

Learning in EYFS

In EYFS our pupils learn through active play and have continual access to indoor and outdoor activity areas through continuous provision. The EYFS framework is organised across seven areas of learning rather than subjects and these areas of learning prepare our EYFS pupils for the National Curriculum in Year 1.

This document demonstrates the key learning for EYFS from the 2021 Development Matters document and the relevant Early Learning Goals statements taken from the statutory framework. The most relevant statements for mathematics are taken from the following areas of learning:

- Communication and Language
- Mathematics

Nursery

Communication and Language	<ul style="list-style-type: none">• Use a wide range of vocabulary• Understand why questions
Mathematics	<ul style="list-style-type: none">• 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: for example, 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 up to 5.• Compare quantities using language: 'more than', 'fewer than'.• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round• Understand position through words alone – for example, "The bag is under the table," – with no pointing.• Describe a familiar route.

	<ul style="list-style-type: none"> • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
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Reception

Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more to check they understood what has been said to them
Mathematics	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • 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 a shape can have other shapes within it, just as numbers can.

	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns. • Compare length, weight and capacity
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Early Learning Goals	Communication and Language	Listening and Speaking	<ul style="list-style-type: none"> • Respond to what they hear with relevant questions • Ask questions to clarify meaning • Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary
	Mathematics	Number	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognitise 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	<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.