Early Years Foundation Stage Mathematics Curriculum map

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot connections, 'have a go', **talk to adults** and peers about what they notice and not be afraid to make mistakes.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Numerical Patterns Following the NCTEM mastering number program	**Subitising**	To perceptually subitise within 3 To identify sub-groups in larger arrangements To create their own patterns for numbers within 4 To practise using their fingers to represent quantities which they can subitise To experience subitising in a range of contexts, including temporal patterns made by sounds.	To continue from first half-term To subitise within 5, perceptually and conceptually, depending on the arrangements.	To increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements To explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part To experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns.	To explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	To continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns To use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number To subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 To be encouraged to identify when it is appropriate to count and when groups can be subitised.	To know and be able to form Numbers 0-20 To be able to Order numbers 0-20 and say what one more or one less is To be able to count forwards and backwards on a number line. To be able to recognise different coins and make amounts using them. To be able to solve money subtraction problems. To be able to tell different times. To Know 2D, 3D shapes and shapes properties. To be able to recognise and create patterns.

	Cardinality, ordinality & counting	To relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set To have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song To have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting To have opportunities to develop an understanding that anything can be counted, including actions and sounds To explore a range of strategies which support accurate counting.	To continue to develop their counting skills To explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand To begin to count beyond 5 To begin to recognise numerals, relating these to quantities they can subitise and count.	To continue to develop verbal counting to 20 and beyond To continue to develop object counting skills, using a range of strategies to develop accuracy To continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 To order numbers, linking cardinal and ordinal representations of number.	To continue to consolidate their understanding of cardinality, working with larger numbers within 10 To become more familiar with the counting pattern beyond 20.	To continue to develop verbal counting to 20 and beyond, including counting from different starting numbers To continue to develop confidence and accuracy in both verbal and object counting.	To be able to halve numbers and know and recall halving number facts To be able to Double and know and recall double number facts. To be able to solve Number word problems- (addition and subtraction) with manipulatives and mentally. To be able to count in 2s, 5s and 10s
	Composition	To see that all numbers can be made of 1s	**Composition** To explore the concept of 'wholes' and 'parts' by looking at a range	**Composition** To continue to explore the composition of 5	**Composition** To explore the composition of odd and even numbers,	**Comparison** To explore the composition of 10.	

		To compose their own collections within 4.	of objects that are composed of parts, some of which can be taken apart and some of which cannot To explore the composition of numbers within 5.	and practise recalling 'missing' or 'hidden' parts for 5 To explore the composition of 6, linking this to familiar patterns, including symmetrical patterns To begin to see that numbers within 10 can be composed of '5 and a bit'.	looking at the 'shape' of these numbers To begin to link even numbers to doubles To begin to explore the composition of numbers within 10.		
	Comparison	To understand that sets can be compared according to a range of attributes, including by their numerosity To use the language of comparison, including 'more than' and 'fewer than' To compare sets 'just by looking'.	**Comparison** To compare sets using a variety of strategies, including 'just by looking', by subitising and by matching To compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	**Comparison** To continue to compare sets using the language of comparison, and play games which involve comparing sets To continue to compare sets by matching, identifying when sets are equal To explore ways of making unequal sets equal.	**Comparison** To compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.	**Composition** To order sets of objects, linking this to their understanding of the ordinal number system.	
	Shape Space and Measure		To know coins, have different values.	To know the days of the week.	To know different times of the day, days		

		To know 2D shapes and be able to talk about their properties. Money- Using money in role play and beginning to recognise different coins. To be able to select and rotate shapes building an awareness that shapes can have shapes within it.	To be able to recognise coins and begin to match amount to coin values 1p,2p, 5p	To know 2D shapes and shape properties. To be able to talk about patterns in events using language first, then, after before. To be able to talk about and identify patterns and create own patterns.	of the week and months of the year. To know coins, have different values and be able to say what some coins values are. To know and be able to talk about 3D shapes and shape properties	To know the minute and hour hands on a clock. To begin to be able to tell O-clock and half past times. To be able to make comparisons with Length, weight and Capacity.	To Know 2D, 3D shapes and shapes properties. To be able to Recognise and create patterns.
ELGs:		***Number***- Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts. ***Numerical Patterns***- Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities s 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 odds and evens, double facts and how quantities can be distributed equally.					
KS1 (taken from Maths National curriculum)		The principal focus is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. Pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. By the end of KS1 pupils should know the number bonds to 20.					

Curriculum map - Year 1

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Place value within 10					Addition and subtraction (within 10)					Shape		Revisit	Revisit
Spring	Place value within 20			Addition and subtraction within 20			Place value within 50		Length and height		Revisit			
Summer	Multiplication and division			Fractions		Position and direction	Place value within 100		Money	Time		Mass and volume		

Curriculum map - Year 2

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Place value					Addition and subtraction					Shape			Revisit
Spring	Money		Multiplication and Division					Length and height		Statistics				
Summer	Fractions			Time			Revisit	Mass, capacity and temperature			Position and direction		Revisit	