How the Early Years Foundation Stage Framework links to Mathematics in the National Curriculum

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<tr><th>How it is taught in EYFS:</th><th colspan="2">In EYFS we are working towards the following Early learning goals (ELGs)</th><th>How it looks in Year 1:</th></tr>
<tr><td rowspan="2">▪Singing number songs and rhymes.
▪Subitising whilst playing with different resources.
▪ Using maths resources interactively e.g. tens frames.
▪ Daily timetables and weekly routines.
▪Talking about patterns in the environment.
▪Using mathematical language in their play.
▪Positional and directional language used in play.
▪Writing numbers for a purpose.</td><td>Mathematics

Number</td><td>• 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.</td><td rowspan="2"><u>Number – Number and place value:</u>
Counting to and across 100, forwards, backwards beginning from 0 or 1 and any given number.
Counting, reading and writing numbers to 100 in numerals.
Counting in multiples of 2, 5 and 10.
Identifying one more and one less that a given number.
Identifying and representing numbers using objects and pictorial representations.
Using language ‘more than’, ‘less than’, ‘equal to’, ‘most’ and ‘least’.
Reading and writing numbers 1-20 in numerals and words.
<u>Number – addition and subtraction:</u>
Reading, writing and interpreting mathematical statements involving + - and = signs.
Representing and using number bonds and related subtraction facts within 20.
Adding and subtracting 1 digit and 2 digit numbers to 20, including 0.
Solving addition and subtraction one-step problems using concrete objects and pictorial representations and missing number problems.
<u>Number – multiplication and division:</u>
Solving multiplication and division one-step problems by using concrete objects and pictorial representations and arrays with support.
<u>Number – fractions:</u></td></tr>
<tr><td>Mathematics

Numerical Patterns</td><td>• 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.</td></tr>
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▪Mathematical learning through stories.			Recognising, finding and naming a half and a quarter of an object, shape or quantity. **Measurement:** Comparing and describing and solve practical problems for lengths and height, mass/weight, capacity and volume and time. Measuring and beginning to record lengths and height, mass/weight, capacity and volume and time. Recognising and knowing the value of different coins and notes. Sequencing events in chronological order (before, after, next, first, today, yesterday, tomorrow etc.) Using language relating to dates (days of the week, months, years). Telling the time to the hour and half past the hour and drawing hands on a clock face. **Geometry – properties of shape:** Recognising and naming common 2D and 3D shapes. **Geometry – position and direction:** Describing position, direction and movement including whole, half, quarter and three-quarter turns.