



Randal Cremer Primary School

EYFS Maths Guidance for Nursery



PRIMARY ADVANTAGE EARLY YEARS TEAM

EYFS - MATHS CURRICULUM MAP

At Randal Cremer we use the Primary Advantage Maths Curriculum as the basis for our medium term planning in Nursery.

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

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



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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											