



## EYFS Maths Mapping



In reception daily taught maths sessions follow The Mastering Number Programme for all number work, and White Rose Maths for Shape, Space and Measure. In addition to daily taught maths sessions we ensure that children are offered opportunities within the wider provision to embed their learning.

	<b>Subitising</b>	<b>Cardinality, Ordinality and Counting</b>	<b>Composition</b>	<b>Comparison</b>
<b>Autumn Term 1</b>	<ul style="list-style-type: none"> <li>• perceptually subitise within 3</li> <li>• identify sub-groups in larger arrangements</li> <li>• create their own patterns for numbers within 4</li> <li>• practise using their fingers to represent quantities which they can subitise</li> <li>• experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>• have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>• have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>• have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>• explore a range of strategies which support accurate counting.</li> </ul>	<ul style="list-style-type: none"> <li>• see that all numbers can be made of 1s</li> <li>• compose their own collections within 4.</li> </ul>	<ul style="list-style-type: none"> <li>• understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>• use the language of comparison, including 'more than' and 'fewer than'</li> <li>• compare sets 'just by looking'.</li> </ul>
	<b>Shape, space and Measure</b>			
	<p><b><u>Spatial Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Compare quantities using language: 'more than', 'fewer than',</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<p><b><u>Shape</u></b></p>	<p><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>	<p><b><u>Measure</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>

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	Subitising	Cardinality, Ordinality and Counting	Composition	Comparison
<b>Autumn Term 2</b>	<ul style="list-style-type: none"> <li>• continue from first half-term</li> <li>• subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to develop their counting skills</li> <li>• explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>• begin to count beyond 5</li> <li>• begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul>	<ul style="list-style-type: none"> <li>• explore the concept of 'wholes' an 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>• explore the composition of numbers within 5.</li> </ul>	<ul style="list-style-type: none"> <li>• compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>• compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul>
	<b>Shape, space and Measure</b>			
	<p><b><u>Spatial Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Compare quantities using language: 'more than', 'fewer than',</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• 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'.</li> <li>• 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.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<p><b><u>Pattern</u></b></p>	<p><b><u>Measure</u></b></p>



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	<b>Subitising</b>	<b>Cardinality, Ordinality and Counting</b>	<b>Composition</b>	<b>Comparison</b>
<b>Spring Term 1</b>	<ul style="list-style-type: none"> <li>• increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>• explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>• experience patterns which show a small group and '1 more'</li> <li>• continue to match arrangements to finger patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to develop verbal counting to 20 and beyond</li> <li>• continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>• continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>• order numbers, linking cardinal and ordinal representations of number.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>• explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>• begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>• continue to compare sets by matching, identifying when sets are equal</li> <li>• explore ways of making unequal sets equal.</li> </ul>
	<b>Shape, space and Measure</b>			
	<p><b><u>Spatial Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Compare quantities using language: 'more than', 'fewer than',</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<p><b><u>Shape</u></b></p>	<p><b><u>Pattern</u></b></p>	<p><b><u>Measure</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>• Compare length, weight and capacity.</li> </ul>

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	Subitising	Cardinality, Ordinality and Counting	Composition	Comparison
<b>Spring Term 2</b>	<ul style="list-style-type: none"> <li>• explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>• become more familiar with the counting pattern beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>• explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>• begin to link even numbers to doubles</li> <li>• begin to explore the composition of numbers within 10.</li> </ul>	<ul style="list-style-type: none"> <li>• compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</li> </ul>
	<b>Shape, space and Measure</b>			
	<p><b><u>Spatial Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>	<p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• 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'.</li> <li>• 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.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<p><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>	<p><b><u>Measure</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>• Compare length, weight and capacity.</li> </ul>



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	Subitising	Cardinality, Ordinality and Counting	Composition	Comparison
<b>Summer Term 1</b>	<ul style="list-style-type: none"><li>• continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li><li>• use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li><li>• subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li><li>• be encouraged to identify when it is appropriate to count and when groups can be subitised.</li></ul>	<ul style="list-style-type: none"><li>• continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li><li>• continue to develop confidence and accuracy in both verbal and object counting.</li></ul>	<ul style="list-style-type: none"><li>• explore the composition of 10.</li></ul>	<ul style="list-style-type: none"><li>• order sets of objects, linking this to their understanding of the ordinal number system.</li></ul>
	<b>Shape, space and Measure</b>			
	<b><u>Spatial Awareness</u></b> <ul style="list-style-type: none"><li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li></ul>	<b><u>Shape</u></b> <ul style="list-style-type: none"><li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li></ul>	<b><u>Pattern</u></b>	<b><u>Measure</u></b>



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	Subitising	Cardinality, Ordinality and Counting	Composition	Comparison
<b>Summer Term 2</b>	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.			
	<b>Shape, space and Measure</b>			
	<p><b><u>Spatial Awareness</u></b> Compare quantities using language: 'more than', 'fewer than',</p> <ul style="list-style-type: none"> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'</li> </ul>	<p><b><u>Shape</u></b></p>	<p><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> </ul>	<p><b><u>Measure</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>• Compare length, weight and capacity.</li> </ul>