EYFS Mathematics information for parents

2024

In the Early Years Foundation Stage we teach using the DFE Statutory Framework for the Early Years Foundation Stage and the Development Matters Guidance.

The teaching and assessment of Mathematics in the Early Years Foundation Stage (EYFS) is split into 2 areas:

- Number
- Numerical Patterns

We also teach shape, space, measures and pattern.

Number

By the end of the Reception year it is expected that most children will be able to achieve most of the following:

- Have a deep understanding of number to 10, including the composition of each number

- Subitise (recognise 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

By the end of the Reception year it is expected that most children will be able to achieve most of the following:

- Verbally count beyond 20, recognising the pattern of the counting system.

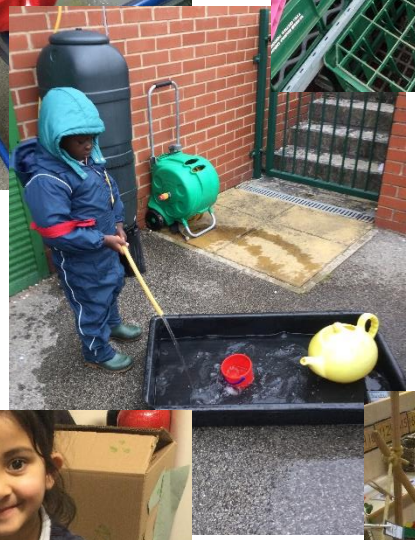
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

In school we….

- Make maths as practical as possible
- Make maths fun and interactive, through songs, games and challenges.
- Use stories to capture children's interests
- Use 'concrete' objects to support concepts
- Create maths links in all the areas of provision so children are learning mathematical ideas and concepts without being 'taught' it.
- Use mathematical language during play


Sinking
Wet




pine
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How to help at home

Number Words and Numerals

Look out for numerals and number words in everyday situations.

Counting

Forwards

- 3, 4, 5, 6, 7…
- 6, 7, 8, 9, 10…
- 8, 9, 10, 11, 12…

Backwards

- 11, 10, 9, 8, 7…
- 6, 5, 4, 3, 2…

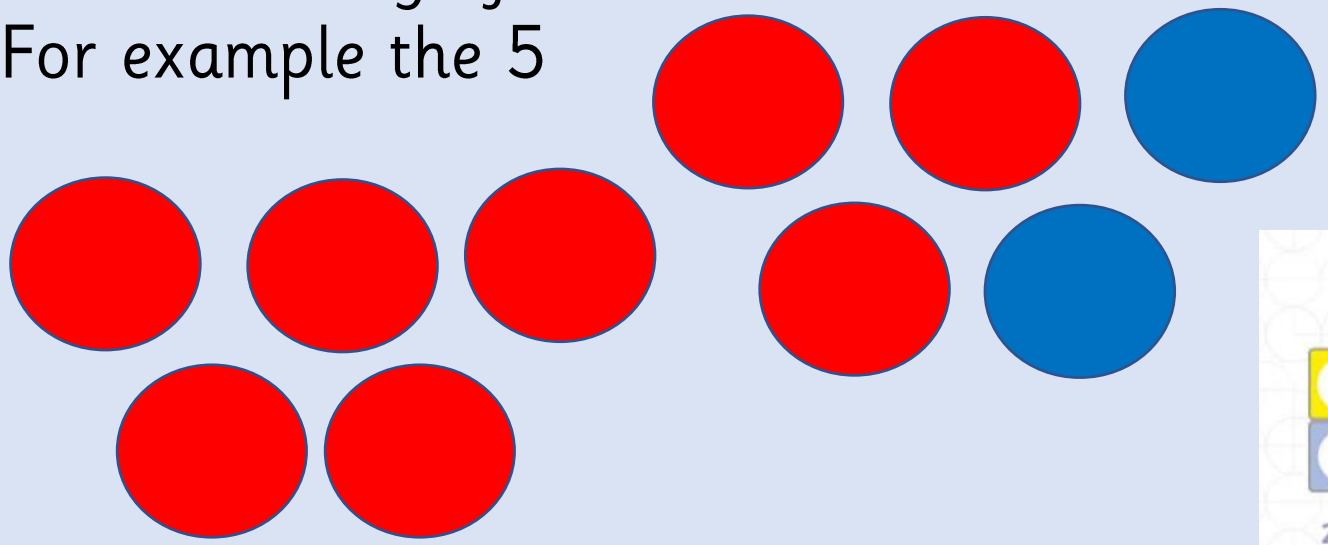
- This skill prepares children for addition and subtraction.

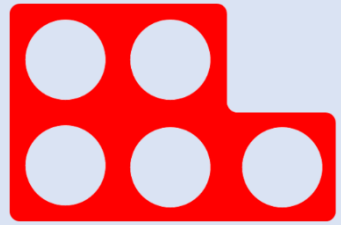
- Counting objects that cannot be moved or touched
- Counting actions or sounds
- Move around, or partition and recombine small groups of objects, and recognise that the total is still the same (pre-step to learning number bonds).
- Counting up to 10 objects in any arrangement, not just when they are in a straight line

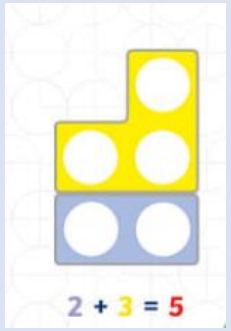
Composition of Number

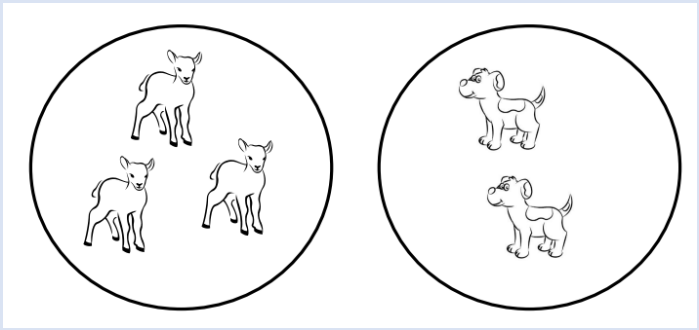
An in depth look at each number, so children have a secure knowledge and understanding of each number to 10.

For example the 5

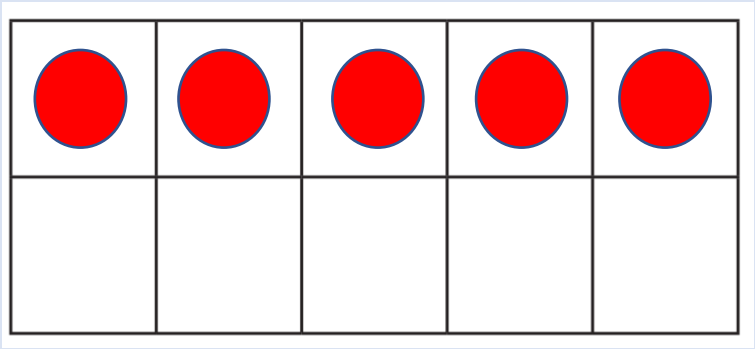








3 + 2 = 5



Number facts to 5

0+5 = 5	5- 0 = 5
1+ 4 = 5	5- 4= 1
2+3 = 5	5 – 3 = 2

‘Put the first number in your head’ 5 + 3 =

says ‘5 …. 6, 7, 8’ Not ‘1, 2, 3, 4, 5……6, 7, 8

This takes time and needs a secure knowledge of the number system and what number comes next.

This needs lots of practise.

Applying their Knowledge Through Problem Solving

- Explore and solve problems in practical contexts

- Use meaningful examples that will be motivate your child to use their mathematical skills.

- Encourage critical thinking and a ‘have a go’ attitude. Asking questions such as ‘What could we do next?’ and ‘How shall we do it?’

Keep maths practical and have fun!

– Bath-time (filling and emptying containers, counting, timing how long it takes to fill the bath)
– Counting rhymes
– Talk about numbers in the environment (front door numbers, number plates, road signs etc)
– Help with the cooking (measuring, weighing, ordering the recipe)
– Setting table places (how many plates/cups etc) or teddy bears picnic
– Paying in shops (including change)
– Estimating amounts (how many apples/sweets?)
– Shopping – helping to count out varying amounts of fruit and vegetables
- Subitising toys/ food/ sweets!

Story books that promote Maths!