

EYFS at The Rosary Catholic Primary School	Mathematics
What skills are we learning?	
• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) Standard numeral, tallies and “=” or”-“ • Enjoys reciting numbers from 0 to 20 (and beyond) • Increasingly confident at putting numerals in order 0-10 • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size. • Begins to conceptually subitise larger numbers by subitising smaller groups within the number. • Engages in subitising numbers to four and then to five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10) • Shows awareness that numbers are made u of smaller numbers, exploring partitioning in different ways with a wide range of objects	
What opportunities to see this in action:	End of the year early learning goals:
• Daily Maths whole class input, Teacher led, followed by Maths group work on same topic to ensure consolidation and to iron out misconceptions. • Classroom environment ‘Maths is all around’. We want the children to ‘make memories, not just memorise’. We believe maths is about experiences over rote learning. • Our Maths planning will be purposeful and meaningful wherever possible and to include the outdoor environment. • Forest school (size ordering measuring etc) • Can do mastery maths approach giving children the opportunities to work on their reasoning skills and talk about math concepts. We are a can do school and help Colin the caribou solve his problems. • Children have free access to a range of math equipment in the classroom inside and out for child -initiated discovery. • Access to games on the ipads to support the use of maths skills • Numberblocks- give the children visual support in learning number concepts.	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. 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.