

# EYFS Curriculum – content, sequencing and progression across the areas of learning

## Focus Areas: Mathematical Development

<p><b>Nursery – what?</b></p>	<p>Compare collections of things and say which group has more.</p> <p>Be able to check if two groups are equal by matching objects, one to one.</p> <p>Count objects in the environment, initially to 3, then 5 and 10.</p> <p>Know the number names through rhymes and songs.</p>	<p><b>Reception – what?</b></p>	<p>Compare collections of things and say which group has more or less, including objects which are identical and which include objects of different kinds or sizes.</p> <p>Convert two unequal groups into two that have the same number.</p> <p>Apply understanding by comparing actual numbers</p> <p>Be able to subitise; Subitising is an important link in children’s understanding of number and their recall of a particular spatial arrangement. For example, seeing a number six on a dice and knowing that means six, without counting.</p> <p>Match a number symbol to a number of things. Know that the last number counted gives the total so far.</p> <p>See small numbers within a larger collection (number bonds)</p>
<p><b>Nursery – how?</b></p>	<p>Model and encourage use of mathematical language and concepts throughout the day during play e.g. asking questions such as ‘How many saucepans will fit on the shelf?’</p> <p>Explore numbers in depth through the Number Blocks programme, daily routine and teacher led activities</p> <p>Ensure that there are mathematical opportunities available in all areas of learning in the environment, including the outdoor area.</p> <p>Talk with children about the strategies they are using, e.g. to work out a solution to a simple problem by using objects, fingers or counting aloud.</p> <p>Use pictures and objects to illustrate counting songs, rhymes and number stories. Play number games.</p>	<p><b>Reception – how?</b></p>	<p>Seek the opportunity to make links to maths throughout the school day e.g. talk about the date, the number of children in class/absent, who is taller/shorter etc.</p> <p>Number a week focus. This helps us to look at number formation as well as ‘how many’ this number represents. Look at ways of making this number and comparing this number to other numbers.</p> <p>Thread number into everyday routines and learning, throughout all areas of the setting; “who is first, second third? Who has more? “So two and one more is..? A particular shape has one, three, four sides</p> <p>Build on the knowledge our children bring with them; Provide class or group problems for the children to ‘work through’ as an exciting hook into their learning.</p> <p>Focus on points of confusion (misconception) and work as a group to clarify.</p> <p>Model, encourage and facilitate group discussion, to encourage all children to become confident when talking about maths.</p>

