Randal Cremer Primary School
EYFS Maths Curriculum

PRIMARY ADVANTAGE EARLY YEARS TEAM

EYFS - *MATHS CURRICULUM MAP*

In the Early Years at Randal Cremer we use the Primary Advantage maths curriculum as the basis for our medium term planning.

		EYFS 1						EYFS 2					
	Order	1	2	3	4	5	6	7	8	9	10	11	12
Mathematics	Numbers	To make comparisons between quantities. ***NPV, A & S*** To use some language of quantities, such as 'more' and 'a lot'. ***NPV & A***	To use the language of more and fewer (less) to compare sets of objects. ***A & S*** To recite number names in sequence to 10. (0-10) ***NPV***	Select a small number of objects from a group 'give me one', 'give me two'. ***NPV*** To compare two groups of objects (identifying 'the same'). ***NPV*** To use number names and language. (to recognise numbers) ***NPV***	To separate a group of three or four objects in different ways. (Total is still the same) ***A & S*** To know that numbers identify how many objects are in a set. (Triad) ***NPV*** To know that a group of things changes in quantity when something is added or taken away. ***S***	To match numeral and quantity. ***NPV*** To use one to one correspondence (touch each object and give it a number 0-10) ***NPV*** To count objects in a line. ***NPV*** To create and experiment with symbols and marks representing number. ***NPV*** To respond to (and use) addition vocabulary in rhymes and games. ***A*** To respond to (and use) subtraction vocabulary in rhymes and games. ***S***	To use more/most and less/least. ***NPV*** To find the total number of items in two groups, after some are added, by counting all of them. ***A*** To find the total number of items, after some are taken away, by counting all of them. ***S*** To know that when counting a group the last number represents the quantity. ***A & S***	To count reliably (from 0-20) ***NPV*** To count objects to 10, and beginning to count beyond 10 *(Can count in a line)* ***NPV*** To use one to one correspondence (touch each object and give it a number 0-20) ***NPV*** To count actions or objects which cannot be moved. ***NPV*** To count objects in a group/ irregular arrangement of up to ten objects (same group/different group). ***NPV*** To represent numbers using fingers, marks on paper or pictures. ***NPV*** To recognise numerals. (0 to 5, 0-10 & 0-20) ***NPV*** To order numbers to 20. ***NPV***	To write numbers to 20. ***NPV*** To find/ say the number which is one more or one less than a given number. ***A & S*** Relates addition to combining two groups. ***A*** Relates subtraction to taking away. ***S*** To find **one more** or **one less** from a group of up to five objects, then ten objects. ***A & S*** Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. To set out groups and find the total amount. ***Mx***	To estimate how many objects they can see and check by counting. ***NPV*** To recognise the number of objects in a small group without counting out (subitise). ***NPV*** Uses quantities and objects, to add two single-digit numbers and **count on** to find the answer. ***A*** To count on when adding to a group (holding first number in head) ***A*** To add two sets of objects which are the same (cars + cars) then different (apples + bananas) ***A*** Increase one quantity by a given amount to find the total (augmentation) ***A*** To share objects equally. ***D*** Records, using marks that they can interpret and explain. ***A & S***	To use quantities and objects, to subtract two single-digit numbers (count on or back) to find the answer. ***S*** To count backwards.(on a number line or counting stick.) ***S*** To recognise and name +, =, - signs. ***A & S*** To read an addition number sentence. ***A*** To solve an addition number sentence. ***A*** To read a subtraction sentence. ***S*** To solve a subtraction number sentence. ***S*** To group objects. ***D***	To make 10 (feel the ten-ness of ten). ***NPV*** To arrange an addition number sentence. ***A&S*** To arrange a subtraction number sentence. ***S*** To halve (an even group up to 12) ***S & D*** To solve problems involving grouping and sharing. ***F*** To share an even group of objects between 2, between 4. ***D & F*** To skip count in 2s, 5s & 10s. ***Mx*** Begin to understand odd and even. ***Mx & D*** To count up to 20 (objects/ images in an array) ***D***	Shares an even group of objects between 4. ***D*** To know number families to 5, 6 & 10. ***A & S*** To begin to identify own mathematical problems based on own interests and fascinations. ***S*** To know doubles to 10. ***A*** Begin to relate the addition of dobles to counting on (how many wheels on 2 cars? 4.... 5,6,7,8 4+4=8) ***Mx*** To identify half a group of objects. ***F***

Key: Number and Place Value ***NPV***, Addition ***A***, Subtraction ***S***, Multiplication ***Mx***, Division ***D***, Fractions ***F*** and Measurement ***M***

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		EYFS 1						EYFS 2					
		1	2	3	4	5	6	7	8	9	10	11	12
	Shape, Space and Measures	Can say what is different and what is the same. ***M***	Begins to categorise objects according to properties such as size (colour.) ***M*** Begins to categorise objects according to properties such as shape. ***GS***	Begins to use the language of size. ***M*** Shows an interest in shape and space by making arrangements with objects. ***M***	Experiments with capacity. (Which holds more/less) ***M*** Begins to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. ***GS***	Anticipates specific time-based events such as mealtimes or home time. ***M*** Understands some talk about immediate future, e.g. 'later' or 'soon'. ***M*** Understands some talk about immediate past e.g. 'before'. ***M*** Uses money in role play. ***M***	Exchanges money for objects. ***M*** Shows awareness of similarities of shapes in the environment. Uses familiar objects and common shapes to build models. ***GS*** Beginning to use mathematical names and 'flat' 2D shapes. ***GS***	Uses positional language (below, above, next to, beside, in front, behind and on top) ***GP***	Describes their relative position such as 'behind' or 'next to'. Uses mathematical terms to describe 2d shapes. ***GS***	Orders two items by mass. (using everyday language) ***M*** **Uses everyday language to solve problems. *M*** **They recognise, create and describe patterns.** To count patterns. ***Mx*** Orders two or three items by length or height. ***M***	Orders two items by capacity. (using everyday language) ***M*** **Uses everyday language to compare quantities & objects. *M*** **Uses everyday language to talk about distance. *M*** Orders and sequences familiar events. ***M*** **Uses everyday language related to time (begins to identify o'clock) *M***	Measures short periods of time in simple ways. ***M*** **Uses everyday language to talk about money. *M*** Demonstrates understanding that £1 has greater value than pennies. ***M***	Know and name different coins – 1p, 2p, 5p. 10p, 20p, 50p, £1 & $2. ***M*** Can use 1p, 2p, 5p & 10p coins to make amounts up to 20p. ***M*** To identify half a shape. ***F*** To put together halves to make whole shapes. ***F*** To break an object in half. ***F*** Uses mathematical terms to describe 3d shapes. ***GS***
	Key: Number and Place Value ***NPV***, Addition ***A***, Subtraction ***S***, Multiplication ***Mx***, Division ***D***, Fractions ***F*** ,Measurement ***M***, Geometry Shape ***GS***, Geometry Position ***GP***												