



EYFS MATHS

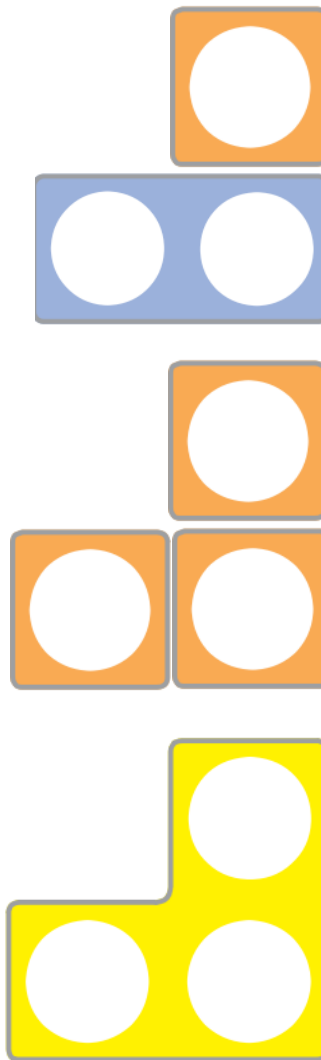
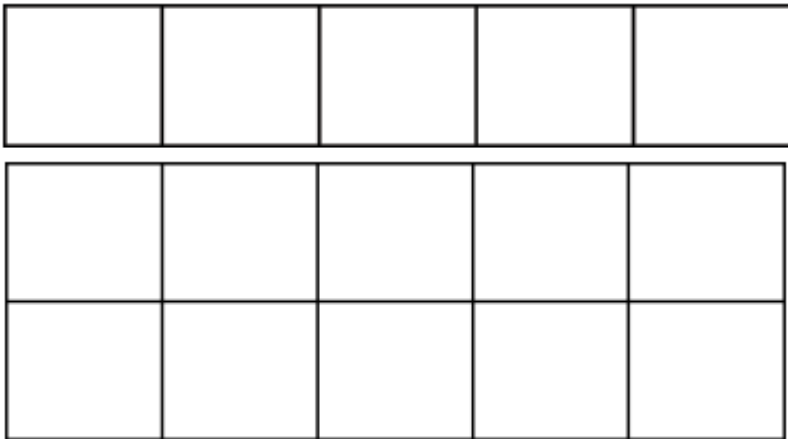


Alwyn Infant School

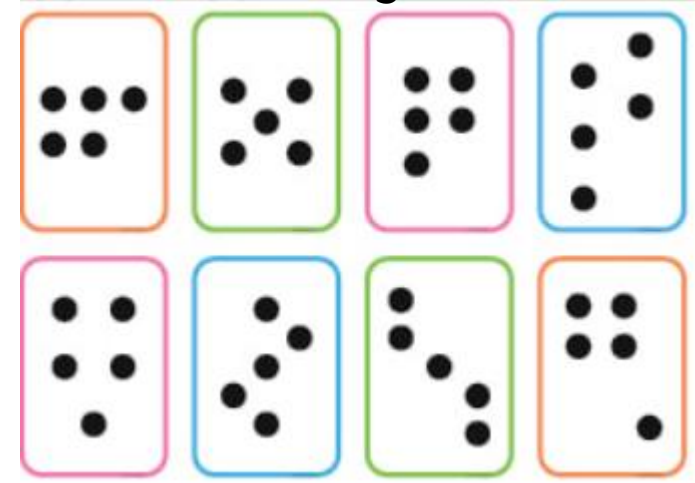
Terminology

- Composition of number is the different ways we can make each number. To make 3 for example, we can do $1+1+1$, $1+2$ or $2+1$.

- 5 frames and 10s frames



Subitise know instantly how many without counting



Representing numbers



Term 1

▶ Match, sort and compare

- ▶ Match objects
- ▶ Match pictures and objects
- ▶ Identify a set
- ▶ Sort objects
- ▶ Explore sorting
- ▶ Rules for sorting
- ▶ Compare amounts

▶ Measure and Patterns

- ▶ Compare size
- ▶ Compare mass
- ▶ Compare capacity
- ▶ Explore simple patterns
- ▶ Copy and continue simple patterns
- ▶ Create simple patterns
- ▶ Matching
- ▶ Sorting
- ▶ Comparing amounts
- ▶ Compare size, mass and capacity
- ▶ Make simple patterns



Term 2

- ▶ Representing and comparing 1,2,3
- ▶ Composition of 1, 2, 3 (Introduce the idea that all numbers are made of smaller numbers.)
- ▶ Subitise 1,2 and 3
- ▶ 1 more and 1 less
- ▶ Identify and name circles and triangles
- ▶ Spatial awareness (positional language)
- ▶ Four
- ▶ Five
- ▶ One more, one less
- ▶ Shapes with four sides
- ▶ Daily routines



Term 3



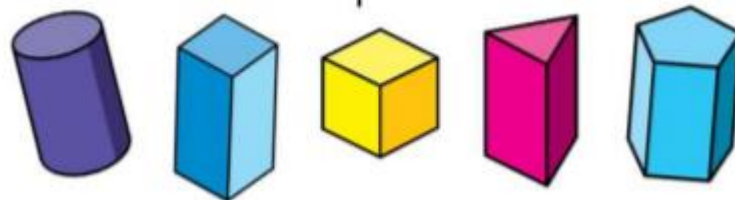
- ▶ Zero
- ▶ Comparing numbers to 5 (subitise and represent 0-5)
- ▶ 1 more and 1 less
- ▶ Composition of 4 and 5 (all numbers are made of smaller numbers)
- ▶ Compare mass (heavier and lighter)
- ▶ Compare capacity (empty, nearly full, half full)
- ▶ 6,7and 8
- ▶ Making pairs / Odds and evens
- ▶ Find and make a double to 8

★ ★ **Odd and Even
Numbers Chart**

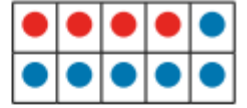
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Term 4

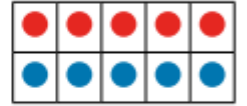
- ▶ 9 and 10
- ▶ Comparing / representing / subitising numbers to 10
- ▶ 1 more and 1 less
- ▶ Bonds to 10
- ▶ Make arrangements of 10
- ▶ Find and make a double to 10
- ▶ Explore even and odd
- ▶ Explore and compare length and height
- ▶ Talk about time
- ▶ Order and sequence time



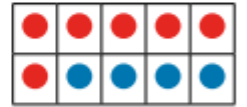
$$4+6=10$$



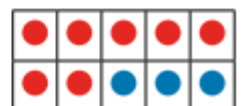
$$5+5=10$$



$$6+4=10$$



$$7+3=10$$



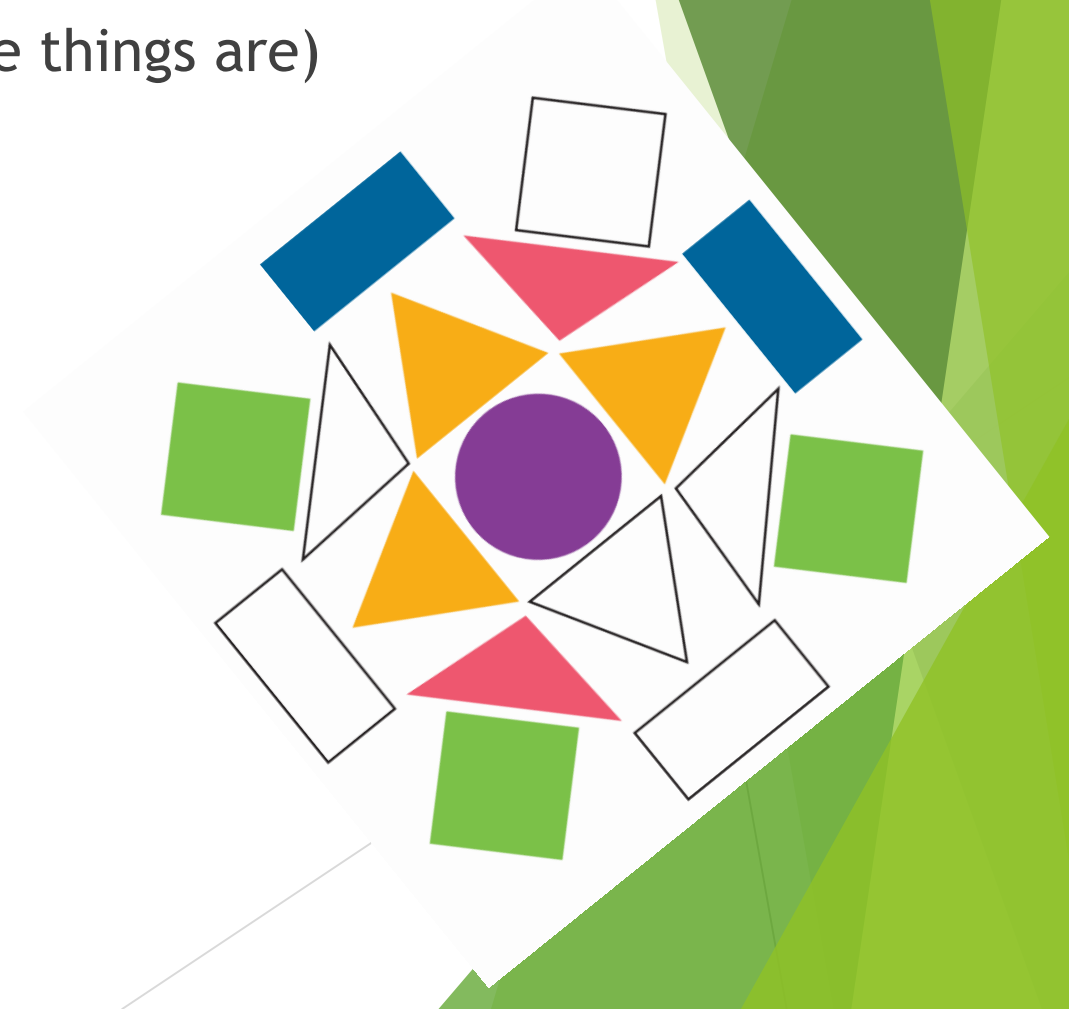
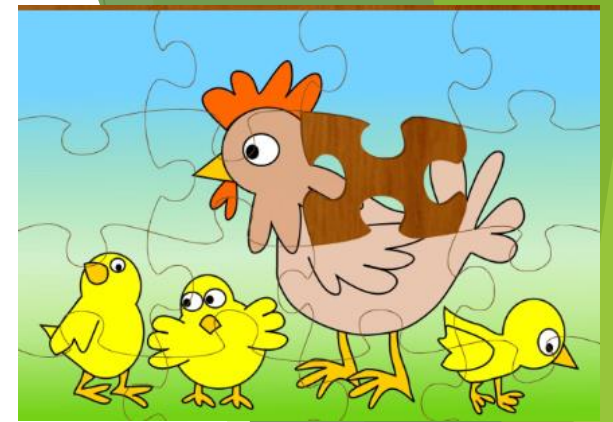
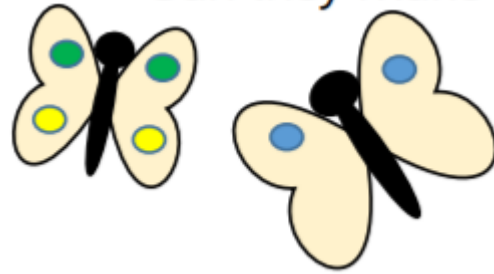
Term 5 and 6

- ▶ Building numbers beyond 10 (Numicon)
- ▶ Counting patterns beyond 10 (Counting on and back and look for patterns)
- ▶ Verbal counting beyond 20
- ▶ Spatial Reasoning (Jigsaws and puzzles)
- ▶ Adding more (using real objects)
- ▶ Taking away (using real objects)
- ▶ Spatial reasoning with shapes
- ▶ **How many now?**
- ▶ Add more
- ▶ How many did I add?
- ▶ Take
- ▶ How many did I take away?



Term 6

- ▶ Doubling
- ▶ Sharing and grouping
- ▶ Even and Odd
- ▶ Spatial reasoning (positional language where things are)
- ▶ **Manipulate, compose and decompose**
- ▶ Select shapes for a purpose
- ▶ Rotate shapes
- ▶ Manipulate shapes
- ▶ Explain shape arrangements
- ▶ Compose shapes
- ▶ Decompose shapes
- ▶ Copy 2-D shape pictures
- ▶ Find 2-D shapes within 3-D shapes



Questions?

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect. The rest of the background is plain white.

5s frame / 10s frame / photos of big and small / puzzles, in the garden, numbers / drawings / numicon / multilink / counting objects / number line(number line the number is on the line) story book / counters / number blocks