

EYFS Mathematics Curriculum

Number – Mastering Number (See resources from NCETM Axis).

Pattern: <https://www.ncetm.org.uk/classroom-resources/ey-pattern/>

Shape and Space: <https://www.ncetm.org.uk/classroom-resources/ey-shape-and-space/>

Measures: <https://www.ncetm.org.uk/classroom-resources/ey-measures/>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Subitise: Perceptual subitise to 3	Counting: Counting Sequence; 1:1 correspondence; cardinality	Composition: Composition of 3 and 4	Subitise: Subitising to 4; Perceptual and Conceptual; Making 4	Comparison: Focus on language and think about attributes	Spatial Reasoning Construction of 3D Shapes	Spatial Reasoning Construction of 3D Shapes
Continue Spatial Reasoning Provocations throughout Continuous Provision and on 5th day of each week							
Autumn 2	Spatial Reasoning 2D Shapes and Shape Puzzles	Spatial Reasoning 2D Shapes and Shape Puzzles	Cardinality and Counting: Focus on Counting to 5	Comparison: Comparison by Matching	Composition: Focus on the concept of a 'whole'	Composition: Focus on the Composition of 5	Cardinality and Counting: Counting beyond 5
Continue Spatial Reasoning Provocations throughout Continuous Provision and on 5th day of each week							
Spring 1	Pattern	Subitise: Focus on linking subitising amounts to 5 with numerals	Ordinality: Ordering numbers to 5. Focus on each number being 1 more than the previous number	Composition: Focus on the composition of five and considering missing numbers	Composition: Beginning to consider '5 and a bit' numbers using fingers and die frames as key representations	Comparison: Focus on equal and unequal groups	

Continue Spatial Reasoning Provocations throughout Continuous Provision and on 5 th day of each week							
Spring 2	Spatial Reasoning: Symmetry (including Shape puzzles and Construction)	Counting: Counting sequence; ordinality of 1 - 5. 1 more and 1 less than within 10. Linking ordinality and cardinality through use of staircase pattern.	Comparison: Comparison using knowledge of ordinality rather than comparison by matching of quantities. Children to notice whether a change creates a number which is more or less than another.	Composition: Composition of 7 as 2 groups. Focus on 5 and a bit.	Subitise: Subitising within 6. Look at doubles; which numbers can be made using doubles and which numbers cannot.	Composition: Sort odd and even numbers by looking at their tops; odd blocks and flat tops	
Continue Spatial Reasoning Provocations throughout Continuous Provision and on 5 th day of each week							
Summer 1	Measures	Counting, Cardinality and Ordinality: Counting larger amounts; strategies for counting	Subitise: Structured arrangements including the 10-frame	Composition: Focus on representations of numbers using fingers and 10-frames	Composition: Focus on doubles using different representations	Comparison: Focus on ordinality: comparing numbers	
Continue Spatial Reasoning Provocations throughout Continuous Provision and on 5 th day of each week							
Summer 2	Subitise: Subitise using rekenreks	Assessment: Counting	Assessment: Comparison	Assessment: Pattern in Number	Assessment: Composition of Numbers to 10	Assessment: Recall of Number Facts	Transition Conversations
Continue Spatial Reasoning Provocations throughout Continuous Provision and on 5 th day of each week							

Week	Strand	Content
1	Subitising	Perceptual subitising to 3
2	Counting	Counting sequence; 1:1 correspondence, cardinality
3	Composition	Composition of 3 and 4; all numbers can be made of ones
4	Subitising	Subitising to 4; perceptual and conceptual; making 4
5	Comparison	Focus on language and thinking about attributes
6	Cardinality and counting	Focus on counting to 5 and the key representation of '5 fingers on one hand', and the die-five pattern
7	Comparison	Comparison by matching, including when groups are equal
8	Composition	Focus on the concept of a 'whole'
9	Composition	Focus on the composition of 5
10	Cardinality and counting	Counting beyond 5
11	Subitising	Connect subitised quantities to numerals
12	Ordinality	Order numbers to 5 Focus on each number being 1 more than the previous number
13	Composition	Focus on the composition of 5 and identify missing parts
14	Composition	Introduce the '5 and a bit' structure using fingers and die frames as key representations
15	Comparison	Focus on equal and unequal groups
16	Counting	Connect the counting sequence to ordinality. Connect ordinality and cardinality through the use of the 'staircase' pattern and explore '1 more' and '1 less'
17	Comparison	Comparison using knowledge of ordinality rather than comparison by matching of quantities Focus on noticing whether a change creates a number which is more or less than another
18	Composition	Composition of 7 as 2 groups, with a focus on '5 and a bit'
19	Subitising	Practise subitising within 6 Explore doubles
20	Composition	Sort odd and even numbers by looking at their tops; odd blocks and flat tops
21	Counting, cardinality and ordinality	Count larger amounts and focus on strategies for counting
22	Subitising	Focus on structured arrangements including the 10-frame

23	Composition	Focus on representations of numbers using fingers and 10-frames
24	Composition	Focus on doubles using different representations
25	Comparison	Focus on ordinality: comparing numbers
26	Subitising and the rekenrek	'Seeing' small quantities and numbers within larger quantities Introduction to the rekenrek Link familiar representations such as numbers of fingers to representations on the rekenrek
27	Counting	Strategies for counting Recognise the pattern of the counting system when beginning to count beyond 20
28	Comparison	Compare groups of objects that are of different sizes/colours/attributes Develop a sense of magnitude e.g., knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2
29	Pattern in number	Investigate 'parts' and 'wholes' Explore the composition of numbers to 10 Investigate equivalence, doubles and making odd and even numbers
30	Deep understanding of numbers to 10	Continue to practically explore the composition of numbers to 10 Investigate 5 as a key 'anchor' in the number system Begin to generalise about 1 more/1 less within 10
31	Recall of number facts	Recall the 'numbers within' 3, 4, 5 and 10 Recall double facts, up to '5 and 5 make 10' Recall missing parts within 5