



EYFS

*learning
guide*

Maths

What will be covered in EYFS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you	Match, sort and compare FREE TRIAL	Talk about measure and patterns	It's me 1, 2, 3	Circles and triangles	1, 2, 3, 4, 5	Shapes with 4 sides					
Spring term	Alive in 5	Growing 6, 7, 8	Length, height and time	Building 9 and 10	Explore 3-D shapes							
Summer term	To 20 and beyond	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connections	Consolidation						

Maths related Early Learning Goals

Number ELG


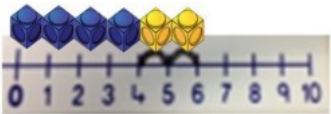





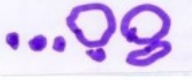

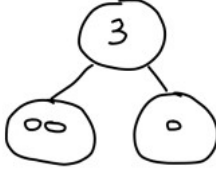

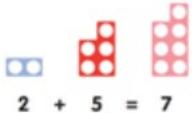
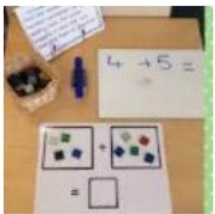
Children at the expected level of development will:



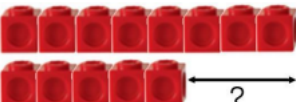

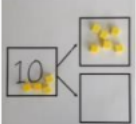
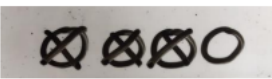
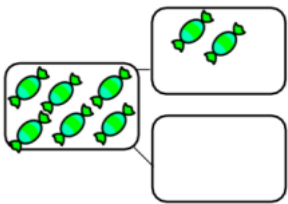
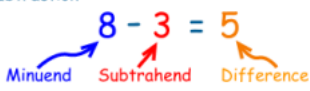
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



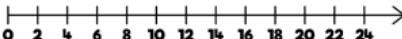
Numerical Patterns ELG



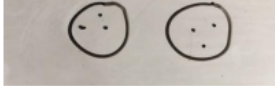
Children at the expected level of development will:

- 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.

+ Skill:	Concrete:	Pictorial:	Abstract:
<p>Subitise (recognise quantities without counting) up to 5</p> <p>Understand the composition of each number up to 10</p> <p>Automatically recall some number bonds to ten</p> <p>Spot connections (patterns, relationship) and share with adults and peers</p>	<p>They understand addition as counting the whole or counting on. They will subitise up to 5. They will count on in ones and twos using objects, cubes, bead string, rekenrek, number tracks, numicon and number lines:</p>    <p>They combine two parts to make a whole: (use other resources too e.g. eggs, shells, teddy bears, cars).</p>  	<p>Children are encouraged to experiment with and make their own pictorial representations of adding and counting:</p>     <p>These mathematical graphics offer a conceptual link between practical exploration and symbolic representation. Encouraging children to talk about their recording allows them to rehearse their ideas and provides an insight into individuals' mathematical understanding.</p> <p>Children draw and paint part-whole models:</p>  	<p>Learn addition facts for each number to 5 and 10. Introduce facts for 6, 7, 8, 9.</p>  <p>They begin to use = and then +. They are encouraged to develop a mental picture of the number system in their heads to use for calculations.</p>  <p>Children begin to be able to represent their addition calculations using symbols and numbers within a written number sentence.</p> <p>Part + part = whole</p>

- Skill:	Concrete:	Pictorial:	Abstract:
<p>Automatically recall number bonds up to 5 (including subtraction facts)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than or less than</p> <p>Have a deep understanding of number to 10, including the composition of each</p>	<p>Physically taking away and removing objects from a whole (ten frames, Numicon, Rekenreks, cubes and other items such as beanbags could be used). 4 - 3 = 1</p>   <p>Children start to understand that subtraction means finding the difference and can use cubes, counters, numicon, cuisennare and Rekenrek to find it:</p>  <p>Counting back (using number tracks) children start with 6 and count back 2. 6 - 2 = 4</p>  <p>They begin to count back in ones and twos using objects, cubes and Rekenreks.</p>  <p>Link to addition. Use PPW model to model the inverse.</p>	<p>Children are encouraged to experiment with and make their own pictorial representations of taking away and finding the difference.</p> <p>Children encouraged to draw the concrete resources they are using and cross out the correct amount:</p>  <p>These mathematical graphics offer a conceptual link between practical exploration and symbolic representation. Encouraging children to talk about their recording allows them to rehearse their ideas and provides an insight into individuals' mathematical understanding.</p> <p>Children draw and paint part-whole models with missing parts:</p> 	<p>Learn subtraction facts for each number to 5 and 10. Introduce facts for 6, 7, 8, 9.</p> <p>They begin to use - symbol and read/write subtraction number sentences (alongside concrete and pictorial representations.)</p> <p>Whole - part = part</p> <p>Subtraction:</p>  <p>They are encouraged to develop a mental picture of the number system in their heads to use for calculations.</p>

x	Skill:	Concrete:	Pictorial:	Abstract:
Y R	<p>Explore double facts and how quantities can be distributed evenly</p> <p>Know some double facts (up to 10)</p> <p>Represent patterns, including evens</p>	<p>Use concrete resources and <i>real objects and contexts to develop understanding</i>: Numicon, Rekenrek, counters, ten frames, bead strings., number tracks and number lines</p> <p>How many socks in three pairs?</p> 	<p>Show and encourage children to make own symbolic (pictorial) recordings:</p> <p>3 pairs, 2 socks in each pair:</p>  <p>Use number tracks/lines to spot even numbers:</p> 	<p>Show children how to record doubles in addition sentences:</p> <p>$2 + 2 = 4$</p> <p>Introduce idea of repeated addition; 2 and 2 and 2 is</p>

+	Skill:	Concrete:	Pictorial:	Abstract:
Y R	<p>Explore how quantities can be distributed evenly:</p>	<p>Use concrete and real objects in real life contexts: Share 8 buns between two people.</p>  <p>6 beanbags shared between 2 hoops:</p> 	<p>Children are encouraged to record concrete representations pictorially in their own way: e.g.</p> 	<p>Children should not be introduced to the division symbol in reception or year 1. Children may be introduced to the words share and equally.</p>

Literacy Early Learning Goals

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- • Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- • Write simple phrases and sentences that can be read by others.

Literacy Early Learning Goals

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.















Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



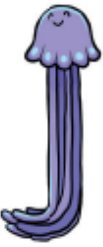















Phase 2 grapheme information sheet

Autumn 1







Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Phase 2 grapheme information sheet



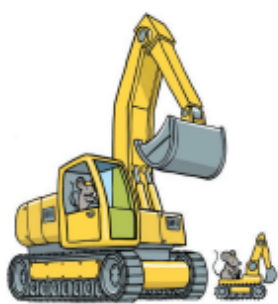
Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>jellyfish</p>	Pucker your lips and show your teeth use your tongue as you say j j j	Down the jellyfish and dot its head.
 	 <p>volcano</p>	Put your teeth against your bottom lip and make a buzzing v v v v v v v v v v	Down to the bottom of the volcano and back up to the top.
 	 <p>wave</p>	Pucker your lips and keep them small as you say w w w w	Down and up and down and up the waves.
 	 <p>box</p>	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	From the top, across the box to the bottom. From the top again across the box to the bottom.
 	 <p>yo-yo</p>	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl round the string.
 	 <p>zebra</p>	Show me your teeth and buzz the z sound zzzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

How to say the Phase 3 sounds

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase
ur	 <p>curl the fur</p>	<p>Open your mouth in a relaxed way, push your tongue down and say ur ur ur</p>
ow	 <p>wow owl</p>	<p>Open your mouth wide then move your lips together as you say ow ow ow</p>
oi	 <p>boing boing</p>	<p>Make an 'o' with your mouth then move your lips out as you say oi oi oi</p>

Grapheme	Catchphrase	Pronunciation phrase
ear	 <p>get near to hear</p>	<p>Smile with your lips apart, push your tongue to your teeth as you say ear ear ear</p>
air	 <p>chair in the air</p>	<p>Open your mouth wide, push your tongue down as you say air air air</p>
er	 <p>a bigger digger</p>	<p>Open your mouth in a relaxed way, push your tongue down and say ur ur ur</p>

How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.