Maths Coverage
EYFS 2021- 2022
AUTUMN Term

		Term 1					Term 2				
		Week 3	Week 4	Week 5	Week 6	Week 7		Week 1 Week 2	Week 3 Week 4	Week 5	Week 6	Week 7 (4 days)
EYFS framework 2021 (White rose unit)		**Numerical Patterns (Just like me!)**			Curriculum enhancement (Just like me!)	Curriculum enhancement (Just like me!)		**Number (It's me 1, 2, 3!)**	**Number (Light and Dark)**	**Numerical Patterns (Light and Dark)**		Curriculum enhancement (Light and Dark)
EYFS curriculum progression		I can **identify** a quantity by counting. I can **state** which group has more or less.			I can **recognise** which object is heavier or lighter using a scale. I can **experiment** with water using different container.	I can repeat a simple pattern. I can describe a simple pattern. I can **use** colour or objects to make a simple pattern.		I can **identify** an amount using Numicon. I can **locate** 2 or 3 tiles to make a total.	I can **identify** an amount using Numicon. I am beginning to **recognise** amounts in different contexts (without counting). I can **locate** 2 or 3 tiles to make a total.	I can **identify** a quantity by counting. I can **state** which group has more or less and **explain** how I know. I can **compare** two groups.		I can **state** some 2D shapes I know. I can **select** a shape by name. I can **describe** a 2D shape. I can **recognise** 2D shapes in the environment.
Mathematics ELG		Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.						Subitise (recognise quantities without counting) up to 5. Have a deep understanding of number to 10, including the composition of each number.	Subitise (recognise quantities without counting) up to 5. Have a deep understanding of number to 10, including the composition of each number.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.		
21 Steps		**Number (Place Value)** **Step 1** - I am beginning to order numbers from 0 to 10 -I can recognise which number is one more/less for numbers. - I can match numeral and quantity correctly. **Step 2** - I can to order numbers from 0 to 10 - I can recognise numerals 1-5 - I am beginning to recognise which number is one more/less for numbers 0 to 10 **Number (Counting)** **Step 1** -I am beginning to say number names forwards to 10 and relate this to counting objects to find how many. -I understand that not only objects but anything can be counted including steps, claps etc **Step 2**			**Measurement** **Step 1** -I can compare two things to identify which is longer or shorter - I can compare two objects to identify which is heavier or lighter - I can say when something is full and empty. -	**Shape** **Step 1** - I show an interest in shape and space by playing with shapes and recognising different arrangements. **Step 3** - I can describe patterns using mathematical vocabulary		**Number (Counting)** **Step 1** -I am beginning to say number names forwards to 10. -I understand that not only objects can be counted but anything can be counted including steps, claps etc. **Step 2** -I can count objects to 10 and beyond including objects that cannot be moved. **Step 3** -I can estimate how many objects I can see and check by counting them. **Calculating (Addition and Subtraction)** **Step 1** -Using manipulatives, I can add and subtract two 1-digit numbers practically.		**Number (Place Value)** **Step 1** - I am beginning to order numbers from 0 to 10 -I can recognise which number is one more/less for numbers. - I can match numeral and quantity correctly. **Step 2** - I can to order numbers from 0 to 10 - I can recognise numerals 1-5 - I am beginning to recognise which number is one more/less for numbers 0 to 10 **Number (Counting)** **Step 1** -I am beginning to say number names forwards to 10 and relate this to counting objects to find how many. -I understand that not only objects but anything can be counted including steps, claps etc **Step 2**		**Shape** **Step 1** - I can match shapes - I can talk about the properties of 2D shapes. **Step 3** I can identify everyday shapes (circle, triangle, square, rectangle). **Fractions and Decimals** **Step 2** -I can recognise one half of a regular shape e.g. circle or square. **Step 3** I can recognise one half of an

	I can count objects to 10 and beyond including objects that cannot be moved.					I can count objects to 10 and beyond including objects that cannot be moved.	object or shape.
Consolidation Required (based on teacher judgement)							

Maths Coverage
EYFS
SPRING Term

	Term 3					Term 4					
	Week 1	Week 2	Week 3	Week 4	Week 5 Week 6 (2 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
EYFS framework 2021 (White rose unit)	**Number** (Alive in 5)			**Number** (Growing 6, 7, 8)		**Number** (Growing 6, 7, 8)	**Number** (Building 9 and 10)	**Numerical Patterns** (Building 9 and 10)	**Numerical Patterns** (To 20 and beyond)		Curriculum enhancement (Building 9 and 10)
EYFS curriculum progression	I can **locate** 2 or 3 tiles to make a total. I am beginning to **use** a range of manipulatives to make a given number. I am **beginning** to list number bonds to 5. I can **recognise** amounts in different contexts (without counting). I am beginning to **explain** number bonds using the vocabulary 'add'.					I can **identify** 2 tiles to make a total. I **recognise** that 'adding' is finding the total of two groups. I can **repeat** an addition number sentence.	I can **locate** 2 or 3 tiles to make a total. I can **use** a range of manipulatives to make a given number. I can **recognise** an amount without counting.	I can **locate** two tiles to make 10. I can **repeat** number bonds to 10. I can **use** a range of manipulatives to support me. I am beginning to **explain** my working out.	I can **state** numbers to 20. I can **locate** numbers on a number line. I can **use** Numicon to make a teen number. I can **recognise** that teen numbers all have 1 ten.		I can **state** some 2D shapes I know. I can **select** a shape by name. I can **describe** a 3D shape. I can **recognise** 3D shapes in the environment.
Mathematics ELG	• Have a deep understanding of number to 10, including the composition of each number. • Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5. • Subitise (recognise quantities without counting) up to 5.			• Have a deep understanding of number to 10, including the composition of each number. • Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5. • Subitise (recognise quantities without counting) up to 5.		• Have a deep understanding of number to 10, including the composition of each number. • Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5. • Subitise (recognise quantities without counting) up to 5.	• 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 aides) 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.		
21 Steps	**Number (Counting)** **Step 1** -I am beginning to say number names forwards to 10. -I understand that not only objects can be counted but anything can be counted including steps, claps etc. **Step 2** -I can count objects to 10 and beyond including objects that cannot be moved. **Step 3** -I can estimate how many objects I can see and check by counting them.					**Calculating (Addition)** **Step 2** -Using manipulatives, I can add and subtract two 1-digit numbers practically and can record using pictures or symbols. **Step 3**	**Number (Counting)** **Step 1** -I am beginning to say number names forwards to 10. -I understand that not only objects can be counted but anything can be	**Calculating (Addition and Subtraction)** **Step 1** -Using manipulatives, I can add and subtract two 1-digit numbers practically. **Step 2** -Using manipulatives, I can add and subtract two 1-	**Number (Place Value)** **Step 1** -I can match numeral and quantity correctly. **Step 2** I can to order numbers from 0 to 10 - I can recognise numerals 1-5. **Step 3** -I can order numbers from 0 to 20. -I can recognise numerals 0-10		**Shape** **Step 1** -I can match shapes **Step 2** -I can recognise different 2D and 3D shapes and use mathematical terms to describe them.

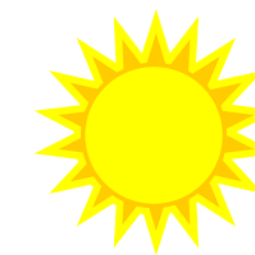|					
	Calculating (Addition anf Subtraction) **Step 1** -Using manipulatives, I can add and subtract two 1-digit numbers practically.	-Using quantities, I can add and subtract two 1 digit numbers by counting on and back to find the answer.	counted including steps, claps etc. **Step 2** -I can count objects to 10 and beyond including objects that cannot be moved. **Step 3** -I can estimate how many objects I can see and check by counting them. **Calculating (Addition anf Subtraction)** **Step 1** -Using manipulatives, I can add and subtract two 1-digit numbers practically.	digit numbers practically and can record using pictures or symbols.		
Consolidation Required (based on teacher judgement)						

Maths Coverage
EYFS
SUMMER Term

	Term 5						Week 7	Term 6					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (3 days)	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Week 7 (3 days)
EYFS framework 2021 (White rose unit)	Curriculum enhancement (To 20 and beyond)		Numerical Patterns (Find my pattern)			Consolidate		Curriculum enhancement (On the move)				Curriculum enhancement (Growing 6, 7, 8)	Curriculum Enhancement (Growing 6, 7, 8)
EYFS curriculum progression	I can **identify** 2 tiles to make a total. I can **explain** a number problem using the vocabulary 'add'. I can **repeat** an addition number sentence. I can **interpret** an addition number sentence. I am beginning to **use** symbols to record my number sentence.	I can **locate** the highest number. I can **identify** 'how many left' by using Numicon. I can **explain** a number problem using the vocabulary 'take away' or 'subtract'. I can **repeat** a subtraction number sentence. I can **interpret** a subtraction number sentence. I am beginning to **use** symbols to record my number sentence.	I can **state** what a double is. I can **locate** two Numicon pieces that are the same. I can **identify** the total to find the answer. I am beginning to **list** double facts.	I can **state** what 'sharing' means. I can **identify** when two groups are the same. I can **use** the word 'equal' to explain my findings. I can **use** a range of manipulatives.	I can **identify** even and odd Numicon tiles. I can **explain** how I know it is even or odd. I can **use** my understanding of sharing to **support** me. I can use a number line. I can **recognise** the pattern of even and off numbers.			I can **discuss** simple problems. I can **use** a range of manipulatives to support me. I can **use** my understanding of adding and subtraction to solve a problem. I can **create** my own simple number problem.	I can **duplicate** a pattern. I can **describe** a pattern. I can **experiment** with different objects to make a pattern. I can **create** a pattern based on a criteria.	I can **use** positional language to **describe** where an object is. I can **identify** where a shape will fit. I can **experiment** by rotating a shape. I can **create** shape patterns. I can **design** my own picture using shapes. I can **experiment** with maps.		I can discuss events in the day and put them in order. I can **use** the words yesterday, today and tomorrow. I can **demonstrate** an activity within a set time period. I can **compare** lengths of time.	I can **compare** lengths. I can **use** words like, short, tall, shorter, longer. I can **experiment** with rulers, tape measures and meter sticks.
Mathematics ELG			• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally										
21 Steps	<u>Calculating (Addition and Subtraction)</u> <u>**Step 1**</u> -Using manipulatives, I can add and subtract two 1-digit numbers practically. <u>**Step 2**</u> -Using manipulatives, I can add and subtract two 1-digit numbers practically and can record using pictures or symbols.		<u>Calculating (Addition)</u> <u>**Step 1**</u> I can compare 2 groups of objects saying when they have the same number. <u>**Step 2**</u> -Using	<u>Fractions and Decimals</u> <u>**Step 3**</u> -I can share quantities between 2 people in practical contexts. <u>**Multiplication**</u>	Number (Place value) <u>**Step 2**</u> -I can recognise numerals 1-5. <u>**Step 3**</u> I can recognise numerals 0-10.				<u>Shape</u> <u>**Step 1**</u> - I show an interest in shape and space by playing with shapes and recognising different arrangements.	<u>Space</u> <u>**Step 1**</u> -With support, I am beginning to recognise positional language (e.g. underneath, on top, in, out) - I am beginning to recognise positional language (e.g. next to) - I am beginning to recognise			<u>Measurement</u> <u>**Step 1**</u> I can compare two things to identify which is longer or shorter. <u>**Step 2**</u> - I can compare a range of items to say which is the longest or shortest

	Step 3 -Using quantities, I can to add and subtract two 1-digit numbers by counting on and back to find the answer.	manipulatives, I can add and subtract two 1-digit numbers practically and can record using pictures or symbols. **Step 3** -Using quantities, I can add and subtract two 1 digit numbers by counting on and back to find the answer.	**and Division** **Step 3** -I use grouping and sharing in play and practical contexts (e.g giving out grapes at snack time)					**Step 3** - I can describe patterns using mathematical vocabulary	patterns and can describe the position of shapes such as behind or next to. - I can use everyday language to talk about position (E.g. beside, between).		
Consolidation Required (based on teacher judgement)											