



EYFS

Learning

Guide

Maths



Overview 2020/21

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	On the Move			Superhero to 20 and Beyond			First then Now			Find my Pattern			Consolidation	

- We have divided the Reception Year into 10 Phases. Each phase roughly lasts 3 weeks long, allowing time for flexibility and consolidation.
- Each phase has a number focus and suggested links to measure, shape and spatial thinking.

Your child is working towards this age expected learning goal by the end of the year.....

Numbers

Early Learning Goal (ELG)

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.

By the end of the

Shape, Space and Measure

Early Learning Goal (ELG)

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Reception - Geometry - Shape and Space

2-D Shapes

Guidance

Children are encouraged to see 2-D shapes on the flat faces of 3-D shapes. They begin to name some common shapes such as circles, triangles, and rectangles including squares. It is important to show shapes in different orientations.

Provide opportunities to compare 2-D shapes and say what is the same and what is different.

Encourage them to explore how shapes can be combined or partitioned to make new shapes.



Reception - Geometry - Shape and Space

3-D Shapes

Guidance

Children will naturally explore 3-D shapes through their block play and modelling. They should be introduced to the names of the shapes and be given opportunities to explore similarities and differences between them and to sort them according to what they notice.

Prompt them to consider which shapes are good for stacking, which will roll and why that is.

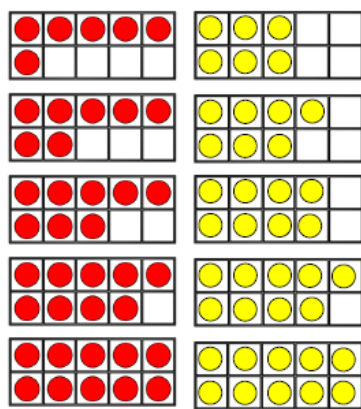
They should be given opportunities to construct their own 3-D shapes in different ways.

Guidance

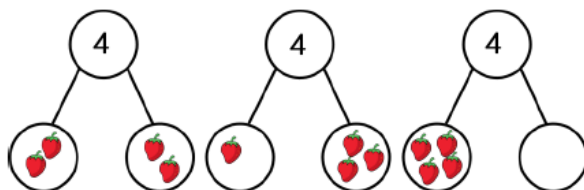
Reception - Notes and guidance



Key Representations



6
7
8
9
10



Notes and guidance

As children begin to count beyond 5, encourage them to build step patterns to help them see that each number is one more than the number before.

The 10 frame can be used to help them subitise these quantities and explore the 5-and-a-bit structure and the pair structure. For example, they will see 6 as five and one more or as 3 pairs of 2, both of which will be useful in their later maths work.

A key learning point here is that numbers are made up of smaller numbers. They can be made up of two parts or more than two parts. They can be made up of equal parts or unequal parts.

Encourage the children to arrange quantities in different ways to help them discover their different parts.

Part-whole models are one way to explore the number bonds which make any given number.

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Reception - Addition and subtraction - Numbers to 5



Number bonds to 5

Guidance

Children begin to understand that numbers can be made by combining smaller numbers, including zero.

They use real-life objects and familiar contexts to explore the composition of numbers to 5.

The 5 frame and part-whole models are useful to represent the different parts which combine to make the whole.

Children should be encouraged to record their work using mathematical jottings.

Other Resources

Numberblocks Episode 12: The Whole of Me

5 Little Speckled Frogs song

5 little Ducks and 2 pools.



Prompts for Learning

Give the children 5 bean bags.

Ask them to throw them into a hoop.

How many land inside the hoop? How many land outside?

How could you record your results?

(Encourage children to use their own methods of recording their results each time.)

What if you only had 4 bean bags or 3?



Ask the children to count out 5 double-sided counters.

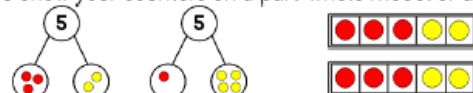
Shake and drop them onto the table.

How many are red, How many are yellow?

Look at your partners. Is it the same?

Drop them again. What has changed?

Could you show your counters on a part-whole model or a 5 frame?



If you had 5 red counters, how many yellow would there be?

(Butter beans with one side painted are more easily manipulated by little fingers.)



Play **Bunny Ears**

Using 2 hands to be the ears, how many ways can you show 5? Can you see what number I have made? Can you make ears the same as mine? Can you make the same number in a different way?

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Counting to 6, 7 and 8

Guidance

Children continue to apply the counting principles when counting to 6, 7 and 8 (forwards and backwards). They can represent 6, 7, and 8 in different ways and can count out the required number of objects from a larger group.

Placing objects onto a 10 frame will support the children to subitise 6, 7, and 8 to see them as 5 and 1; 5 and 2; and 5 and 3

Other Resources



Days of the Week counting song



1, 2 buckle my shoe

Little Miss Muffet



The Bad-Tempered Ladybird - Eric Carle

The Very Busy Spider - Eric Carle

Prompts for Learning

Note: All the prompts for counting to 5 can be applied to counting to 6, 7, and 8 in addition to these ideas.

Encourage the children to think about where we see 6, 7, and 8 in everyday life and to make collections of 6, 7 and 8 objects in the classroom.

How many legs does the ladybird have? How many spots? Use counters to add 6 spots to the other ladybirds. Can you find more than one way to do it?



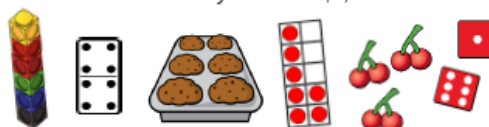
How many colours do you see in the rainbow?

Can you paint a rainbow with 7 colours?

Can you make rainbows using objects around the classroom? How many colours did you use?



Sort these items into 6, 7 and 8
How else could you show 6, 7, and 8?



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Counting to 9 and 10

Guidance

Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards).

They can represent 9 and 10 in different ways and can count out the required number of objects from a larger group.

Children may notice that the 10 frame is full when there is 10.

They can use 10 frames, fingers and bead strings to subitise 9 and 10

Other Resources

How do Dinosaurs Count to 10? Yolen & Teague

Ten Terrible Dinosaurs - Paul Stickland

Feast for 10 - Cathryn Falwell

Draw a large hopscotch grid for the children jump along and show them how to play.



Prompts for Learning

Note: All the prompts for counting to earlier numbers can be applied to counting to 9 and 10, in addition to these ideas.

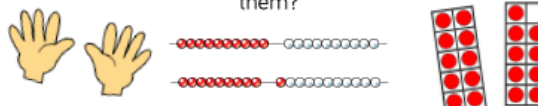
Show me 10 fingers. Now show me 9. Did you need to count? Can we count back from 10?

Show me 10 beads on the bead string. Show me 9.

Show me 10 cubes on the 10 frame. What do you notice?

Show me 9 cubes. What do you notice?

Could you put 9 or 10 buttons on the 10 frame without counting them?



Give the children a set of dominoes.

What do they notice about the dominoes?

Can they sort the dominoes?

How many can they find with 9 spots? With 10 spots?

Ask the children to count out 9 or 10 small objects.
Can they find different ways to arrange their items?
What do they notice?



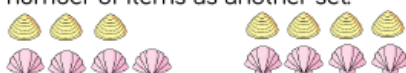
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Comparing numbers to 10

Guidance

Children make comparisons by lining items up to compare them directly or by counting each set carefully and comparing their position in the counting order. As the children's sense of number develops so does their knowledge of where each number sits in relation to other numbers.

They understand that when making comparisons a set can have more items, fewer items or the same number of items as another set.



They begin by comparing 2 sets and progress to ordering 3 or more sets.

Other Resources

Cockatoos – Quentin Blake
Mr Magnolia – Quentin Blake

Ask the children to compare pictures from different parts of the stories.

Prompts for Learning

Note: Continue to embed the vocabulary introduced in the Autumn term: *same as more than fewer than*.

Ask questions to make comparisons for a real purpose.
Are there more children having sandwiches or dinners?

How did you travel to school?

Did more people travel by car or walk today?



Which book shall we read at the end of the day? Can you use cubes to vote for your favourite?



Ask the children to find all the dominoes with 7 spots?

Can they make sets with more than 7 and fewer than 7 spots?

Use the dominoes to play **Who Has More** in pairs.

With the dominoes face down, choose one domino each. How many spots does each domino have? The player with the most spots can collect a point. Can you record your points?

Provide a feely bag filled with different number shapes.



Ask the children to work in groups of 3

Each child takes a number shape from the bag.

Can they identify which number they have?

Work together to compare and order the shapes.

Who has the largest number? Who has the smallest?

Does anyone have the same?



Reception - Addition and Subtraction - Addition to 10

Combining 2 groups

Guidance

Children begin to combine 2 groups to find how many altogether. They should be given opportunities to do this in many contexts using real objects.

The interactive whiteboard files can be used to create scenes for the children to discuss.

Encourage the children to subitise where possible although they may need to count in ones to find how many altogether.

A part-whole model could be used to show the relationship between the parts and the whole.

Other Resources



Board games such as snakes and ladders – Roll 2 dice. How many spaces can you move altogether?



Quack and Count by Keith Baker
Animals on board by Stuart Murphy

Prompts for Learning

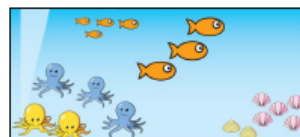
Tell your partner about the leaves.



How many are red? How many are green?

How many leaves altogether?

Provide pictures or small world scenes which provide opportunities for combining 2 groups.



What can you see in the picture?

How many big fish can you see? How many small fish?

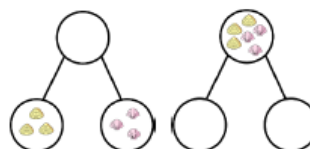
How many fish altogether?

How many yellow shells? How many pink shells?

How many shells altogether?

I spy a group of 3 and a group of 2. What am I looking at?

What is the same? What is different?



Bonds to 10 - 10 frame

Guidance

The children explore number bonds to 10 using a 10 frame.

10 frames can be filled in different ways to show the 5-and-a-bit structure and the pair structure.



5-and-a-bit structure pair structure

They may also use different representations such as fingers, number shapes or bead strings to explore the bonds to 10.

Other Resources

Number Bonds Rhyme

This can be done with finger actions to show the bonds.

5 and 5 add up to 10

6 and 4 make it again

7 and 3 they also do

Guess what! So do 8 and 2

9 and 1, 10 and 0

Learn them all, you're a number bond hero.



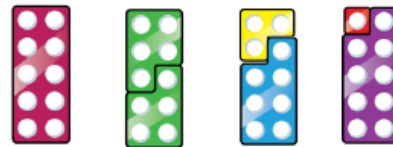
Prompts for Learning

Ask the children to explore different ways of building 10 on the 10 frames using counters, cubes or any loose parts with 2 distinct groups.



You could also partly fill a 10 frame and ask how many more items are needed to make a whole 10. Encourage the children to use the empty spaces to help them see how many more are needed.

In small groups, provide each child with a number shape 10. How many ways can they build a new 10 on top by combining 2 different number shapes?



Place one of each of the number shapes 1-10 into a feely bag and have one of each on display for the children to see. Ask a child to draw out one shape from the bag. Can they represent this on their 10 frame and see which other number shape they need to collect to make 10?

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Bonds to 10 - Part-whole model

Guidance

Children use the part-whole model to continue exploring number bonds to 10.

The part-whole model is useful to represent the different pairs which combine to make 10.

Encourage the children to move the objects between the whole and the 2 parts. It is also important to show the part-whole model in different orientations so the whole is not always at the top.

Other Resources

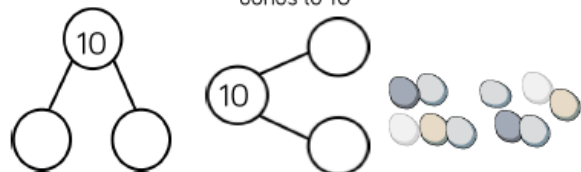
Bonds to 10 can also be explored through outdoor games such as skittles or songs such as 10 green bottles.

Can they represent these on a part-whole model?



Prompts for Learning

Provide part-whole models and a selection of loose parts. Ask the children to count out 10 loose parts into their part-whole model. Explore the different ways they can show pairs of number bonds to 10.



Provide the children with a selection of beads and pieces of string. Encourage them to make their own bead strings using 10 beads.



Once they have made their bead strings, ask them to split the beads to show the bonds to 10.

How many ways can they find to do this?

Can they show them on a part-whole model?

Hide some of the beads in your hand and show the rest of the string. Can they work out how many you are hiding?


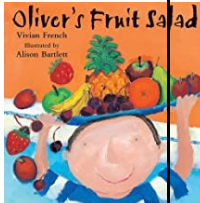


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Literacy

Texts EYFS cover

In addition to daily stories

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Marvellous Me</p>   <p>Dear Zoo</p> 	<p>Light/Dark Celebrations</p>    	<p>Tradition Tales</p>     	<p>Growth</p>   	<p>Mini-Beasts</p>      	<p>People and Places</p>   
<p><u>Writing opportunities</u></p> <p>Writing name Continuous CP writing opportunities</p>	<p><u>Writing opportunities</u></p> <p>Mark Making Letter formation Continuous CP writing opportunities</p>	<p><u>Writing opportunities</u></p> <p>Sequencing Speech bubbles Continuous CP writing opportunities</p>	<p><u>Writing opportunities</u></p> <p>Lists Wanted posters Continuous CP writing opportunities</p>	<p><u>Writing opportunities</u></p> <p>Labels Fact books Continuous CP writing opportunities</p>	<p><u>Writing opportunities</u></p> <p>Captions/ Sentences Changing stories Continuous CP writing opportunities</p>

Literacy; writing

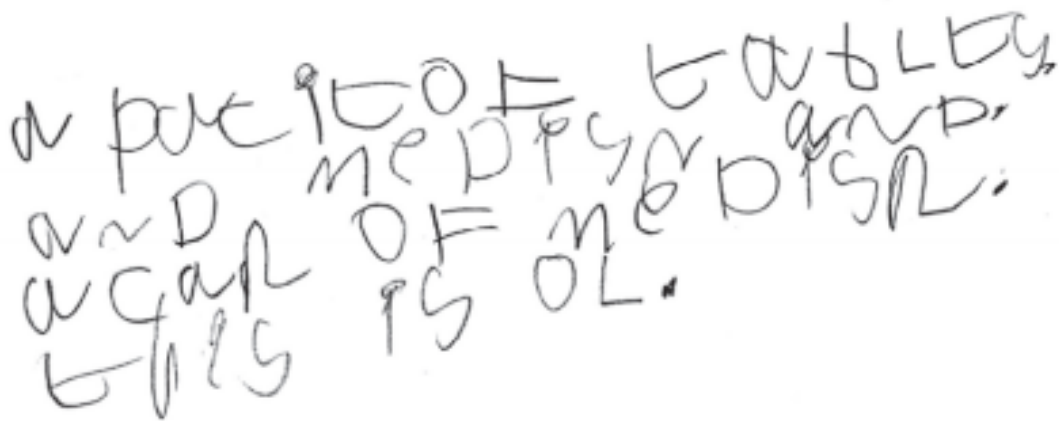
By the end of the year...

Writing

Early Learning Goal (ELG)

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

Exemplifications of ELG writing



A photograph of a child's handwritten text on lined paper. The text is written in a cursive, phonetic style. It reads: 'a packet of tablets and a can of medicine. This is all.' The words are written in a way that matches their spoken sounds, with some letters being simplified or combined.

"a packet of tablets and
medicine and a can of
medicine. This is all".

Harry's most successful writing comes out of the continuous curriculum opportunities. He is keen to write notices that inform or instruct others as he sees these as important. "I'm writing this because everyone needs to know it!" On these occasions his body language indicates high levels of involvement. He reads this work back with expression.

He is showing a growing interest in writing and can now write his full name, some simple CVC and a few high frequency words. His letter formation is improving and the majority of letters are formed correctly. He uses his phonic knowledge to segment and spell simple words. When attempting to spell more complex words, is able to hear and write the initial and dominant sounds. He is beginning to write captions and simple sentences and is showing a greater understanding of the construction of a sentence. He is also developing left to right orientation.

you can
haf six
pees of
Coobr

To Harry I wish I cul read
your books fo me

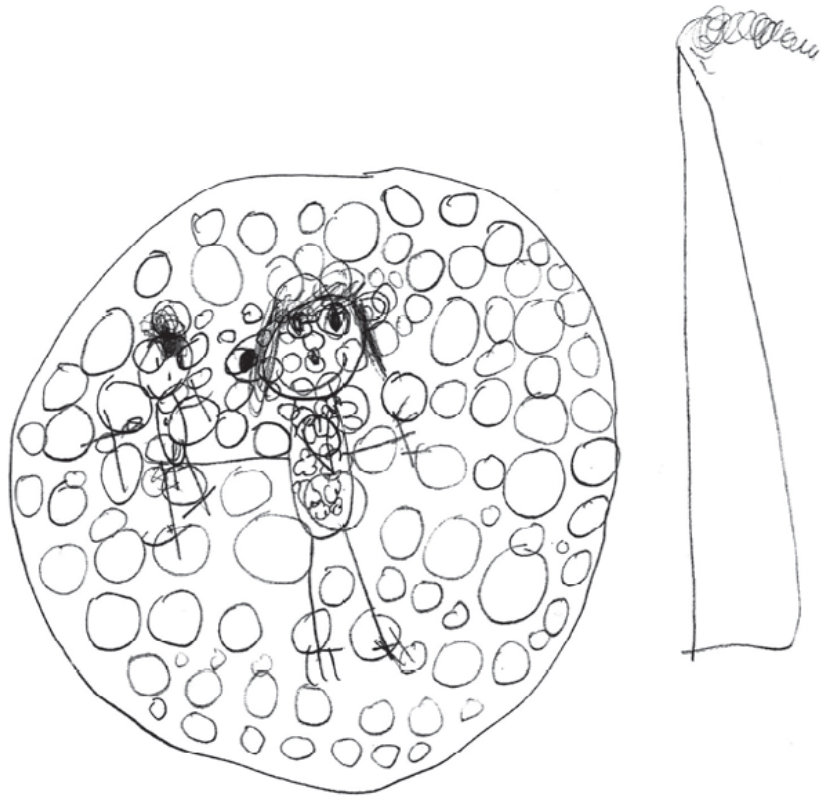
I haf mayd his sumreeyn
it is speshe

dot EVCH!

mum
dad
Grammar
UCL Tom
am- m
Sashr
Huddsn
cidy

Jordan's garg
cas
pees foreen
toowls
McAncks
Cholgt

tomiss swayn
you are
invited
to my
party
Love
Scarlett
7/1/11 XXXXXXXX



Oh sata day I

Went to the
met rodoam

Is wama n d p l a i a w i v s a k
I W e n t o n t h e s i d e :

Literacy; reading

By the end of the year.....

Reading

Early Learning Goal (ELG)

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.

Things adults can do to support































Share good quality books at home

- Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.
- Use varied texts and encourage children to use all their skills including their phonic knowledge to decode words.
- Use simple texts which children can decode to give them confidence and to practise their developing skills.

[reading-with-your-child-booklet-for-parents.pdf \(booktrust.org.uk\)](https://booktrust.org.uk/reading-with-your-child-booklet-for-parents.pdf)

We teach phonics using the Read Write Inc scheme. This is the order in which we teach the sounds.

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
			ou  shout it out	oy  toy for a boy

These are the first set of red tricky words that your child will be learning to read.....they cannot be segmented and blended, they just have to be learnt by sight.

Red Words Set 1

I	the	my	you	said
your	are	be	of	no

Red Words Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

These are the first 45 high frequency words. Children should be able to read these by the end of the reception year

I	you	the
go	day	of
come	was	we
went	look	this
up	are	dog

me	like	going
big	she	and
they	my	see
on	away	mum
it	at	play

no	yes	for
a	dad	can
he	am	all
is	can	get
said	to	in

40 - 60 months: How can you help me with my learning?

Communication and Language

Listening and attention

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next "clue".

Understanding

- When we're sharing a story together ask me why I think something has happened or what might happen next.

Speaking

- When we're sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like "cat", "bat" and "hat".
- Play "I spy" with me.
- Use different voices, like loud voices or squeaky voices, when we're telling stories.

Personal, Social and Emotional Development

Making relationships

- When we go to the park ask me what we can do there or what things we see growing there.

Self confidence and self awareness

- Let me tell you how you can help me when I'm making something.

Managing feelings and behaviour

- Talk to me about how to keep safe when we're going to cross the road at a pelican crossing or zebra crossing.



Physical Development

Moving and handling

- Play games with me like football, basketball or throwing balls into bowls or boxes.
- Get me to thread plastic bottle tops with holes onto string or shoe laces.

Health and self care

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.
- Dance with me when we hear our favourite songs.

Mathematics

Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small, big".
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

Literacy

Reading

- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you j-u-m-p?" or "Can you h-o-p?" and I have to put the sounds of the word together and show you the action.

Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

Understanding the World

People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grown ups or when we walk to the bus stop.

Expressive Arts and Design

Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

Being imaginative

- Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.



Early learning goals for 5 year olds:

Early learning goals or ELGs outline the level of learning and development that children are expected to have reached by the end of the reception year at school. We list here the ELGs for 5 year olds across the 7 areas of learning and development in the EYFS. For further information about your child's progress against the ELGs, please speak to your child's reception teacher.

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Making relationships</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self confidence and self awareness</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Listening and attention</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Moving and Handling</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self care</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>