St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: EYFS | Term: All

Unit: Number

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
comparison **cardinality**- (the total number of elements in a set) **subitising**- (the ability to look at a small number of objects and instantly recognise how many objects there are without needing to count. **composition-** (Awareness that numbers can be composed of smaller numbers) **ordinality** -(putting numbers in order) **zero** **number** **one, two, three….to ten and beyond** **none**	• Some numbers are significant to them e.g. 'I am 5', 'I live at number 7'. • Each number has a written symbol and a name • Objects need to be counted one at a time. • Actions can be counted. • Objects must be counted accurately.	• Numbers can be found in a range of places e.g. on favourite toys, birth dates or telephone numbers. • Different games such as hide and seek involve counting. • Rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens. • The concept of nothing or zero. • They are encouraged to count the things they see and talk about and use numbers beyond ten.	• Use number names and symbols when comparing numbers, showing interest in large numbers • Estimate numbers of things, showing understanding of relative size • Recite numbers from 0 to 10 (and beyond) and back from 10 to 0 • Put numerals in order 0 to 10 • Subitise numbers to four and maybe five

how many….? **count, count (up) to, count on (from, to), count back (from, to)** **is the same as** **more** **less** **digit** **larger** **bigger** **greater** **fewer** **smaller** **less** **fewest** **smallest** **least** **most first, second, third… tenth** **last** **before after next** **between** **Guess how many…?** **estimate** **Add** **total** **altogether** **how many more to make..?** **how many altogether?** **one more, two more** **how many more is….** **take away** **how many are left?** **How many have gone?** **one less** **how much less is…?** **difference between** **subtract**	• The number of objects and written representations can be matched. • the number of objects can be estimated and checked. • the term 'altogether' when counting two sets of objects. • the term 'one more' and one less'. • Use a range of vocabulary linked to addition and subtraction. • Marks can be made to represent numbers. • Numbers and counting can be part of play.	• Numbers are in a particular order. • Numbers can be identified by their written representation • Actions like jumps and claps can be counted. • How to count accurately objects up to 10. • They can estimate an amount using a range of strategies. • They can use mathematical vocabulary and demonstrate methods of recording, using standard notation where appropriate. • Objects can be compared using the terms 'more' and 'less'. • Amounts of objects can be shared between two or more people. • Objects can be grouped when counting.	• Count out up to 10 objects from a larger group • Match the numeral with a group of items to show how many there are (up to 10) • Show awareness that numbers are made up (composed) of smaller numbers • Explore partitioning in different ways with a wide range of objects • Begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • Add one and subtract one with numbers to 10 • Explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"

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Subject: Maths | Year: EYFS | Term: All

Unit: Spatial awareness, shape, pattern and measure

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
2d **3d** **Flat** **Solid** **Edges** **Vertices** **Faces** **Flat** **Solid** **Square**	• There are 2D shapes. • There are 3D shapes. • The correct vocabulary can be used to describe shapes e.g. flat, solid. • 2D and 3D shapes have names.	• 2D shapes can be described as 'flat' shapes. • 2D shapes have corners, sides and faces. • 3D Shapes can be described as 'solid' shapes. • 3D shapes have edges, vertices and faces.	• describe a 2d shape and identify the corners and sides • describe a 3d shape and identify edges, vertices and faces • distinguish between 2d and 3d shapes

Oblong **Circle** **Triangle** **Cube** **Cuboid** **Pyramid** **Above** **Below** **Next to** **Behind** **In front of** **Length** **Height** **Tallest** **Shortest** **Highest** **Weight** **Heavier than** **Lighter than** **Full** **half full** **empty** **container**	• Describe using positional language. • Use a variety of maths resources to create a pattern e.g blocks to create a pattern. • Use a variety of maths resources to build a model e.g. shapes to build a rocket. • Time has a meaning and can be measured eg with a timer • A clock shows the time • There are 7 days in a week and the names of these days • That the year is split into seasons and months	• Particular vocabulary is used to describe 2D and 3D shapes. • Positional language can be used to describe the position on an object. • Objects can be ordered by length and height. • Objects can be ordered depending on their size and weight. • Shapes can be used to create patterns. • Shapes can be used to create pictures and build models.	• sort and classify shapes eg in two hoops in outdoor area • Use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • Investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • Make simple maps of familiar and imaginative environments, with landmarks • Use informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes

minutes **hours** **days** **months** **years**			• Compose and decompose shapes, learning which shapes combine to make other shapes • Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build • Spot patterns in the environment, beginning to identify the pattern "rule" • Choose familiar objects to create and recreate repeating patterns beyond AB patterns and begin to identify the unit of repeat • Enjoy tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Become familiar with measuring tools in everyday experiences and play

			• Order and sequence events using everyday language related to time • Begin to experience measuring time with timers and calendars • describe the position of an object eg above/ below/ next to/ in front of/ behind • compare two lengths to say which is longer/ shorter • compare two masses to say which is heavier/ lighter