



EARLY YEARS FOUNDATION STAGE

Mathematics



FS1	Term 1	Term 2	Term 3
3 – 4 years	<ul style="list-style-type: none"> Show finger numbers up to 5. Recite numbers to 5. Experiment with their own symbols and marks as well as numerals. Describe a familiar route. Talk about 2d shapes using informal and mathematical language. Compare quantities using language such as more than and fewer than. Talk about and identify patterns around them e.g. stripes on clothes. Understand position through words alone e.g. the bag is under the table. 	<ul style="list-style-type: none"> Fast recognition of up to 3 objects (Subitising). Say one number name for each item. Recite numbers past 5. Know that the last number reached when counting a set of objects tells you how many there are in total. Talk about 2d shapes using informal and mathematical language. Select and use shapes appropriately for building. Discuss routes and locations using words such as in front of and behind. 	<ul style="list-style-type: none"> Link numerals and amounts. Solve real world mathematical problems. Make comparisons between objects relating to size, length weight and capacity. Combine shapes to make new ones. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events using first, then etc.

FS2	Term 1	Term 2	Term 3
4 – 5 years	<ul style="list-style-type: none"> Can match same and different. Sorts objects by a given criteria Compare amounts – equal, fewer, more. Compare size, mass and capacity. Explore and make simple patterns. Represent and compare 1, 2 and 3. Add using physical resources. Identify circles, triangles, squares and rectangles and pentagons. Recognise addition and subtraction symbols. Identify night and day and use vocabulary of before and after. 	<ul style="list-style-type: none"> Make amounts to 10, using counters/fingers. Subitise to 5 using 2 dice, counters, pictures. Order numbers to 10, recognise numerals 0-10. Count objects accurately to 10, show ways to make 10 using numicon, blocks. Complete two-part patterns. 	<ul style="list-style-type: none"> Have a deep understanding of numbers to 10 including composition of each number. Subitise up to 5. Automatically recall without reference to counting aids or rhymes number bonds up to 5 and some number bonds to 10 including double facts. Verbally count beyond 20 recognising the pattern of the counting system. Compare quantities up to 10 in different contexts. Recognising greater than, less than or the same. Explore and represent different patterns within numbers up to 10 including odd and evens, double facts and how quantities can be distributed equally.