

EYFS Maths Curriculum and Marlborough Primary Academy Expectations

Term by term Overview 2018-2019

EYFS Curriculum expectations		Marlborough Academy expectations
Autumn	<p>LOW</p> <ul style="list-style-type: none"> Selects a small number of objects from a group when asked. Recites some number names in sequence. Begins to make comparisons between quantities. Knows that a group of things changes in quantity when something is added or taken away. <p>MID</p> <ul style="list-style-type: none"> Uses some number names and number language spontaneously. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. 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. <p>ON TRACK</p> <ul style="list-style-type: none"> Counts 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. 	<p>Autumn 1</p> <ul style="list-style-type: none"> Recognise, count and order numbers; say which numbers are 'more or less' Count out up to 6 items accurately. Verbally counting from a number other than "one". Verbally count backwards from 5 Use formal relational terms correctly, such as "greater than," "less than," and "equal to." Use the larger-number principle and number-after knowledge to determine which of two "neighbouring" numbers (e.g. "2" and "5") in the counting sequence is "more," working with numbers up to "5 and then 6" . Know the sequence regardless of which number they start on. So, if you say "start counting at four" they will count "four, five. " as opposed to always counting from one. <p>Autumn 2</p> <ul style="list-style-type: none"> Numbers within 10 Count reliably, place in order, recognise numerals, understand zero. Conservation of quantity - This is where children realise that the number of objects in a set stays the same unless any are added or removed. So if they count six cans of beans in a straight line, then you rearrange the beans (in front of their eyes) into say two stacks of three - they will realise there's still six without recounting. Cardinality - This is knowing that the last number counted is equal to the quantity of the set. If the child counts six oranges 1,2,3,4,5,6 and then you ask "how many oranges are there"? and they count them again then they haven't grasped "cardinality". Order and recognise 'same or different' on numbers represented by mixtures of numerals and representations. <p>Operations on Numbers</p> <ul style="list-style-type: none"> Use informal knowledge to estimate the sums of addition word problems or their subtraction complements up to "6." Use concrete counting strategies to solve addition number stories (word problems) (e.g., for a problem involving three and two more, the child counts out three items, puts out two more items, and then counts all the items to determine the answer) and concrete take away strategies to solve subtraction word problems (e.g., for a problem involving five take away two, counts out five items, removes two, and counts the remaining three items to determine the answer) with sums up to "ten" and corresponding differences.

		<ul style="list-style-type: none"> Solve addition number stories (e.g., Bret had three cookies. His mother gave him some more, and now he has five cookies. How many cookies did Bret's mother give him?). Use ordinals. Children solve problems by counting all objects together.
Spring	<p>LOW - anything below</p> <p>MID</p> <ul style="list-style-type: none"> Counts 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. Uses the language of 'more' and 'fewer' to compare two sets of objects. <p>ON TRACK</p> <ul style="list-style-type: none"> 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. Estimates how many objects they can see and checks by counting them. 	<p>Spring</p> <ul style="list-style-type: none"> Recognise, count and order numbers within 10 and then 15; Estimate and compare groups of up to 10 or 15 objects. Recognising how many objects are in a small set without counting. So if you show the child four or five apples they won't have to count them to tell you there's four. Piaget called this ability to instantaneously recognise the number of objects in a small group 'subitising'. As mental powers develop, usually by about the age of four, groups of four or five can be recognised without counting. Start to write numerals "0" to "9". Know the sequence regardless of which number they start on. So, if you say "start counting at four" they will count "four, five. " as opposed to always counting from one. Order/compare groups of up to 20 objects of wildly varying sizes and shapes, arranged in different patterns. e.g. 8 pens, 5 books, 13 balls and 4 chairs. <p>Operations on Numbers</p> <ul style="list-style-type: none"> Add and subtract single-digit numbers by counting on or back; subitise within five. Understand the "part-whole" relationship of addition and will be able to informally solve "part-part-whole" word problems that have a missing whole and sums up to "10" Use up to ten objects to construct number partners up to "5" (e.g., $5 = "1 + 4," "2 + 3," "3 + 2," "4 + 1"$), and "10" during the second part of the spring term. Doubles partners up to "10" (e.g., $"3 + 3 = 6"$). Use various addition strategies to mentally determine sums up to "nine."
End of summer 1	<p>LOW - anything below</p> <p>MID</p> <ul style="list-style-type: none"> 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. 	<p>Numbers to 20 Number</p> <ul style="list-style-type: none"> Linking names of numbers, numerals, their value, and their position in the counting order. Automatically recall number bonds for numbers 0-5 and for 10. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Automatically recall double facts up to $5+5$; - Compare sets of objects up to 10 in different contexts, considering size and difference;

	<ul style="list-style-type: none"> Estimates how many objects they can see and checks by counting them. <p>ON TRACK –</p> <ul style="list-style-type: none"> Count reliably with numbers from one to 20, place them in order Say which number is one more or one less than a given number. Use quantities and objects, to add and subtract two single-digit numbers and count on or back to find the answer. 	<ul style="list-style-type: none"> Explore patterns of numbers within numbers up to 10, including evens and odds.
End of Year	<p>Early Learning Goal</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>End of year</p> <ul style="list-style-type: none"> Verbally count backwards from "five" or "ten," and start to count by tens up to "100." Use formal relational terms correctly, such as "greater than," "less than," and "equal to." Use the larger-number principle and number-after knowledge to determine which of two "neighbouring" numbers (e.g. "six" and "seven") in the counting sequence is "more," working with numbers up to "10" and "20". Use a mental number line to determine the relative proximity of one-digit numbers (e.g., recognises that "five" is closer to "three" than to "nine"). Understand and effectively apply the ordinal terms "first" and "last." Write numerals "0" to "9." Grouping and sharing - Solve practical problems involving groups of 2, 5 Doubling and halving. Solve problems and explore the relationship between doubling and halving Addition and Subtraction Compare quantities to solve problems that include doubling, halving and sharing Numbers beyond 20 (2) Recognise, count, order and estimate numbers to 100; solve problems including grouping and sharing. Summer 2 Use number bonds to help solve simple problems. Hold a small quantity in their head and then count from there. Group objects into 5's or 10's, and recognise that the position of a digit in a number affects its value (e.g., recognises that "23" and "32" are different). Four-year-olds will be able to accurately read multi-digit numerals up to "19" <p>SOME children could also: (exceeding)</p> <ul style="list-style-type: none"> Automatically recall number bonds for numbers to 10, including corresponding partitioning facts. E.g. 11 and 9. Meaningfully represent multi-digit numerals up to "50" in different forms, such as with numerals and grouping/place-value models (e.g., recognises that "2" in "27" represents two "tens" and "7" indicates seven "ones").

		<ul style="list-style-type: none">• Accurately read multi-digit numerals up to "99."• Some children can break down a larger unit (especially "10" and "100") into smaller units and can combine smaller units into a larger unit.
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