

2026

Rode Heath Primary School

EYFS Mathematics Curriculum



Rode Heath Primary School – Early Years Foundation Stage – Mathematics

Intent

We aim to develop confident, curious and enthusiastic mathematicians by providing a rich, engaging and play-based mathematics curriculum from Pre-School through to the end of Reception. We recognise that children develop mathematical understanding through meaningful experiences, practical exploration and high-quality interactions with adults and peers. Our curriculum is carefully sequenced to build secure foundations in Number, Numerical Patterns and Shape, Space and Measure, ensuring clear progression from Pre-School into Reception and beyond.

Through our mathematics curriculum, children develop a deep understanding of number, counting and numerical relationships, whilst learning to recognise patterns, compare quantities and make connections in the world around them. We encourage children to reason, problem solve and use mathematical language to explain their thinking. Mathematical concepts are presented through practical experiences, stories, songs, games, investigations and contexts that foster enjoyment and confidence.

We intend that all children will:

- Develop a positive attitude towards mathematics and believe they can succeed.
- Build secure number sense through counting, subitising, comparison and composition of number.
- Explore and identify patterns and relationships within mathematics and the wider environment.
- Develop spatial reasoning through shape, space and measure experiences.
- Use mathematical vocabulary confidently to explain their ideas and reasoning.
- Apply their mathematical understanding independently through play and purposeful problem-solving opportunities.
- Be ready for the challenges they will meet in the Key Stage 1 mathematics curriculum.

Implementation

Mathematics is taught through a combination of adult-led teaching, carefully planned play opportunities and responsive interactions that reflect children's interests and developmental needs. Our curriculum is aligned with White Rose Maths Version 3.0 and provides a clear progression of knowledge and skills throughout the Early Years Foundation Stage.

In Pre-School, children develop early mathematical concepts through exploration, investigation and practical experiences. They learn to count, compare, sort, match, notice patterns and develop an understanding of shape and space through everyday play.

In Reception, children build upon these foundations and develop deeper understanding of number composition, subitising, number bonds, numerical patterns and spatial reasoning. Mathematical learning is structured around progressive teaching sequences while remaining responsive to children's needs and interests. We also use the NCETM Mastering Number programme daily to support the development of quick number pattern recognition, efficient number facts recall, explaining mathematical thinking, solving problems confidently and building strong foundations for later calculation and arithmetic work in KS1.

Throughout the EYFS:

- Mathematical language is explicitly modelled and encouraged in all areas of learning.
- Adults identify and extend mathematical opportunities during child-initiated play.
- Children have regular opportunities to practise counting, comparing, pattern spotting and problem solving.
- Resources are carefully chosen to support concrete and visual understanding before abstract concepts are introduced.
- Indoor and outdoor environments provide rich opportunities for mathematical exploration.
- Children revisit prior learning regularly to strengthen understanding and retention.
- Assessment for learning informs planning, ensuring support and challenge are appropriately matched to children's needs.

Our provision promotes active learning and ensures mathematics is meaningful, engaging and embedded within children's everyday experiences.

Impact

Our mathematics curriculum ensures that children develop strong mathematical foundations and leave the Early Years as confident, capable and enthusiastic learners. They demonstrate a secure understanding of number, numerical relationships and pattern, and are able to apply their knowledge across a range of contexts.

By the end of Reception, children:

- Have developed a deep understanding of number to 10 and beyond.
- Use counting skills accurately and confidently.
- Subitise and recognise quantities without counting.
- Understand how numbers are composed and can be partitioned in different ways.
- Compare quantities and explain their reasoning using appropriate mathematical vocabulary.
- Recognise, continue and create patterns.
- Demonstrate confidence when solving practical mathematical problems.
- Understand and use language related to shape, space, measure, position and direction.
- Apply mathematical knowledge independently within play and real-life situations.
- Are well prepared for the expectations of the Key Stage 1 mathematics curriculum.

Most importantly, our children leave EYFS with a genuine enjoyment of mathematics, resilience when faced with challenges and the confidence to explore, investigate and reason mathematically.

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Pre-School Mathematics



Rode Heath
PRE-SCHOOL

	Number	Numerical Patterns	Shape, Space and Measure
Autumn	- I can join in with number rhymes and counting songs. - I can say some number names in order. - I can count objects by touching each one as I say a number. - I can count up to 3 objects accurately. - I know that the last number I say tells me how many there are altogether. - I can show 1, 2 and 3 using my fingers. - I can recognise 1, 2 and 3 without counting every time. - I know that numbers help us count and describe quantities.	- I can notice when things are the same and different. - I can sort objects by colour. - I can sort objects by size. - I can match objects that belong together. - I can talk about which group has more objects. - I can copy simple patterns using objects. - I can continue a simple AB pattern with support. - I know that patterns repeat.	- I can explore shapes in my environment. - I can build towers and simple structures. - I can talk about where things are using in, on and under. - I can use positional language during play. - I can compare objects using the language big or small. - I can compare objects using the language heavy or light. - I can explore filling and emptying containers. - I know that shapes can look different but still be the same shape.
Spring	- I can count objects carefully to 5. - I can match numerals to quantities to 3. - I can count things arranged in different ways. - I can count out up to 3 objects from a larger group. - I can subitise groups up to 3. - I can begin to recognise numerals to 5. - I know that counting tells me how many objects there are. - I can explore one more and one less.	- I can compare two groups and say which has more or fewer. - I can identify when groups have the same number. - I can create simple repeating patterns. - I can spot mistakes in simple patterns. - I can continue an AB pattern independently. - I can use matching to make equal groups. - I know that equal groups have the same number. - I can talk about patterns I see around me.	- I can describe objects using size language. - I can compare weight using everyday language. - I can compare capacity using full and empty. - I can talk about events using first, next and then. - I can describe routes using positional language. - I can combine shapes to make pictures and models. - I can notice common 2D shapes. - I know that shapes have different properties.
Summer	- I can count reliably to 5 and beyond. - I can recognise numerals to 5. - I can match quantities to numerals to 5. - I can subitise up to 3 and sometimes 4 objects. - I know that moving objects does not change how many there are. - I can count out up to 5 objects. - I can talk about one more and one less within 3. - I know that numbers can help solve problems.	- I can compare quantities using more and fewer. - I can recognise and create repeating patterns. - I can identify the odd one out in a pattern. - I can notice equal and unequal groups. - I can begin to say what happens when one more is added or taken away. - I can order numbers to 5 with support. - I know that numbers can be compared. - I know that patterns help us predict what comes next.	- I can name some common 2D shapes. - I can talk about sides and corners. - I can explore 3D shapes. - I can use positional language without pointing. - I can follow instructions involving position and direction. - I can describe familiar routes and locations. - I can sequence familiar events. - I know that shapes can be combined to make new shapes.

Pre-School Assessment (Reception Readiness Indicators)

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| <ul style="list-style-type: none"> • I can count reliably to 5 or more • I can subitise to 3 • I can match numerals and quantities to 5 • I can compare groups using more, fewer and the same | <ul style="list-style-type: none"> • I can continue repeating patterns • I can name common 2D shapes • I can use positional language to compare size, weight and capacity |
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Pre-School Provision

To support the development of early mathematical understanding, children will have daily access to a wide range of practical resources that encourage counting, sorting, matching, comparing, pattern-making and exploring shape and space through play.

Number	Numerical Patterns	Shape, Space & Measure
Number songs and rhymes resources, Counting baskets and treasure collections, Natural materials (cones, pebbles, shells, sticks), Small world toys for counting, Counting bears, Simple number cards, Finger puppets, Counting books, Dot cards and picture cards for subitising, Soft toys and objects for counting games, Loose parts collections	Sorting trays, Coloured counters, Pattern blocks, Peg boards, Beads and threading resources, Natural materials for pattern making, Matching and sorting games, Colour and shape sorting resources, Pattern cards, Interactive displays and visual pattern prompts	Construction blocks, Duplo, Large-scale outdoor construction resources, Shape sorters, 2D shape resources, Water trays and containers, Sand play equipment, Bucket scales, Position and directional games, Simple maps and pathways, Large and small loose parts, Role-play resources to explore size, capacity and measure
Continuous Provision		
Mathematical language modelled throughout play, daily counting opportunities, pattern spotting indoors and outdoors, shape hunts, comparing and sorting activities, water and sand exploration, construction and small-world play, mathematical stories, songs and rhymes, adult-led and child-initiated problem-solving opportunities		

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Reception Mathematics



Term	Number	Numerical Patterns	Shape, Space and Measure
Autumn	- I can count objects accurately to 5 and beyond. - I can recognise numerals to 5 and beyond. - I can match numerals to quantities up to 5. - I can subitise groups up to 5. - I can count carefully using one number for each object. - I know that the last number counted tells me the total amount. - I can find one more and one less within 5. - I know that numbers can be made from smaller numbers.	- I can sort objects using different rules. - I can explain why objects belong in a group. - I can identify when groups are equal. - I can compare groups using more than, fewer than and the same as. - I can copy, continue and create simple repeating patterns. - I know that each number is one more than the number before it. - I can recognise and explain simple patterns around me. - I know that patterns help us predict what comes next.	- I can compare objects by length using mathematical language. - I can compare objects by height and size. - I can compare weight using heavier and lighter. - I can compare capacity using full, empty and nearly full. - I can recognise and name common 2D shapes. - I can use positional language such as besides, between and next to. - I can follow instructions involving position and direction. - I know that shapes have different properties.
Spring	- I can recognize numerals to 10. - I can match numerals and quantities to 10. - I can count out up to 10 objects from a larger group. - I can confidently subitise numbers to 5 and beyond. - I can explain how numbers are composed. - I can find one more and one less within 10. - I know that numbers represent quantities that can be compared. - I can solve practical addition and subtraction problems within 10.	- I can compare numbers and quantities to 10. - I know that numbers can be partitioned into smaller groups. - I know different ways to make numbers to 10. - I can identify doubles within 10 using practical resources. - I can identify odd and even arrangements through sharing and grouping. - I can continue and create more complex repeating patterns. - I know that patterns can repeat in different ways. - I know that equal groups contain the same quantity.	- I can order objects by length, height and weight. - I can use non-standard measures to compare objects. - I can use everyday language to talk about time. - I can sequence events throughout the day. - I can recognise and name common 3D shapes. - I can describe shapes using mathematical vocabulary. - I can use maps and routes in familiar environments. - I can use language such as clockwise, forwards and backwards during play.
Summer	- I can recognize, order and compare numbers to 20. - I know that teen numbers are made of one ten and some more ones. - I can recall number bonds to 5 automatically - I can recall some number bonds to 10. - I can use known facts to solve addition and subtraction problems. - I can estimate quantities and check by counting. - I know that numbers can be partitioned and recombined in different ways. - I can solve practical mathematical problems using my number knowledge.	- I can count forwards and backwards to 20 and beyond. - I can compare quantities to 10 in different contexts. - I can identify and use doubles facts - I can identify odd and even numbers through practical experiences. - I can share quantities equally between groups. - I can explain patterns I notice within numbers. - I know that numbers follow predictable patterns. - I know that equal sharing creates equal groups.	- I can select shapes appropriately for building and modelling. - I can compose and decompose 2D shapes. - I can compose and decompose 3D shapes. - I can rotate and manipulate shapes to make them fit. - I can describe routes using positional and directional language. - I can understand position from words alone without visual prompts. - I can create simple maps of familiar places. - I can describe and sequence events using first, next, then and finally.

Early Learning Goals

Number	Numerical Patterns	Shape, Space and Measure
- I have a deep understanding of number to 10, including the composition of each number. - I can subitise (recognise quantities without counting) up to 5. - I can 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.	- I can verbally count beyond 20, recognising the pattern of the counting system. - I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	There are no Early Learning Goals for Shape, Space & Measure

Reception Provision

To support children to develop a deep understanding of number, numerical patterns and shape, space and measure, a range of concrete, pictorial and exploratory resources are available throughout the learning environment. Resources are accessible to enable independent mathematical investigation and application during both adult-led and child-initiated learning.

Number	Numerical Patterns	Shape, Space & Measure
Numicon, Digit cards, Five frames and ten frames, Counters, Number lines, Dice, Beads and bead strings, Buttons, Compare bears, Multilink cubes, Lego, Number fans, Dot cards, Subitising cards, Tens frame manipulatives, Part-whole models, Number tracks, Dominoes, Playing cards, Number puzzles	Sorting trays, Coloured counters, Pattern blocks, Peg boards, Beads and threading resources, Natural materials for pattern making, Matching and sorting games, Colour and shape sorting resources, Pattern cards, Interactive displays and visual pattern prompts	Construction blocks, Duplo, Large-scale outdoor construction resources, Shape sorters, 2D shape resources, Water trays and containers, Sand play equipment, Bucket scales, Position and directional games, Simple maps and pathways, Large and small loose parts, Role-play resources to explore size, capacity and measure
Continuous Provision		
Mathematical language modelled throughout play, daily counting opportunities, pattern spotting indoors and outdoors, shape hunts, comparing and sorting activities, water and sand exploration, construction and small-world play, mathematical stories, songs and rhymes, adult-led and child-initiated problem-solving opportunities		