EYFS Maths Schema

Autumn Term	Spring Term	Summer Term
Pattern	Shape and Space / Number / Measure	Time
Begin to sort objects into two groups. State how they believe how given items have been sorted into two groups- eg colour, big and small… Order objects relating to size and length, focusing on ordering from smallest to largest and vice versa. Talk about and identify patterns around them. Continue and extend ABAB patterns. Notice and correct an error in a repeating pattern. Recognise numerals, the order, the composition, cardinal value and make comparisons of numbers to 3 (including one more and one less). Circles and triangles- Talk about and explore 2D shapes using informal and mathematical language: sides, corners, straight, flat, round. Understand position through words alone, for example; 'The bag is under the table.'	Introduce zero as a numeral and how it can be represented. Understand that when zero is added, the original number doesn't change. Using part whole models, record the various ways that show the composition of 4 and 5. Refer back to five frames to show a correlation between both models. Make comparisons between objects relating to mass and capacity Recognise numerals, the order, the composition and make comparisons of numbers 6, 7 and 8 (including one more and one less). Introduce the ten frame. Make comparisons between objects relating to length and height Sequence familiar events such as their morning routine using language linked to the passing of time- first, next, then, after, finally. Recognise numerals, the order, the composition and make comparisons of numbers 9 and 10 (including one more and one less).	Explore basic 3D shape names and why some shapes have more of a purpose than others within context (eg; a house would benefit from a shape with a flat face on it's bottom, wheel would need a curved face). Create, copy and continue repeating patterns with varying rules including AB, ABB, ABBC etc). Add two numbers together to make numbers to 10 and record calculations using the + and = symbols. Begin to represent numbers beyond 10 using ten fames to do so Recognise pattens in the number system beyond 10. Continue to develop spacial awareness and positional understanding by creating exact replicas of models built with 3d shapes, using language associated with special awareness to describe where the shapes are in relation to one another.

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Introducing 4 and 5- recognise numerals, the order, the composition, cardinal value and make comparisons of numbers to 5 (including one more and one less). Introduce the five frame. Shapes with four sides- Talk about, compare and explore 2D shapes using informal and mathematical language: sides, corners, straight, flat. Differentiate between activities that may happen in the daytime or at nighttime. Discuss routines, referring to the class timetable- what are we doing now, what are we doing next? Begin to recognise the names of the days of the week and sequence them using familiar songs. <u>Continuously throughout the term</u> Subitise to 3. Count forwards from given numbers to 10 recognising the pattern in the number system.	Compare all numbers to 10 using the language of more than, less than, one more than, one less than. Explore different ways of building bonds to 10 using apparatus/ a ten frame. <u>Continuously throughout the term</u> Subitise to 5. • Count to forwards to 20 and backwards from any given number to 10 recognising the pattern in the number system.	Recall bonds to 5 without aides and some to 10. Subtract from numbers to 10 and beyond. Explore odd and even numbers to 10. Double numbers up to 5 and record calculations using the + and = symbols. Recall some doubles facts without aides. Share amounts up to 10 between a given number of groups. Develop special awareness and reasoning by giving or following directions, using the language of direction. Eg, first, next then, next to, in front of, above… <u>Continuously throughout the term</u> Subitise securely to 5 and up to 10. Count forwards beyond 20 and backwards from any given number to 20 recognising the pattern in the number system.

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