

Maths Curriculum Overview EYFS

	AUTUMN	SPRING	SUMMER
Ongoing	<ul style="list-style-type: none"> • Use of vocabulary for addition/ subtraction • Recording/ using marks that children can use to explain their calculations • Counting forwards and backwards in steps of 1 and then 2,5,10 • Developing use of time language 		
Reception	<ul style="list-style-type: none"> • Reading/ recognising numbers to at least 10 • Counting objects accurately with 1:1 correspondence to at least 10 • Matching numerals to sets of objects • Finding 1 more/ less than a given number up to at least 5 • Ordering numbers to at least 5 • Sequence events of the day 	<ul style="list-style-type: none"> • Reading/ recognising numbers to at least 20 • Counting objects accurately with 1:1 correspondence to at least 20 • Finding 1 more/ less than a given number up to at least 10 • Ordering numbers to at least 10 • Add/ subtract U+-U • Order items by length/ height 	<ul style="list-style-type: none"> • Reading/ recognising numbers to at least 20 and beginning to work up to 30+ • Counting objects accurately with 1:1 correspondence to at least 20 and beginning to work up to 30 • Finding 1 more/ less than a given number up to at least 20 • Ordering numbers to at least 20
	<ul style="list-style-type: none"> • Estimating quantity and checking by counting • Being able to combine two groups of objects (+) • Counting objects accurately • Begin to recognise and name 2D shapes • Use shapes to create a pattern • Use of positional language • Order items by weight/ capacity 	<ul style="list-style-type: none"> • Solve problems involving doubling (link to money) • Add/ subtract U+-U • Solve problems involving sharing/ halving (link to money) • Begin to recognise and name 3D shapes, use of model building • Measure short periods of time, be able to sequence events in the day 	<ul style="list-style-type: none"> • Solve problems involving doubling. Beginning to work with 2,5,10 • Solve problems involving sharing/ halving and grouping in to 2,5,10 • Begin to recognise and name 2D/3D shapes • Use shapes to create a pattern