

# EYFS Mathematics Yearly Planning Grid

Autumn 1	Autumn 2	Spring 1
<ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> <li>• Recognise some numerals of personal significance.</li> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Recognise some numerals of personal significance.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary adding</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>
Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• 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.</li> <li>• Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• Solve problems, including doubling, halving and sharing.</li> <li>• Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• 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.</li> <li>• Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• Solve problems, including doubling, halving and sharing.</li> <li>• Recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>

Foundation Stage

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