**EYFS and Maths at Hayward’s Primary School**

The EYFS Framework is structured differently to the National Curriculum. It 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 National Curriculum subject of Maths and lend themselves to be the pre-requisite skills children need in this subject. The table below outlines the most relevant EYFS outcomes from 30-50 months, 40-60 months and the Early Learning Goals (ELGs), brought together from the EYFS Framework. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Learning (CoEL) 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 most relevant EYFS outcomes for Maths are taken from the following areas of learning:**

* **Communication and Language**
* **Mathematics**

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| **Age Band/ELG** | **Area of learning** | **Aspect of learning** | **Outcomes/Skills/Learning** |
| **Mathematical Vocabulary** | | | |
| 30-50 months | Communication and Language | Speaking | * To build up vocabulary that reflects the breadth of their   experiences. |
| 40-60 months | Communication and Language | Speaking | * To extend vocabulary, especially by grouping and naming,   exploring the meaning and sounds of new words. |
| **Number and Place Value** | | | |
| **Counting** | | | |
| 30-50 Months | Mathematics | Numbers | * To recite numbers in order to 10. * To realise not only objects, but anything can be counted including steps, claps or jumps. |
| 40-60 Months | Mathematics | Numbers | * To count up to three or four objects by saying one number name for each item. * To count out up to six objects from a larger group. * To count actions or objects which cannot be moved. * To count objects to 10 and beginning to count beyond 10. * To count an irregular arrangement of up to ten objects. * To estimate how many objects they can see and check by counting them. |
| ELG | Mathematics | Numbers | * To count reliably with numbers from one to 20. |
| **Identifying, Representing and Estimating Numbers** | | | |
| 30-50 Months | Mathematics | Numbers | * To use some number names and number language spontaneously. * To know that numbers identify how many objects are in a set. * To show an interest in representing numbers. * To begin to represent numbers using fingers, marks on paper   or pictures.   * To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. * To sometimes match numeral and quantity correctly. |
| 40-60 Months | Mathematics | Numbers | * To select the correct numeral to represent 1 to 5, then 1 to 10 objects. * To say the number that is one more than a given number. * To find one more or one less from a group of up to five objects,   then ten objects. |
| ELG | Mathematics | Numbers | * To say which number is one more or one less than a given number from one to 20. |
| **Reading and Writing Numbers** | | | |
| 30-50 Months | Mathematics | Numbers | * To show an interest in numerals in the environment. * To use some number names accurately in play. |
| 40-60 Months | Mathematics | Numbers | * To recognise some numerals of personal significance. * To recognise numerals 1 to 5. |
| **Compare and Order Numbers** | | | |
| 30-50 Months | Mathematics | Numbers | * To compare two groups of objects, saying when they have the same number. |
| 40-60 Months | Mathematics | Numbers | * To use the language of ‘more’ and ‘fewer’ to compare two sets of objects. |
| ELG | Mathematics | Numbers | * To place numbers one to 20 in order. |
| **Understanding Place Value** | | | |
| 30-50 Months | Mathematics | Numbers | * To show curiosity about numbers by offering comments or asking questions. |
| **Problem Solving** | | | |
| 30-50 Months | Mathematics | Numbers | * To show an interest in number problems. |
| 40-60 Months | Mathematics | Numbers | * To begin to identify own mathematical problems based on own interests and fascinations. |
| **Addition and Subtraction** | | | |
| **Mental Calculations** | | | |
| 40-60 Months | Mathematics | Numbers | * To find the total of items in two groups by counting all of them. * To begin to use the vocabulary involved in adding and subtracting in practical activities and discussion. |
| ELG | Mathematics | Numbers | * To add and subtract two single-digit numbers and count on   back to find the answer using quantities and objects. |
| **Problem Solving** | | | |
| 30-50 Months | Mathematics | Numbers | * To show an interest in number problems. |
| 40-60 Months | Mathematics | Numbers | * To begin to identify own mathematical problems based on own interests and fascinations. |
| ELG | Mathematics | Numbers | * To solve problems, including doubling, halving and sharing. |
| **Shape, Space and Measure** | | | |
| **Shape – 2D and 3D** | | | |
| 30-50 Months | Mathematics | Shape, Space and Measure | * To show awareness of similarities of shapes in the environment. * To show an interest in shape and space by playing with shapes or making arrangements with objects. * To show interest in shape by sustained construction activity or by talking about shapes or arrangements. * To show interest in shapes in the environment. * To use shapes appropriately for tasks. * To begin to talk about shapes in everyday objects, e.g. ‘round’ and ‘tall’. |
| 40-60 Months | Mathematics | Shape, Space and Measure | * To begin to use mathematical names for ‘solid’ 3D shapes and   ‘flat’ 2D shapes, and mathematical terms to describe shapes.   * To select particular named shapes. |
| ELG | Mathematics | Shape, Space and Measure | * To explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| **Space and Measure – including pattern, time, position and money** | | | |
| 30-50 Months | Mathematics | Shape, Space and Measure | * To show an interest in shape and space by playing with shapes or making arrangements with objects. * To use positional language. |
| 40-60 Months | Mathematics | Shape, Space and Measure | * To order two or three items by length or height. * To order two items by weight or capacity. * To use everyday language related to time. * To order and sequence familiar events. * To measure short periods of time in simple ways. * To begin to use everyday language related to money. * To describe their relative position, such as ‘behind’ or ‘next to’. * To use familiar objects and common shapes to create and recreate patterns and build models. * To record, using marks that they can interpret and explain. |
| ELG | Mathematics | Shape, Space and Measure | * To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. * To recognise, create and describe patterns. |

* As well as the above, consider the age band development sheets (30-50 months and 40-60 months) and familiarise yourself with all areas of the EYFS framework as other areas of learning will also feed into Maths, 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.
* Look also at the Characteristics of Effective Learning (CoEL) and see how these might link to Maths.