

# FS1 Math Curriculum Overview

## EYFS National Curriculum

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

## Number

### 30-50 Months

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

## Shape, Space and Measures

### 30-50 Months

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

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<b>Term One</b>	
<b>Week:</b>	<b>Mathematical Objectives:</b>
<b>1</b>	<p><b>Shows an interest in numbers.</b></p> <ul style="list-style-type: none"> <li>• Math Puzzles</li> <li>• Number songs and Rhymes</li> <li>• Introduce daily timetable (concept of time)</li> </ul>
<b>2</b>	<p><b>Shows an interest in numbers in the environment.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Counting songs and games to 5</li> <li>• Simple puzzles</li> <li>• Discovery tray – find and identify numbers to 5.</li> <li>• Introduce days of the week and months of the year</li> </ul>
<b>3</b>	<p><b>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Discover attributes of objects by filling different size containers with solids/liquids</li> <li>• Math language/size terms big, small, bigger, biggest</li> <li>• Shape song, introduce shapes</li> <li>• Make comparisons of several objects using one attribute e.g. this one is big, bigger, biggest.</li> </ul>
<b>4</b>	<p><b>Shows an interest in shape by sustained construction activity or by talking about shapes and arrangements.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Shapes songs</li> <li>• Create picture using one shape</li> <li>• Math language, big/small, long/short, heavy/light, fast/slow</li> <li>• Sort familiar objects</li> <li>• Introduce concept of same and different</li> </ul>
<b>5</b>	<p><b>Recites numbers in order to 10.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Counting games to 10</li> <li>• Counting songs and videos</li> <li>• Discuss first and last (math concept/language)</li> <li>• Introduce counting objects to 5.</li> </ul>
<b>6</b>	<b>BASELINES</b>
<b>7</b>	<b>BASELINES</b>

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8	<p><b>Uses number names and language spontaneously.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Counting songs and games to 5</li> <li>• Discovery tray, find and identify numbers to 5</li> <li>• Counting objects to 5 one by one.</li> <li>• Discuss number zero and how it means you have nothing.</li> </ul>
9	<p><b>Shows an interest in shape by sustained construction activity or by talking about shapes and arrangements.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Sort familiar objects</li> <li>• Complete more complex puzzles</li> <li>• Understand the term fewer and more and use to discuss size</li> <li>• Order objects by size, small to large, big, bigger, biggest.</li> <li>• Create a house or pictures using shapes.</li> </ul>
10	<p><b>Shows an interest in shapes in the environment.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Shape songs and rhymes</li> <li>• Discovery tray finding shapes</li> <li>• Shape hunt games inside and outside</li> <li>• Create 2d shapes and 3d buildings that have symmetry</li> <li>• Talk about shapes in the environment.</li> </ul>
11	<p><b>Shows curiosity about numbers by offering comments and asking questions.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Counting objects to 5, one by one</li> <li>• Identify numbers to 5 (discovery tray, games)</li> <li>• Recite numbers to 10</li> <li>• More than, less than.</li> </ul>
12	<p><b>Shows and interest in number problems.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Discovery tray/hidden numbers, find and recognize to 5</li> <li>• Identify the larger of two numbers</li> <li>• Use reason to solve problems</li> <li>• More than / less than.</li> <li>• Begin to represent numbers using fingers and marks in foam/paint</li> </ul>
13	<p><b>Uses shapes appropriately for tasks.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Create 2d shapes and 3d buildings that have symmetry</li> <li>• Use a range of shapes to create pictures.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Begin to recite days and seasons.</li> </ul>
<b>14</b>	<p><b>Realise that not objects but anything can be counted.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Counting games and rhymes</li> <li>• Counting claps/stamps/jumps/skips</li> <li>• Understand concepts of time, morning, afternoon, night, earlier, later, soon</li> <li>• Name what number comes next in a running sequence to 5 e.g. 1,2,3 what number comes next</li> <li>• Count up to 5 when given a command (can you give me 3 claps?)</li> </ul>
<b>15</b>	<p><b>Shows an interest in representing numbers.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Represent numbers with fingers and mark making</li> <li>• Introduce dots, pictures and tallys to represent numbers</li> <li>• Use white boards to write numbers, dots tally</li> <li>• Use a range of other methods to represent numbers e.g. paint brushes and water, objects, pictures, mark making in foam/paint</li> <li>• Discovery tray to identify numbers to 5 and look at numbers 5-10</li> </ul>

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<b>Term Two</b>	
<b>Week:</b>	<b>Mathematical Objectives:</b>
<b>1</b>	<p><b>Use numbers accurately in play.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Recite numbers to 10</li> <li>• Discovery tray to identify numbers to 10</li> <li>• Recognise numbers and connect some numbers to words and quantities they represent.</li> <li>• Begin to connect number to quantity</li> <li>• Name what number comes next in a running sequence to 5 e.g. 1,2,3 what number comes next</li> </ul>
<b>2</b>	<p><b>Compare two groups of objects saying when they have the same number.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Understand and can use fewer and more in context</li> <li>• Count objects, begin to understand that last number counted represents the total number</li> <li>• Begin to recognise when you change the size of part of a collection the whole collection will change size.</li> <li>• Use reason to problem solve</li> <li>• Collect data to problem solve and answer questions</li> </ul>
<b>3</b>	<b>ASSESSMENTS</b>
<b>4</b>	<b>ASSESSMENTS</b>
<b>5</b>	<p><b>Shows an interest in shape by sustained construction activity or by talking about shapes and arrangements.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Pattern and sequence, extend pattern by one attribute (colour, shape, size.)</li> <li>• Sort, classify and label objects, hard/soft, heavy/light, small/large, fast/slow.</li> <li>• Use reason and collect data to problem solve.</li> <li>• Order objects small to large.</li> <li>• Complete increasingly complex puzzles, putting together and taking apart shapes.</li> </ul>
<b>6</b>	<p><b>Begin to represent numbers using fingers, marks on paper and pictures.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Introduce tally and symbols to represent numbers</li> </ul>

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	<ul style="list-style-type: none"> <li>• Writing numbers and tally on whiteboards</li> <li>• Mark making numbers and tally</li> <li>• Recognise missing number when given a running sequence. May be able to recognize the missing number without the running sequence</li> </ul>
<b>7</b>	<p><b>Sometimes match numeral and quantity correctly.</b></p> <ul style="list-style-type: none"> <li>• Count objects one by one, may recognize that last number counted represents total number</li> <li>• Connect number to quantity</li> <li>• Introduce neighbor numbers, which number comes before/next</li> <li>• Recognise numbers and can connect some numbers to words and quantities they represent.</li> </ul>
<b>8</b>	<p><b>Knows that numbers identify how many are in a set.</b></p> <ul style="list-style-type: none"> <li>• Introduce number and shape of the week</li> <li>• Counting objects in response to a command (can you count me three?)</li> <li>• Use reason to problem solve</li> <li>• Introduce concept of zero means you have nothing</li> <li>• Introduce simple addition and subtraction sums</li> <li>• Estimate sums up to 5 using objects to help</li> </ul>
<b>9</b>	<p><b>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</b></p> <ul style="list-style-type: none"> <li>• Compare two groups of objects saying when both have the same amount.</li> <li>• Count objects, begin to understand that last number counted represents the total number</li> <li>• Can count out up to 5 objects from a group when requested</li> <li>• Begin to recognise when you change the size of part of a collection the whole collection will change size</li> <li>• Identify larger of two numbers</li> </ul>
<b>10</b>	<p><b>Positional language.</b></p> <p>Use and understand a range of positional language, behind, in front, on top, beside, under, on, by.</p> <ul style="list-style-type: none"> <li>• Order objects small to large/large to small</li> <li>• Use simple picture maps to work out where an object is hidden</li> <li>• Recite days and seasons and understand concept of time e.g morning, afternoon, soon, later.</li> <li>• Begin to use terms today, tomorrow, yesterday and sequence events, e.g. first, then, next.</li> </ul>

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<b>11</b>	<p><b>Shows awareness of similarities of shapes in the environment.</b></p> <ul style="list-style-type: none"><li>• Begin to talk about the shape of everyday objects</li><li>• Can recognize shapes in the environment</li><li>• Use simple picture maps to work out where an object is hidden in a room or area.</li><li>• Can create own patterns use objects or sound eg claps.</li><li>• Begin to classify label and sort objects, may create own category e.g. because I like it.</li></ul>

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<b>Term Three</b>	
<b>Week:</b>	<b>Mathematical Objectives:</b>
<b>1</b>	<b>ASSESSMENTS</b>
<b>2</b>	<p><b>Shows curiosity about numbers by offering comments and asking questions.</b></p> <ul style="list-style-type: none"> <li>• Begin to understand additive identity (you did not add anything so it stays the same) and subtractive identity (you did not subtract anything so it stays the same) and subtractive negotiation (you took it all so there is nothing left).</li> <li>• Simple addition and subtraction using concrete objects</li> <li>• Estimate sums up to 5 using objects to help</li> <li>• Introduce concept of zero means you have nothing</li> </ul>
<b>3</b>	<p><b>Shows an interest in number problems</b></p> <ul style="list-style-type: none"> <li>• May begin to use deductive reasoning, logical reason to make conclusions about something e.g. work out which children are missing by looking at the class.</li> <li>• May begin to use empirical questions which cannot be answered without collecting data.</li> <li>• Can collect data to answer questions e.g find out what the most common eye colour is.</li> <li>• May begin to reason transitively e.g. if Abby is older than Betsy and Betsy is older than Chalrene then Abby must be older than Charlene.</li> </ul>
<b>4</b>	<p><b>Shows an interest in number problems</b></p> <ul style="list-style-type: none"> <li>• May begin to use deductive reasoning, logical reason to make conclusions about something e.g. work out which children are missing by looking at the class.</li> <li>• May begin to use empirical questions which cannot be answered without collecting data.</li> <li>• Can collect data to answer questions e.g find out what the most common eye colour is.</li> <li>• May begin to reason transitively e.g. if Abby is older than Betsy and Betsy is older than Charlene then Abby must be older than Charlene.</li> </ul>
<b>5</b>	<p><b>Use number names accurately in play.</b></p> <ul style="list-style-type: none"> <li>• Compare two groups of objects saying when both have the same amount.</li> <li>• Count objects, begin to understand that last number counted represents the total number</li> <li>• Begin to recognise when you change the size of part of a collection</li> </ul>

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	<p>the whole collection will change size.</p> <ul style="list-style-type: none"> <li>• Introduce neighbor numbers, which number comes before/next</li> <li>• Recognise numbers and can connect some numbers to words and quantities they represent.</li> </ul>
6	<p><b>Shows curiosity about numbers by offering comments and asking questions.</b></p> <ul style="list-style-type: none"> <li>• Begin to understand additive identity (you did not add anything so it stays the same) and subtractive identity (you did not subtract anything so it stays the same) and subtractive negotiation (you took it all so there is nothing left).</li> <li>• Simple addition and subtraction using concrete objects</li> <li>• Estimate sums up to 5 using objects to help</li> <li>• Introduce concept of zero means you have nothing</li> </ul>
7	<p><b>Shows an interest in number problems</b></p> <ul style="list-style-type: none"> <li>• May begin to use deductive reasoning, logical reason to make conclusions about something e.g. work out which children are missing by looking at the class.</li> <li>• May begin to use empirical questions which cannot be answered without collecting data.</li> <li>• Can collect data to answer questions e.g find out what the most common eye colour is.</li> </ul>
8	<b>FINAL ASSESSMENTS</b>
9	<b>FINAL ASSESSMENTS</b>
10	<p><b>Positional language.</b></p> <ul style="list-style-type: none"> <li>• Use and understand a range of positional language, behind, in front, on top, beside, under, on, by.</li> <li>• Order objects small to large/large to small</li> <li>• Use simple picture maps to work out where an object is hidden</li> <li>• Recite days and seasons and understand concept of time e.g morning, afternoon, soon, later.</li> <li>• Begin to use terms today, tomorrow, yesterday and sequence events, e.g. first, then, next.</li> </ul>