



Cunningham Hill School – EYFS Maths Overview

Children at the expected level of development will...		(End of EYFS expectations)
<p><u>ELG - Number</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p><u>ELG – Numerical Patterns</u></p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	
Sequence of teaching...		
Autumn term	Spring term	Summer term
Subitising Equivalence – more and less Counting – stable order Comparison – measures (length, mass, capacity) Pattern recognition Classification/sorting/matching Counting – cardinality Using Counting to Compare Representing/Composition of 1, 2 and 3	Subitising 2D shapes Spatial Thinking Number magnitude – ordering and estimating One more/one less <u>Number facts - Addition/subtraction</u> Regrouping the Whole Regrouping parts to find a total. Find the whole/missing parts Representing/Composition of 4, 5, 6	3D shapes Ten and some more Doubling and Halving Sharing and Grouping Odds and Evens Counting beyond 20 Time <u>Number facts - Addition/subtraction</u> Regrouping the Whole Regrouping parts to find a total. Find the whole/missing parts Representing/Composition of 7, 8, 9, 10
Mathematical concepts are taught and revisited throughout the year. Either through whole class teaching, intervention or in continuous provision.		