EYFS – NUMERACY – Number/Shape, Space, Measure

F2	Term	EYFS Coverage	Knowledge Expectations	Vocabulary Expectations	Links to prior/post learning
	Aut	N -Uses number names accurately in play Recites numbers in order to 10 Knows numbers identify how many in a set Represents a number with pictures, fingers, marks Matches numeral to a quantity Compares 2 groups of objects saying when there are the same Realises that anything can be counted Shows an interest in number problems SSM -Shows an interest in shape through play Aware of similarities between shapes in the environment Uses positional language Shows an interest in shape through a construction activity Shows and interest in shape in the environment Uses shapes appropriately for tasks Talks about the shape of everyday objects N - Recognises numerals of personal significance Recognises numerals 1 - 5 Counts up to 3 / 4 objects counting one at a time Counts actions / objects that cannot be moved Find one more or one less to 10 Begins to use addition and subtraction vocabulary Record using markings they can explain Begins to identify mathematical problems SSM - Uses mathematical names for 2D and 3D shapes Selects a named shape Can describe their position Orders 2 / 3 items by height or length Orders 2/3 items from weight or capacity Can recreate a pattern and build models Uses language related to time Uses language related to money Sequences familiar events Measures periods of time in simple ways	- Know the name numerals 0-8. - Know the value for each number 0- 8. - Know the order of the numbers 0-8. - Know they can represent numbers with pictures, marks, fingers. -Know that more means that they have a larger amount -Know that less means that have a smaller amount - Know that height is the distance from the base to the top of an object. - Know that length is the measurement of the longest side of an object. - Know weight is how heavy something is. The downward force caused by gravity on an object. Weight and Mass are different things. mass is actually the amount of matter measured by how much something weighs. - Know capacity is the amount something can hold. Usually measured in volume which is the amount of space something takes up. - Know items can be ordered from the largest to the smallest etc.be able to order 2/3 items by height, length, weight and capacity. - Know 2d shapes are flat shapes. They have height and width but no depth. - Know the names of 2d shapes – circle, semi-circle, triangle, square, rectangle, pentagon, hexagon. Heptagon, octagon. - Know features of 2d shapes; number of straight or curved sides, corners/points/vertices e.g. a triangle has 3 straight sides and 3 corner points. - Know 3d shapes have height, width and depth. We can see all their faces.	zero number one two, three … to twenty and beyond teens numbers, eleven, twelve … twenty none how many …? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair Ones, tens, digit, the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare order size first, second, third… twentieth last, last but one before, after next between guess how many …? estimate nearly close to about the same as just over, just under too many, too few enough, not enough add, more, and make, sum, total altogether double one more, two more … ten more how many more to make …? how many more is … than …? how much more is …? take away how many are left/left over? how many have gone? one less, two less, ten less … how many fewer is … than …? how much less is …? difference between parts of a whole half quarter sharing doubling halving number patterns shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetrical pattern, repeating pattern match corner, side rectangle (including square) circle triangle corner, side rectangle (including square) circle triangle	Children should have been given the opportunity to explore number, shape, patterns and measure in their F1 setting and at home. They should have had access to a range of equipment and experiences to investigate number, shape and measure. N -Uses number names accurately in play Recites numbers in order to 10 Knows numbers identify how many in a set Represents a number with pictures, fingers, marks Matches numeral to a quantity Compares 2 groups of objects saying when there are the same Realises that anything can be counted Shows an interest in number problems SSM -Shows an interest in shape through play Aware of similarities between shapes in the environment Uses positional language Shows an interest in shape through a construction activity Shows and interest in shape in the environment Uses shapes appropriately for tasks Talks about the shape of everyday objects

| | | | - Recognise and name 3d shapes – sphere, cone, cube, cuboid, cylinder.

- Know the features of 3d shapes; faces, edges and vertices/corners e.g a cube has 8 vertices, 12 straight edges and 6 square faces.

-Know that a corner is where two sides meet on a 2d shape

 - Know that they may see 2d and 3d shapes in real life objects e.g. a piece of paper is a rectangle, the clock is a circle.

- Know double means to multiply by 2.

-Know that objects can be shared into equal groups

-Know that the groups can look different, but still have the same amount

-Know that doubling is the same as saying two groups of the same amount

- Know half means one of two equal parts of a whole.

- Recognise and give value to coins; 1p, 2p, 5p.

- Know addition is finding the total by combining two or more numbers/amounts.

- Know subtraction is taking one number/amount away from another.

-Know that subtraction always starts with the largest whole number

- Know the different times of day- Morning, Afternoon, Evening and Night time.

- Know different activities take place at different times of day. E.g. sequencing daily routine – we eat breakfast in the morning and go to bed in the evening.

-Know that a pattern is a set of things (objects/numbers/shapes) arranged following a rule e.g red, blue, red, blue. | measure size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as just over, just under metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher … and so on longest, shortest, tallest, highest … and so on far, near, close weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales full empty half full holds container time days of the week, Monday, Tuesday … day, week birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after next, last now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time hour, o'clock clock, watch, hands money coin penny, pence, pound price, cost buy, sell spend, spent pay | |

		- Know number bonds are pairs of numbers which add up to a certain number. -Know that numbers can be partitioned in different ways -Know that numbers can be combined to make a 'whole' -Know number bonds for all numbers 1-10 -Know the numbers 6-9 are composed of 5 and 'a bit' -Know that a number can be partitioned into more than two parts -Know positional language refers to the place where something or someone is e.g. behind, in front, next to. - Know division is splitting into equal parts or groups.	

	Spr	N - Recognises numerals of personal significance Recognises numerals 1 - 5 Counts up to 3 / 4 objects counting one at a time Counts actions / objects that cannot be moved Counts objects to 10 and beginning to count beyond 10 Estimates an amount and checks that estimate Find one more or one less to 10 Begins to use addition and subtraction vocabulary Record using markings they can explain Begins to identify mathematical problems SSM - Uses mathematical names for 2D and 3D shapes Selects a named shape Can describe their position Orders 2 / 3 items by height or length Orders 2/3 items from weight or capacity Uses language related to money N - Chd count reliably 1 – 20. Chd order numbers 1 – 20. Chd say which is larger / smaller and why. (1 – 20) Chd can add / subtract two single digit numbers. They solve problems. They can double and halve. They can divide. SSM - Chd can use vocabulary / talk about size, weight, time, capacity, position, distance, money to compare quantities and objects to solve problems. They use mathematical vocab to describe them.	As above plus: - Know the name of numerals 9-16. - Know the value for each number 9-16. - Know the order of the numbers 9-16. - Know estimation is finding a value that is close enough to the right answer, usually with some thought or calculation involved. A guess using the information we already know. - Know a number line is a line with numbers placed in their correct position and use it to count on and back accurately. - Know counting on means starting with the biggest number and then counting on an amount from that number. The number will get larger/bigger as we are adding. - Know counting back means starting from a specific number and counting backwards to subtract. The number will get smaller/less as we are subtracting. - Know even numbers are numbers that can be divided into two equal groups. - Know an odd number is a number that cannot be divided into two equal groups.	As above plus: Number names 9-16 Estimate Guess Number Line Number track Ten Frame Counting on Counting back Odd Even Teen numbers position over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn	N -Uses number names accurately in play Recites numbers in order to 10 Knows numbers identify how many in a set Represents a number with pictures, fingers, marks Matches numeral to a quantity Compares 2 groups of objects saying when there are the same Realises that anything can be counted Shows an interest in number problems SSM -Shows an interest in shape through play Aware of similarities between shapes in the environment Uses positional language Shows an interest in shape through a construction activity Shows and interest in shape in the environment Uses shapes appropriately for tasks Talks about the shape of everyday objects N - Recognises numerals of personal significance Recognises numerals 1 - 5 Counts up to 3 / 4 objects counting one at a time Counts actions / objects that cannot be moved Find one more or one less to 10 Begins to use addition and subtraction vocabulary Record using markings they can explain Begins to identify mathematical problems SSM - Uses mathematical names for 2D and 3D shapes Selects a named shape Can describe their position Orders 2 / 3 items by height or length Orders 2/3 items from weight or capacity Can recreate a pattern and build models Uses language related to time Uses language related to money Sequences familiar events Measures periods of time in simple ways
	Sum	N - Counts objects to 10 and beginning to count beyond 10 Begins to use addition and subtraction vocabulary Record using markings they can explain Begins to identify mathematical problems SSM - Uses mathematical names for 2D and 3D shapes Orders 2 / 3 items by height or length Orders 2/3 items from weight or capacity Uses language related to time Uses language related to money	As above plus: - Know the names of numerals 17-25. - Know the value for each number 17-25. - Know the order of the numbers 17-25.	As above plus: Number names 17-25	N - Recognises numerals of personal significance Recognises numerals 1 - 5 Counts up to 3 / 4 objects counting one at a time Counts actions / objects that cannot be moved Counts objects to 10 and beginning to count beyond 10 Estimates an amount and checks that estimate Find one more or one less to 10

		Measures periods of time in simple ways N - Chd count reliably 1 – 20. Chd order numbers 1 – 20. Chd say which is larger / smaller and why. (1 – 20) Chd can add / subtract two single digit numbers. Chd can count on / back when adding / subtracting. They solve problems. They can double and halve. They can divide. SSM - Chd can use vocabulary / talk about size, weight, time, capacity, position, distance, money to compare quantities and objects to solve problems. They recognise, create and develop patterns. They explore characteristics of shapes / objects. They use mathematical vocab to describe them.			Begins to use addition and subtraction vocabulary Record using markings they can explain Begins to identify mathematical problems SSM - Uses mathematical names for 2D and 3D shapes Selects a named shape Can describe their position Orders 2 / 3 items by height or length Orders 2/3 items from weight or capacity Uses language related to money N - Chd count reliably 1 – 20. Chd order numbers 1 – 20. Chd say which is larger / smaller and why. (1 – 20) Chd can add / subtract two single digit numbers. They solve problems. They can double and halve. They can divide. SSM - Chd can use vocabulary / talk about size, weight, time, capacity, position, distance, money to compare quantities and objects to solve problems. They use mathematical vocab to describe them.