

Heronshaw Foundation Stage Mathematics Overview

Term	Strand	EYFS Outcomes 2014 (Non-Statutory) & Early Learning Goals	Focus	Sequence
Autumn 1	Numbers	<p>30-50 months</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p>40 – 60+ months</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects, which cannot be moved. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20. • They solve problems, (including doubling, halving and sharing). 	Numbers to 10	<ul style="list-style-type: none"> • Reciting numbers to 10 • Recognising numbers to 10 • Counting to 10 • Representing numbers to 10 • Writing to 10
	Shape	<p>30-50 months</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. • Uses positional language <p>40 – 60+ months</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. • Selects a particular named shape • Can describe their relative position such as 'behind' or 'next to' • Uses familiar objects and common shapes to create and recreate patterns and build models 	2D shapes	<ul style="list-style-type: none"> • Creating arrangements with shapes • Making patterns with shapes • Position of shapes • Recognising Shapes • Grouping Shapes • Naming shapes •

		<p>Early Learning Goal</p> <ul style="list-style-type: none"> • They recognise, create and describe patterns. • They explore characteristics of everyday objects and shapes and use mathematical language to describe them. <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>		
Aut 1	Measure	<p>40 – 60+ months</p> <ul style="list-style-type: none"> • Uses everyday language related to time. • Orders and sequences familiar events. • Measures short periods of time in simple ways. <p>Early Learning Goal</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	Time/sequencing events	<ul style="list-style-type: none"> • Time language (before, later, soon) • Time activities • Order & sequence events
Autumn 2	Numbers	<p>30-50 months</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p>40 – 60+ months</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects, which cannot be moved. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20. They solve problems, (including doubling, halving and sharing). 	<p>Numbers to 10 MA</p> <p>Numbers to 20 HA</p>	<ul style="list-style-type: none"> • Reciting numbers to 10 • Recognising numbers to 10 • Counting to 10 • Representing numbers to 10 • Writing to 10

<p>Pattern</p>	<p>30 – 50 months</p> <ul style="list-style-type: none"> Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Uses positional language <p>40 - 60+ months</p> <ul style="list-style-type: none"> Uses familiar objects and common shapes to create and recreate patterns and build models. <p>Early Learning Goal</p> <ul style="list-style-type: none"> They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	<p>Shape patterns</p>	<ul style="list-style-type: none"> Recognising pattern Continuing pattern Creating a pattern Position of shapes in the pattern
<p>Numbers</p>	<p>30- 50 months</p> <ul style="list-style-type: none"> Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. <p>40 – 60+ months</p> <ul style="list-style-type: none"> Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds one more or one less from a group of up to five objects, then ten objects. <p>Early Learning Goal</p> <ul style="list-style-type: none"> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. <p>They solve problems, (including doubling, halving and sharing).</p>	<p>Comparing numbers to 10</p>	<ul style="list-style-type: none"> Comparing Objects Comparing Numbers Ordering Objects Ordering Numbers 1 more / 1 less
<p>Shape</p>	<p>30-50 months</p> <ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Uses positional language <p>40 – 60+ months</p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. 	<p>3D shapes</p>	<ul style="list-style-type: none"> Creating arrangements with shapes Build models Making patterns with shapes Position of shapes Recognising Shapes Grouping Shapes

		<ul style="list-style-type: none"> • Selects a particular named shape • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>' • Uses familiar objects and common shapes to create and recreate patterns and build models <p>Early Learning Goal</p> <ul style="list-style-type: none"> • They recognise, create and describe patterns. • They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 		
Spring 1	Numbers	<p>40 – 60+ months</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects, which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. • They solve problems, (including doubling, halving and sharing). 	Numbers to 20	<ul style="list-style-type: none"> • Reciting numbers to 20 • Recognising numbers to 20 • Counting to 20 • Representing numbers to 20 • Writing to 20 • Matching numerals to objects • 1 more / 1 less • Counting on • Estimating & checking
	Numbers	<p>30 – 50 months</p> <ul style="list-style-type: none"> • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. <p>40 - 60+ months</p> <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • They solve problems, (including doubling, halving and sharing). 	Addition within 10	<ul style="list-style-type: none"> • Adding sets of counters • Ways to Add • Add by Counting On • Completing Number Sentences • Making Addition Stories • Solving Picture Problems

	<p>Numbers</p> <p>30 – 50 months</p> <ul style="list-style-type: none"> Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. <p>40 - 60+ months</p> <ul style="list-style-type: none"> Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, (including doubling, halving and sharing). 	<p>Subtraction within 10</p>	<ul style="list-style-type: none"> Ways to Subtract Subtracting by taking away Subtract by Counting Back Making Subtraction Stories Solving Picture Problems Addition and Subtraction links
Spring 2	<p>Measure</p> <p>30 – 50 months</p> <ul style="list-style-type: none"> Uses positional language. <p>40– 60+ months</p> <ul style="list-style-type: none"> Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. <p>Early Learning Goal</p> <ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	<p>Position</p>	<ul style="list-style-type: none"> Naming Positions Naming Positions in Queues
	<p>Numbers</p> <p>30 – 50 months</p> <ul style="list-style-type: none"> Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. <p>40 - 60+ months</p> <ul style="list-style-type: none"> Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal</p> <ul style="list-style-type: none"> Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, (including doubling, halving and sharing). 	<p>Addition within 20</p>	<ul style="list-style-type: none"> Adding sets of counters Ways to Add Add by joining sets Add by Counting On Completing Number Sentences Making Addition Stories Solving Picture Problems
	<p>Numbers</p> <p>30 – 50 months</p> <ul style="list-style-type: none"> Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that 	<p>Subtraction within 20</p>	<ul style="list-style-type: none"> Ways to Subtract Subtracting using taking away

		<p>the total is still the same.</p> <p>40 - 60+ months</p> <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • They solve problems, (including doubling, halving and sharing). 		<ul style="list-style-type: none"> • Subtract by Counting Back • Making Subtraction Stories • Solving Picture Problems • Addition and Subtraction
	Numbers	<p>40 – 60+ months</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects, which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20. • They solve problems, (including doubling, halving and sharing). 	Numbers to 20	<ul style="list-style-type: none"> • Counting to 20 • Writing to 20 • Comparing Numbers • Ordering Numbers • Number Patterns • 1 more / 1 less
	Numbers	<p>40 – 60+ months</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects, which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20. • They solve problems, (including doubling, halving and sharing). 	Numbers to 50	<ul style="list-style-type: none"> • Counting to 50 • Writing to 50 • Comparing Numbers • Ordering Numbers • Number Patterns • 1 more / 1 less
	Fractions	<p>Y1: Find half of a shape</p> <ul style="list-style-type: none"> • Find half of a quantity • Double numbers to double 5 	<p>Doubles</p> <p>Halves</p>	<ul style="list-style-type: none"> • Half of a shape • Half of number of objects • Double of objects

Summer 1		<p>Early Learning Goal</p> <ul style="list-style-type: none"> • They solve problems, (including doubling, halving and sharing). • They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 		
	Measure	<p>40 – 60+ months</p> <ul style="list-style-type: none"> • Orders two or three items by length or height. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	Length or height	<ul style="list-style-type: none"> • Comparing length • Measuring length • Comparing height • Measuring height
	Measure	<p>40 – 60+ months</p> <ul style="list-style-type: none"> • Orders two or three items by length or height. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	Weight or Capacity	<ul style="list-style-type: none"> • Comparing weight • Measuring weight • Comparing capacity • Measuring capacity
	Money	<p>40 - 60+ months</p> <ul style="list-style-type: none"> • Beginning to use everyday language related to money. 	Money to 10p	<ul style="list-style-type: none"> • Recognising Coins • Recognising Notes • Making amounts • Paying for objects • Giving change
Summer 2	Numbers	<p>40 - 60+ months</p> <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • They solve problems, (including doubling, halving and sharing). 	Addition within 20	<ul style="list-style-type: none"> • Adding sets of counters • Ways to Add • Add by Counting On • Completing Number Sentences • Making Addition Stories • Solving Picture Problems
	Numbers	<p>40 - 60+ months</p> <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. 	Subtraction within 20	<ul style="list-style-type: none"> • Ways to Subtract • Subtracting using Number Bonds • Subtract by Counting Back • Making Subtraction Stories • Solving Picture Problems • Addition and Subtraction

		<ul style="list-style-type: none"> • They solve problems, (including doubling, halving and sharing). 		
	Numbers	<p>40 - 60+ months</p> <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • They solve problems, (including doubling, halving and sharing). 	Number bonds to 5	<ul style="list-style-type: none"> • Addition facts • Representing number bonds • Related subtraction facts
	Sharing	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • They solve problems, (including doubling, halving and sharing). <p>Y1: Division</p> <ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations with the support of the teacher. 	Sharing objects into equal groups	<ul style="list-style-type: none"> • Sharing Equally • Solving Picture Problems
	Counting in different numbers	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • They solve problems, (including doubling, halving and sharing). <p>Y1: Multiplication</p> <ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations with the support of the teacher. 	Counting in repeated groups	<ul style="list-style-type: none"> • Making Equal Groups • Adding Equal Groups • Solving Picture Problems