Maths in EYFS

Development Matters	**ELG** Early Learning Goal	**How this is achieved in EYFS**	**By the end of EYFS learners will know how to**
Reception • Recognises some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Count objects to 10 and beginning to count beyond 10. • Counts out up to six objects from a larger group • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations.	**Number** • Have a deep understanding of numbers to 10. • 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, les 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.	• Provide collections of interesting things for children to sort, order, count and label in their play. • Display numerals in purposeful contexts, e.g. a sign showing how many children can play on a number track. • Use tactile numeral cards made from sandpaper, velvet or string. • Create opportunities for children to experiment with a number of objects, the written numeral and the written number word. • Develop this through matching activities with a range of numbers, numerals and a selection of objects. • Use a 100 square to show number patterns. • Encourage children to count the things they see and talk about and use numbers beyond ten • Make number games readily available and teach children how to use them. • Display interesting books about number. • Play games such as hide and seek that involve counting. • Encourage children to record what they have done, e.g. by drawing or tallying. • Use number staircases to show a starting point and how you arrive at another point when something is added or taken away. • Provide a wide range of number resources and encourage children to be creative in identifying and devising problems and solutions in all areas of learning. • Make number lines available for reference and encourage children to use them in their own play. • Help children to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether. • Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.	• Know how to count confidently and develop a deep understanding of the numbers to 10, • Recognise relationships between the numbers and the patterns within those numbers. • Talk to adults and peers about what they notice and not be afraid to make mistakes • Use vocabulary from which mastery of mathematics is built. • Look for and spot patterns in numbers and shape • Count reliably to 20 • Order numbers 1-20 • Say 1 more/ 1 less to 20 • Add and subtract two single digit numbers • Solve problems including doubling, halving and sharing • Talk about and solve problems involving size, capacity, position, distance, time and money