



EYFS and Mathematics at Hayward's Primary School

The new EYFS Framework became statutory in September 2021. It is structured differently to the National Curriculum and is organised across seven areas of learning rather than subject areas, which all interlink. This document shows how the skills taught across the EYFS feed into the National Curriculum subject of Mathematics and lend themselves to be the pre-requisite skills children need in this subject. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Teaching and Learning (CoETL) which detail the ways in which children should be learning from their environment, experiences and activities. These also need to be considered when thinking about how the EYFS Framework links to a certain National Curriculum subject. The table below outlines the relevant **statutory Educational Programmes** linked to **Mathematics**, which involves activities and experiences for children, as set out under each of the areas of learning, information on the **non-statutory Development Matters** document and the **Characteristics of Effective Teaching and Learning**.

Mathematics Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Communication and Language Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Development Matters

"The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration."



The Development Matters is a **non-statutory** document for EYFS which has been created to support practitioner's understanding of child development and their delivery of teaching. This is a document to guide practitioners to design an effective Early Years curriculum and overall support professional judgement enabling children's individual needs to be supported and build upon their strengths. Other areas of learning will also feed into **Mathematics**, for example, the area of Communication and Language plays a significant role in children being able talk about and explain their understanding and to ask questions etc. Please refer to this document for an in depth view of progress within Mathematics.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534 DfE Development Matters Report and illustrations web 2 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

Characteristics of Effective Teaching and Learning

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things