



Maths – N & NP

EYFS

Term 1 & 2 – 2026-27

WE'RE GOING ON A BEAR HUNT

PIGS MIGHT FLY

Key knowledge that all children should know by the end of Term one and two.

3 & 4 YEAR OLDS

- Fast recognition of up to 3 objects, without having to count them.
- Recites numbers past 5.
- Say one number for each in order 1,2,3,4,5.
- Knows the cardinal value once objects are counted.
- Shows finger numbers up to 5.
- Links numerals and amounts up to 5.

CHILDREN IN RECEPTION

- Subitise quantities 1-3 then 1-5
- Begin to count beyond 10
- Begin to find 1 more and 1 less of a number 1-3, then 1-5.

3 & 4 YEAR OLDS

- Experiments with their own symbols, marks and numerals.
- Solve real world maths problems up to 5.
- Compare quantities (more and fewer).
- Explore 2D shapes.
- Describe a familiar route.
- Discuss routes and locations (in front and behind).
- Begins to describe a sequence of events.

Key Vocabulary for children

Number. Numeral. Value. More. Less. Fewer. Quantity. Amount. Subitise. Shape. 2D. Square. Triangle. Rectangle. Circle. Sides. Longer. Shorter. Corner. Side. Edge. Curved. Straight. First. Next. After. Then. Pattern. Repeating. Big. Bigger. Biggest. Small. Smaller. Smallest. Smaller. Smallest.

Key activities – Teacher inputs.

- Number hunt & recognising numbers
- Rote counting – Singing – 5 little ducks. 5 green bottles. 5 little men.
- Object counting and checking.
- Numeral and quantity matching.
- Ordering 1 – 5.
- Matching and sorting objects by shape, colour, size.
- Subitising amounts to 5 – Looking at different representations of number.

- 2D shape hunt.
- Guess my shape/find my shape.
- Matching 2D shapes to other objects in environment.
- Number Sense programme begins.
- Combining two amounts to make a total.
- Sequence and order daily timetable.
- Describe the position.

Scaffolding and resources.

Number recognition – Introduce numerals with actions and catchphrases to embed in long term memory.
Number formation, Malleable tracing – paint, dough, sand, cars on tracks etc.
Visual timetable support to understand daily sequencing and routines.
2D shape song.
Malleable shape tracing (as above).
Number song. Number books. Maths area stocked with a range of number representations and 2D shapes.
Number Sense programme to begin whole class. Additionally in smaller groups where support is required.

Challenge and extension

- Begin to see how amounts can be split in different ways but remain the same total value (splitting objects different ways in 2 or more groups).
- Able to recognise when the value is the same from different representations – dice, Numicon, tens frames, fingers etc.
- Begin to talk about 2D shapes using their properties.
- Cut and stick – create your own number line. Create your own number line by forming numerals.

Outdoor Provision

- Large foam Numbers. (Create a number line. Create a hopscotch. Count out the correct number of concerns onto each number. Drive the correct number of cars to each number).
- Large foam Numicon. (Activities as above).
- Large foam dice. (role, represent that number on your fingers. Clap or jump that many times).
- Free choice access to maths unit and resources – Filled with resources to support basic counting, sorting and matching - Numicon, counting objects, number cards, 2D shapes. .
- Exposure to numerals and opportunities to count through obstacle course – jumps, hops, different stations.
- Number/ 2D shape hunts in sandpit/foam/water.
- Large chalked numerals on floor. Chalks left for tracing and creating numerical representations.

	• Target practise – Beanbags / balls / skittles etc – numbered hoops, holes, pins.
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