



Abbey Primary School
EYFS Combined – Knowledge and Skills in Maths



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|--|---|---|--|--|--|
| Starting Point | 'Magical Me' | 'Sparkle & Shine' | 'What is your superpower?' | 'Once upon a time' | 'Our Wonderful World' | 'Imagine' |
| Areas of learning covered. | Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing. | | One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language | | 2D and 3D shapes. Sequences. Size, Length, Weight and Capacity. Review of previously taught concepts. Positional Language. | |
| Nursery Skills | To talk about what happened today, yesterday and tomorrow. To count out a group of up to 5 objects. To show an understanding of 1:1 counting to 5. Knowing that the last number you count represents the total number of objects Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners. | To count out a group of up to 5 objects. To match number of objects to numeral. To show an understanding of 1:1 counting to 5. Knowing that the last number you count represents the total number of objects Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners | To count out a group of up to 10 objects. One more/less using a number line. To develop fast recognition of numbers. To count up to 10. To show an awareness of how numerals are formed and to experiment with own mathematical mark making. To talk about and explore patterns in the environment | To identify, describe and compare groups of objects. To compare and order objects according to their weight and distance. To develop fast recognition of numbers. To count up to 10. To show an awareness of positional language such as under/behind/ next to/over/ on top of. To independently create and talk about own patterns using a range of objects and resources. | Practical problem solving with numbers up to 5. To select and use shapes appropriately in play, combining them to make models and enclosures. To develop fast recognition of numbers. To use relevant mathematical vocabulary when talking about learning. To begin to make sensible comparisons between objects relating to size, length, weight and capacity. To begin to describe a sequence of events accurately. To recall simple facts about a familiar journey. | To count, order and recognise numbers to 10, in and out of sequence. To name and describe 2D shapes. To name some common 3D shapes and properties. To compare and order objects according to their size and distance. To develop fast recognition of numbers. To use relevant mathematical vocabulary when talking about learning. To begin to describe a sequence of events accurately. To recall simple facts about a familiar journey. |



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| Starting Point | 'Magical Me' | 'Sparkle & Shine' | 'What is your superpower?' | 'Once upon a time' | 'Our Wonderful World' | 'Imagine' |
| Nursery Knowledge | <p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p> | <p>To say number names to 10 in order.</p> <p>To know that a group of objects can also be represented by a number</p> <p>Singing a range of number songs.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p> | <p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To say number names to 10 in order.</p> <p>To be able to say number names forwards and backwards to 10.</p> <p>To know that each object should only be counted once.</p> <p>Singing a range of number songs.</p> | <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p> <p>To be able to demonstrate through games and role play an understanding of positional language.</p> <p>Singing a range of number songs.</p> | <p>To subitise to 6.</p> <p>To remember the order in which things happen.</p> <p>To know that subtraction means taking an amount away from a group.</p> <p>To know that some shapes more appropriate than others when building.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p> | <p>To subitise to 6.</p> <p>To learn vocabulary linked to describing size and distance.</p> <p>To be able to say number names forwards and backwards to 15.</p> <p>To remember the order in which things happen.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p> |



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| Areas of learning covered. | 1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern. | | Weight and Capacity. Length. Money. Number bonds to 5. Counting to 20. Addition and subtraction. 3D Shapes. | | Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20. | |
| Reception Skills | To count up to 10 objects with 1:1 correspondence. To match quantities to numeral. To begin to recognise numbers automatically on a dice/card to 5. | To find the total of 2 groups of objects. To order numbers to 10. To identify 2D shapes and talk about their properties. To begin to recognise numbers automatically on a dice/card to 5. To be able to count to 10 independently. | To use non-standard units to measure length, weight and capacity. To use money during role play activities to buy items. To begin to explore number bonds to 5. To be able to count to 20 independently. | To use objects to solve addition and subtraction problems. To share objects between a group of people equally. To explore number bonds to 10. | To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. To read the time to O'clock on a digital and analogue clock. | To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. To make observations of and compare length, weight and capacity. |



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| Reception Knowledge | <p>To say the number names to 10 in order. To recognise number to 10.</p> <p>To write numbers to 10, forming them correctly.</p> | <p>To know that addition involves combining two or more groups of objects.</p> <p>To begin to read addition number sentences.</p> <p>To say number names to 10 in order.</p> <p>To know the names of 2D shapes.</p> <p>To know that 2D shapes can have sides and corners.</p> <p>To say the days of the week in order.</p> <p>To begin to say the months of the year in order.</p> <p>To know that patterns are repeated designs.</p> | <p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that length, capacity and weight can all be measured.</p> <p>To know that money can be used to buy items.</p> <p>To understand and use a range of prepositions in everyday contexts.</p> <p>To know the difference between odd and even.</p> | <p>To know that addition involves combining two or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes have faces, vertices and edges.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To use a number line to help solve simple addition and subtraction number problems</p> | <p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>To be able to count, order and recognise numbers to 20. To count forwards and backwards to 20.</p> <p>To know that length, weight and capacity can be measured using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To know that the long hand represents the minutes and the short hand represents hours.</p> | <p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes can have faces, vertices and edges.</p> <p>To know that addition involves combining groups of objects.</p> <p>To read number addition sentences.</p> <p>To be able to count, order and recognise numbers to 20.</p> |