**EYFS Mathematical development**

**Autumn Term**

**Number**

During the Autumn term children will:

* recite numbers to 10 and to 20.
* develop their understanding that numbers identify how many are in a set.
* have lots of opportunity to represent numbers and amounts using marks, objects and numerals.
* count and compare amounts and begin to identify one more and less
* understand combining amounts, counting all to find totals.
* identify and recognise numerals of personal significance developing their recognition and the order of numerals to 10 and beyond.
* select the correct numeral as a label for a set of objects.
* develop their 1:1 correspondence counting through directed and free flow activities.
* begin to use the vocabulary involved in adding and subtracting.

**Shape Space and Measure**

Children will be developing their spacial awareness through opportunities to play with shapes and construction toys or making arrangements with objects and talking about these. They will:

* develop their positional language use and understanding.
* begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and use some mathematical terms to describe shapes.
* begin to recall basic shape names and selects a particular named shape and use familiar objects and common shapes to create and recreate patterns and build models.
* have the opportunity to order two or three items by length or height and order items by weight or capacity.

**Spring Term**

**Number**

During the Spring Term children will:

* build on their counting skills and begin to understand what teen numerals represent.
* become more independent with counting beyond ten.
* understand the corresponding numeral and position in the number line, developing confidence in identifying 1 more and 1 less.
* develop ability to estimate an amount and check by counting, and be confident to use the language of ‘more/fewer’.
* begin to use the vocabulary involved in adding and subtracting, finding the total number of items in two groups by counting all of them and begin to use counting on from the larger amount.
* begin count more reliably with numbers from one to 20, place numerals in order and say which number is one more or one less than a given number.
* use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
* begin to solve problems, including doubling, halving and sharing.
* count and recite in steps of 2, 5 and 10.

**Shape, Space and Measure**

Children will continue to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes and to use familiar objects and common shapes to create and recreate patterns and build models. They will:

* continue to have opportunities to orders two or three items by length or height and by weight or capacity.
* develop their use of everyday language related to time through ordering and sequencing familiar events and through measure short periods of time in simple ways.
* begin to use everyday language related to money in play situations.

**Summer Term**

**Number**

During the Summer Term children will continue to build on all their mathematical skills and become confident as they meet the Early Learning Goals:

* count reliably with numbers from one to 20, place them in order
* say which number is one more or one less than a given number.
* use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.
* solve problems, including doubling, halving and sharing.
* estimate a number of objects and check quantities by counting up to 20.
* solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

**Shape, Space and Measure**

The children will continue to develop their mathematical knowledge as they meet the Early Learning Goals:

* use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
* recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them
* estimate, measure, weigh and compare and order objects and talk about properties, position and time.