

Woodhouse Primary School



Coverage of Maths Early Years Framework objectives

Rationale: At Woodhouse Primary School we encourage our pupils to be confident, resilient mathematicians with a love of learning and no fear of ‘grappling’ with difficult concepts and those expressed in an unfamiliar way. In our school, children are scaffolded, extended and supported through rapid teacher intervention, use of equipment and choice of strategies e.g. jottings/mental/resources. As such teaching is both enabling and extending.

Year group: EYFS

Number	<i>1. Have a deep understanding of number to 10 including the composition of each number.</i>
	3&4: Know that the last number reached when counting tells you how many there are in total.
	3&4: Link numerals and amounts e.g. showing the right number of objects to match a numeral up to 5.
	3&4: Solve real world mathematical problems with numbers up to 5.
	3&4: Experiment with their own symbols and marks as well as numerals.
	R: Count objects, actions and sounds.
	R: Link the numeral with its cardinal number value.
	R: Understand the one more/one less relationship between consecutive numbers.
	R: Explore the composition of numbers to 10.
	<i>2. Subitise (recognise quantities without counting) to 5</i>
	3&4: Develop fast recognition up to 3 objects without having to count them individually.
	3&4: Show “finger numbers” up to 5.
	R: Subitise to 5.
<i>3. Automatically recall number bonds up to 5 and some number bonds to 10 including double facts.</i>	
R: Automatically recall bonds for numbers 0-10 (including within 10).	
ELG: Automatically recall double facts.	
Numerical patterns	<i>4. Verbally count beyond 20 recognising the pattern of the number system.</i>
	3&4: Recite numbers past 5.
	3&4: Say one number for each item in order: 1, 2, 3, 4, 5.
	R: Count beyond 10.
	<i>5. Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity</i>
3&4: Compare quantities using language of <i>more than, fewer than</i> .	

	3&4: Make comparisons between objects relating to size, length, weight and capacity.
	R: Compare numbers using language of <i>more than, less/fewer than, the same as/equal to</i> .
	R: Compare length, weight and capacity.
	6. Explore and represent patterns within numbers up to 10 including evens/odds, double facts and how quantities can be distributed equally
	3&4: Identify patterns around them e.g. stripes on clothes, designs on wallpaper using informal language.
	3&4: Extend and create ABAB patterns e.g. leaf, stick, leaf, stick.
	3&4: Notice and correct an error in a repeating pattern.
	R: Continue, copy and create repeating patterns.
	R: Distribute items evenly e.g. put 3 in each bag.
	ELG: Represent evens and odds.
	ELG: Represent double facts.
Shape	3&4: Talk about and explore 2D shapes (e.g. circles, rectangles, triangles) using informal mathematical language e.g. sides, corners, straight, flat and round.
	3&4: Select shapes appropriately e.g. for building using flat surfaces.
	3&4: Combine shapes to make new ones e.g. an arch, a bigger triangle.
	3&4: Talk about and explore 3D shapes (e.g. cuboids) using informal mathematical language e.g. sides, corners, straight, flat and round.
	R: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
	R: Compose and decompose shapes so that children can recognise a shape can have other shapes within it.
Position	3&4: Understand position through words alone in real contexts such as <i>off the table, down the drain</i> .
	3&4: Describe a familiar route.
	3&4: Discuss routes and locations using words like <i>in front of</i> and <i>behind</i> .
	3&4: Begin to describe a sequence of events (real or fictional) using words such as <i>first, next, then</i> .