

FS2 Maths Overview

“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.” Development Matters 2023

Want to:

Give frequent and varied opportunities to build and apply understanding – manipulatives, objects and tens frames for organising counting

Develop a secure base of knowledge and vocabulary from which mastery of mathematics is built

Provide rich opportunities to develop spatial reasoning skills, including, shape, space and measures.

Develop positive attitudes and interest in mathematics, look for patterns in the world around them, spot connections and ‘have a go’, not be afraid to make mistakes.

Development Matters [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671444/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage.pdf) (page 84 for Maths) - provides structure for EYFS curriculum – outlines what children should be learning at different age stages

3-4 Years - gives context to where our children should be when they come to FS2, lots are not secure in these areas when they start with us – we try and provide lots of opportunities in the environment to secure these skills whilst also moving onto the Reception areas of learning

3-4 year-olds will be learning to:

Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).

Show ‘finger numbers’ up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Children in Reception will be learning to:

Count objects, actions and sounds.

Subitise

Link the number symbol (numeral) with its cardinal number value.

Count beyond ten.

Compare numbers.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0–5 and some to 10.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

Early Learning Goals – end of Reception assessment – forms the Early Years Foundation Stage Profile

This is what FS2 children are assessed against at the end of the year

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.

Numerical Patterns 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.