half, quarter and three-quarter turns. **<u>Shape</u>** Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).