Mathematics in EYFS at St Mary's:

In the Early Years Foundation Stage, Mathematics is organised into two areas of learning. These are Number and Numerical Patterns. The EYFS programmes of study also specifies that Shape, Space and Measure be covered during the year, whether this be through lessons or provision during children's self-initiated learning time.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Mathematics.

Number		
Development Matters 3-4	Development Matters Reception	Early Learning Goal
- Develop fast recognition of up to 3 objects, without having to count them individually (subitising). - 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'). - 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 objects, actions and sounds. - Subitise to 5. - Link the number symbol (numeral) with its cardinal number value. - Count beyond ten. - Automatically recall number bonds for numbers 0–5 and some to 10.	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.

Numerical Patterns		
Development Matters 3-4	Development Matters Reception	Early Learning Goal
- Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - Understand position through words alone. - Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity. - Talk about and identify the patterns around them. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	- Compare numbers. - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Continue, copy and create repeating patterns. - Compare length, weight and capacity.	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.

Shape, Space and Measure
EYFS Framework- 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.

Development Matters 3-4	Development Matters Reception
- 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'. - 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 to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.