



### Cunningham Hill School – EYFS Maths Overview

<b>Children at the expected level of development will...</b>		<b>(End of EYFS expectations)</b>
<p><b><u>ELG - Number</u></b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• 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.</li> </ul>	<p><b><u>ELG – Numerical Patterns</u></b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
<b>Sequence of teaching...</b>		
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  <b><u>Number facts - Addition/subtraction</u></b> 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  <b><u>Number facts - Addition/subtraction</u></b> Regrouping the Whole Regrouping parts to find a total. Find the whole/missing parts Representing/Composition of 7, 8, 9, 10
<b>Mathematical concepts are taught and revisited throughout the year. Either through whole class teaching, intervention or in continuous provision.</b>		