St. Joseph's Catholic Primary School
EYFS Math's Curriculum overview

INTENTION	LINKS TO PRIOR LEARNING	LINKS TO NEXT STEPS IN LEARNING
The EYFS maths curriculum has been adult designed to ensure a strong foundation to learning for our children. Our curriculum aims to deliver a memorable curriculum which is carefully designed and sequenced using content from Development Matters and the EYFS Statutory Framework. We have planned an ambitious curriculum that teaches the children the mathematical skills and knowledge they will need to prepare them for Year 1 and to provide the foundational building blocks to become a lifelong learner. We want our children to know more and remember more.	All learning is based upon the prior learning within the birth to three development matters stage and baseline assessments conducted at the beginning of the Reception year, using observations from within class and information shared from the child's previous setting. Adjustment can be made on an individual basis if this stating point needs to be differentiated	Our EYFS curriculum has been planned and developed in support of the children's next steps as they enter into Year 1. Careful consideration has been made in regard to the vocabulary, manipulatives and pictorial concepts used as those chosen will continued to be used within Year 1.

HOW?	SUBTISING
Our curriculum follow the White Rose Maths curriculum plan. We have further develop our understanding of early mathematical development through engaging with the EEF Early Maths Guidance. Our approach to teaching Early Maths will also be shared with parents at the earliest opportunity during the Autumn term. They will understand our approach and how they can support their child's mathematical development at home. The pace and structure of this curriculum may change in line with ongoing assessments and the next steps of the children.	Running continually throughout the year will be subitising. In this instance subitising will develop from perceptual subitising to conceptual subitising. Subitising has been identified as a key area to focus on in our early maths curriculum as it supports a child's understanding of how many, more, less, parts and wholes, relationships between numbers and the beginnings of arithmetic.

COUNTING

Stable Order: children understand that when counting, numbers need to be said in a certain order
Cardinality: children understand that the number assigned to the final object in a group is the total number of objects in that group. When asked how many children can recall the number and not have to count the group again.
Abstraction: children understand that anything can be counted, including things that cannot be touched (claps, steps etc)
Order Irrelevance: children understand that the order we count a set of objects is irrelevant. There will always be the same number (e.g. left to right or vice versa, bottom to top or vice versa)

ASSESSMENT	CHILD LED	VOCABULARY
There will be a baseline assessment when the children begin their Reception year allowing for learning to be planned for and next steps identified. Key knowledge and skills are assessed every half term at 'check ins' where 'at risk' children are identified and supported through daily, directed adult support, this can be through 1:1 or group instruction.	The EYFS curriculum has been adult designed to ensure a strong foundation to learning for our children. However, within each unit of learning there is still the opportunity for children to develop their own fascinations, guide learning and enhance the curriculum that is planned.	Key mathematical vocabulary will be taught explicitly throughout the year. This vocabulary is underlined on the curriculum overview will be shared with parents at the beginning of the year but also as and when it is taught so they can reinforce this vocabulary at home.

MATHEMATICAL OPPORTUNITIES THROUGHOUT THE DAY

There will be in built maths opportunities regularly throughout the day for the children to develop their early maths skills. These opportunities will be progressive and will change as the children's knowledge and understanding develops over the course of the year.
Morning maths: this will develop in line with the children's knowledge and understanding. In September this will be subitising activities progressing to number facts towards the end of the year
Paying for snack: this will progress throughout the year. To begin with children will pay for snack using the number of the week with Numicon. This can progress into combining amounts to make the amount or using coins.
Register: the children will be given the opportunity to count the number of children in class today, if some are missing find that amount less ('there is one less person here today') and use the part whole method to find how many children are present in school.
Counting: children will be given the opportunity to practise their counting skills regularly throughout the day. This will be counting steps to the playground, counting how many children have lined up for lunch, counting pictures within shared stories etc.
Class Story: children will vote for the story they would like to hear at lunch or at the end of the day. These votes will be counted and compared, the book with the most votes will be read.