

# Sacred Heart Curriculum Map

## Maths EYFS 2021-2022

Autumn			Spring		Summer	
AUTUMN 1	AUTUMN 2		SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS- Nursery						
Calendar activity is completed every morning with children as a chance to consolidate understanding of sequence of time						
<p>Introduction of number rhymes and stories using Number blocks as a foundation for understanding the composition of number</p> <p>Chanting numbers</p> <p>Introduction to daily calendar</p> <p>Identifying quantities on fingers</p> <p>Use of language such as ‘more/less’</p> <p>Introduction to shape through the block area</p>	<p>Recognition of numbers 1-5 then 10 (variety of representations/written forms/number blocks)</p> <p>Through key skills groups introduce and develop 1:1 counting skills (using number blocks)</p> <p>Introduction of correct names of shapes (explicitly taught during carpet sessions) in block and construction areas</p> <p>2 whole class carpet sessions a week dedicated to number</p>	<p>Christmas Measuring/ Shapes</p>	<p>Making comparisons with numbers</p> <p>Exploring composition of numbers to 5 (through use of fingers and number blocks able to make up numbers in different ways e.g. 4 is 2 and 2 or 3 and 1)</p> <p>Naming 2D shapes</p>	<p>Focus on language of measure – linked to theme of growing plants</p> <p>Continuation of composition of numbers and naming 2D shapes</p> <p>Counting games in small maths groups</p>	<p>Recognising and describing repeated patterns</p> <p>Begin to subitise with numbers to 3 and then 5 (focus groups and teacher modelling)</p> <p>1:1 correspondence when counting (focus groups and modelling embedded throughout daily routine e.g. counting children, fruit, toys etc)</p> <p>Continued exploration of composition of numbers with objects</p> <p>Begin to introduce cardinality of counting (e.g. when counting, the final number said tells us how many in a group)</p>	<p>Begin to subitise with numbers to 3 and then 5 (with dice, real life objects e.g. fruit)</p> <p>1:1 correspondence when counting (focus groups and modelling embedded throughout daily routine e.g. counting children, fruit, toys etc)</p> <p>Cardinality of counting (e.g. when counting, the final number said tells us how many in a group)</p> <p>Recapping any gaps in learning</p>

# EYFS- Reception

Calendar activity is completed every morning with children as a chance to consolidate understanding of sequence of time

<p>Reintroduction to the calendar; daily practice of counting and number rhymes</p> <p>Baseline</p> <p>Recap of coverage in Nursery (including subitising to 5), identifying gaps in learning around number recognition, 1:1 correspondence and cardinality of counting (e.g. when counting, the final number said tells us how many in a group)</p> <p>Comparing quantities using mathematical language (more, less, is the same as)</p> <p>Reciting numbers to 10 both forwards and backwards (counting rhymes, songs, number lines, 'spot the mistake')</p> <p>Naming and describing some 2D shapes (e.g. using language of sides, corners, straight)</p>	<p>Composition of numbers to 5 ('story of each number' e.g. how many ways can you make/see 2: 4-2, 1+1, a pair of socks) including practising recall of number bonds to 5 (including subtraction facts)</p> <p>Reciting numbers to 10 both forwards and backwards (counting rhymes, songs, number lines, 'spot the mistake')</p> <p>Matching numerals with quantities to 5 and then 10 (teacher modelled and focus group)</p> <p>Introduction of even and odd numbers (practical, use of objects)</p> <p>Introduction of 1 more/1 less to 5 (using counting and real-life objects, number lines)</p>	<p>Christmas Measurement (length, height and mass: measuring/ comparing presents and following recipes e.g. making biscuits)/ Repeated patterns (recognising and describing)</p>	<p>Recap from autumn: subitising to 5, counting forwards and backwards to 10, 1 more/1 less to 5, odd and even numbers</p> <p>Composition of numbers to 10 ('story of each number' e.g. how many ways can you make/see 2: 4-2, 1+1, a pair of socks)</p> <p>Counting to 10 and beyond (counting rhymes, songs, number lines, 'spot the mistake')</p> <p>Comparing quantities using mathematical language (more, less, is the same as)</p> <p>Continued focus on 1 more/1 less, extending to 10 when children are ready</p>	<p>Recap from spring 1: 1 more/1 less, counting beyond 10 and composition of numbers to 10</p> <p>Introduction of doubling and halving to 5 (teacher modelled then in focus groups using objects)</p> <p>Continued focus on 1 more/1 less to 10, including introduction to mathematical symbols (e.g. add +, takeaway – and 'is the same as' =)</p> <p>Measures (tall/long/short) in science linked to growing</p>	<p>Recap from spring: counting, 1 more/1 less, doubling and halving</p> <p>Measures in science linked to growing (tracking height of plants, comparing size of babies/children)</p> <p>Subitise larger numbers through partitioning (e.g. 6 is made up of 3 and 3)</p> <p>Number bonds to 5 including subtraction facts</p> <p>Doubling and halving to 10</p> <p>Introduction to adding as counting 2 groups together and taking away as removing objects from a larger group and linking to prior knowledge of mathematical symbols</p>	<p>Consolidation of mathematical concepts taught across year</p> <p>Counting and exploring numbers to 20</p> <p>Doubling and halving facts</p> <p>Exploration of odd and even numbers, with particular reference to the patterns in the numbers and sharing</p> <p>Practice of instant recall of number bonds to 10, including subtraction facts</p> <p>Recap 2D shapes and introduce 3D shapes using some informal language (e.g. corners, flat, round)</p>
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Curriculum overview is flexible and loose to allow for children's interests to take the lead.

Maths is threaded through different areas of the continuous provision to encourage children to explore maths during their child initiated learning.

The calendar is completed every day to provide children with opportunities to count aloud and identify quantities on their fingers, also exploring numbers above 10

Nursery children will have 2 explicit Maths teaching a week through whole class carpet sessions and smaller maths groups introduced in Spring term.

Reception alternate between a writing and maths focus each week but maths is continuously available in the environment and spontaneous interactions with number and space are covered through quality interactions.

A range of representations and manipulatives, including Number block flashcards, counting objects, Numicon, number lines and dice are used to support the understanding of the composition of number.

Number time carpet sessions are introduced in Spring 2 in Reception as an extra 10 minute focus on number and composition.

Mathematical language is modelled throughout the year and environment by all adults.