NAWTON AND ROSEDALE ABBEY FEDERATION

EYFS Mathematics Curriculum Statement

EYFS Mathematical Development and Objective Overview 2025-26

The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics. Nursery and Reception mathematical learning will have an element of planned executive function activities to develop these skills.

All children in nursery and reception will have a dedicated time to focus on mathematics each session they attend. They will explore maths through different contexts such as stories, puzzles, songs and rhymes, games etc.

Maths will be embedded throughout the day through our provision and daily routines. Staff will regularly audit the mathematical environment, and adult interactions will seize the opportunity to reinforce mathematical language.

Nursery Overview

The majority of children attend our nursery on a part-time basis. They can join from the term they turn 3, and will attend for a few sessions a week.

Most children attend nursery for 3 terms before reception; a few will attend for 4 or 5 terms but only attend a session per week.

Objectives are taken from the following documents: Development Matters (3 to 4-year olds) and Birth to 5 Matters (3 and 4-year olds).

Pupils will experience	Term 1	Term 2	Term 3
Counting	Pupils will experience: Counting – Using some number names and number language within play. - Recite numbers to 5. - Grow fingers 1,2,3,4,5	Pupils will continue to experience: Counting – Reciting numbers past 5 - Saying 1 number for each item in order 1,2,3,4,5 (stable order)	Pupils will continue to experience: Counting - Enjoy counting verbally as far as they can go
Cardinality		Can subitise 1,2,3 - Shows fingers numbers to 3 - Can link numerals 1,2,3 to amounts.	Knows the last number reached when counting a small set of objects tells you how many there are (cardinal principle) - Show finger amounts to 5 - Can link numerals to 5 and maybe beyond
Comparison	Compare 2 groups of objects recognising when group has more	Can compare 2 groups and recognise when a group has the same amount (up to 5)	can compare 2 groups and recognise when a group has more, same or fewer (to 5)

Composition	Through play and exploration begin to learn that numbers are composed of smaller numbers. - Shows an interest in Numberblocks. - Joins in with number rhymes	Continues through play and exploration beginning to learn that numbers are composed of smaller numbers. Can recognise Numberblocks 1-3. Beginning to recognise that each counting number is 1 more than the 1 before. Joins in and acts out number rhymes.	Continues through play and exploration beginning to learn that numbers are composed of smaller numbers. Can recognise Numberblocks 1-5. Recognises that each counting number is 1 more than the 1 before. Joins in and acts out number rhymes, beginning to recognise that the total is still the same when a group separates. - Experiments with their own marks to record mathematical thinking (linked to a number rhyme or maths story)
Shape	Can match and sort 2D shapes using shape names (circle, square, rectangle, triangle) Chooses items based on their shape appropriate for the child's purpose.	Talks about and explores 3D shapes – shows awareness of shape similarities and differences between objects	Talks about 2D and 3D shapes using some mathematical language; sides, corners, flat, round
Pattern	Can continue an AB pattern Can copy an AB pattern. Show an interest in patterns around them (eg animals)	Can copy and AB pattern Can create an AB pattern Can talk about patterns around them – eg stripes and spots	Can spot a mistake in an AB pattern Can continue an ABC pattern Can talk about and identify patterns around them using informal language such as spotty, blobs, zig zags etc
Spatial Awareness	Understands and responds to positional language – on top, under, next to, top, bottom	Understands and responds to positional language - in front, behind, Responds to and uses directional language – up, down, turn	Responds to and uses directional language – forwards, backwards Can describe a familiar route Predicts, moves and rotates objects to fit the space or create the shape they would like.
Measures	Can make comparisons between 2 objects relating to size (big/small), length (long, short), weight (heavy/light), capacity (full/empty) Can name some days of the week	Can make comparisons between 2 objects relating to size (bigger/smaller,-est), length (longer, shorter - est), weight (heavier/lighter - est), capacity (full/empty, nearly) Can say the days of the week.	In meaningful contexts finds the longer or shorter, heavier or lighter and more/less full of a small selection of objects. Can use some words to sequence, e.g, first, then, next, after that, in the end

	can show some awareness of the time of day, e.g., dinnertime or bedtime.	Shows an awareness of morning, dinnertime, afternoon, and evening. Can sequence pictures to retell a nursery rhyme such as Humpty Dumpty	events in everyday life and well known stories.

Reception Overview – from NCTEM Mastering Number

Term 1	Term 2	Term 3
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. **Pupils will:** • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. **Pupils will:** • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. **Pupils will:** • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	• understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	• begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek

Reception overview for Space, Shape and Measures

Objectives are taken from the following documents: Development Matters (Reception) and Birth to 5 Matters (Ranges 5 and 6). Staff will use the White Rose Maths documentation to support the planning of shape, space and measures. There is no ELG for space, shape and measures.

Autumn (Shape and pattern)	**Spring (Measures)**	**Summer (Shape and spatial awareness)**
Responds to both informal language and common shape names. Shows awareness of shape similarities and differences between objects Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes . Continue, copy and create repeating patterns. Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating	Compare length, weight and capacity. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories. Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Predicts, moves and rotates objects to fit the space or create the shape they would like Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Responds to and uses language of position and direction

items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next		Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints