The Federation of
St Mary's Catholic Schools

"I can do all things through Christ who strengthens me" Philippians 4:13

EYFS Numeracy Curriculum Document

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Nursery	GRADUAL ADMISSION & SETTLING IN TIME Baseline	*Compare amounts, saying 'lots', 'more' or 'same'. *Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. *Take part in finger rhymes with numbers *Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' *Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. *Build with a range of resources. Complete inset puzzles.	*Recite numbers past 5. *Say one number for each item in order: 1,2,3,4,5. *Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. *Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	*Show 'finger numbers' up to 5. *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Count beyond ten. * Talk about and identify the patterns around them. *Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	*React to changes of amount in a group of up to three items *Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). * Understand position through words alone *Describe a familiar route, using words like 'in front of' and 'behind'. *Notice patterns and arrange things in patterns. *Compare quantities.	* Link the number symbol (numeral) with its cardinal number value (to 5). *Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. * Make comparisons between objects relating to size, length, weight and capacity.

Reception - Number Sense	SETTLING IN TIME – Baseline •The numbers 0-10 will be covered and all 7-core areas of mathematics explored through these. •Problem solving underpins all mathematical activity	•Numbers from 0-10 will continue to be explored but with an emphasis on number operations (change) as this forms the foundation for pupils learning their number bonds. •Numbers to 20 will also be covered and all 7-core areas of mathematics explored through these. •Problem solving underpins all mathematical activity	•Numbers from 0 - 20 will continue to be explored and all 7-core areas of mathematics explored through these. •There also needs to be an emphasis on number bonds. •Problem solving underpins all mathematical activity **ELG: Number** Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns** Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities 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 evens and odds, double facts and how quantities can be distributed equally.