



## Nursery

Develop fast recognition of up to 3 objects, without having to count them individually – **subitising**  
Recite numbers past 5  
Say one number for each item in order 1,2,3,4,5  
Know that the last number reached when counting a small set of objects tells you how many there are in total – **cardinal principle**  
Show 'finger numbers' up to 5  
Link numerals and amounts: showing the right number of objects to match the numeral up to 5.  
Experiment with their own symbols and marks as well as numerals  
Solve real world mathematical problems with numbers to 5  
Compare quantities using language: more than fewer than  
Talk about and explore 2D and 3D shapes (eg circles, rectangles, triangles and cuboids) using informal and mathematical language: sides, corners, straight, flat, round.  
Understand position through words alone.  
Describe a familiar route.  
Discuss routes and locations using words like in front and behind  
Make comparisons between objects relating to size, length, weight and capacity.  
Select shapes appropriately: flat shapes for a building  
Combine shapes to make new ones – an arch, bigger triangle  
Talk about and identify patterns around them.  
Extend and create ABAB patterns  
Notice and correct and error in a repeating pattern  
Begin to describe a sequence of events real and fictional, using words: first then

## Reception

Count objects, actions and sounds  
Subitise  
Link the number symbols (numerals) with its cardinal number value  
Explore the composition of numbers to 10  
Automatically recall number bonds for numbers 0- 5 and some to 10  
Select rotate and manipulate shapes to develop spatial reasoning skills  
Compose and decompose shapes so that children recognise shapes can have other shapes within it just like numbers.  
Continue copy and create repeating patterns. AB ABB ABBC  
Compare length, weight and capacity.

**ELG****NUMBER**

- 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

**NUMERICAL PATTERNS**

- 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.

St Monica's RC  
Primary School

**Maths Curriculum map for EYFS**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Nursery</b>	Colour Matching Sorting	Number 1 (1 week) Number 2 Pattern Consolidation	Number 3 Number 3 subitising number 4 number 4 composition number 5 Consolidation	Number 6 Height and length Mass Capacity Consolidation	More/fewer 1 more 1 less 2D shape 3D shape Consolidation	Number Composition Day and night Positional language consolidation
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Reception</b>	Getting to know you  Match sort and compare  Talk about and measure patterns	It's Me 123  Circles and triangles  1,2,3,4,5  Shapes with 4 sides	Alive in 5  Mass and Capacity  Growing 6,7 and 8	length and Height  Time  Building 9 and 10  Explore 3d shapes	To 20 and Beyond  How many now?  Manipulate compose and decompose  Sharing and grouping	Visualise, build and map  Make Connectives  Consolidation

**Daily skills**

Days of the week songs and talking about the day

General counting

Counting songs

Use of ordinal numbers – first second last

Noticing Maths in the environment

Incorporating Maths into areas of continuous provision

Incorporating Maths into daily routines