

EYFS - Maths KKP Document

<ul style="list-style-type: none"> Know how to subitise to 5 (ELG) Know the numerals to 10 and link these to amounts Know how to identify the size of group of up to 10 items (cardinal principle) Know how to count up to and beyond 20 Know how to recognise the pattern of the counting system beyond 10 (e.g. when counting, the ones column always goes in the order 0,1,2 etc) Know how to compare quantities of up to 10, using more than, less than and equal to Know that consecutive numbers are one/less than each other 	<ul style="list-style-type: none"> To know that the additive relationship can be represented in a part-part-whole model To know the language addition/add, subtraction/subtract/take away To know how to compose numbers to 10 To know number bonds to 5 To know some number bonds to 10 To know how to decompose numbers into smaller numbers To know that real-life problems can be solved using mathematical knowledge* <p>* Not explicitly taught but implicit throughout Mastering Number</p>	<ul style="list-style-type: none"> To know the concept of even and odd To know even and odd numbers up to 10 To know the odd, even, odd, even pattern of the counting system To know doubles of numbers up to double 5 To know how to partition a set of objects into equal groups
<ul style="list-style-type: none"> To know how to copy, continue and create an AB pattern To know how to copy, continue and create more complex patterns such as ABC and ABB To know how to notice an error within a pattern, and correct this To know how to identify and describe a range of common 2D shapes (squares, triangles, rectangles, circles) To know that 2D shapes can be composed of other 2D shapes To know how to use the language 'sides' and 'vertices' to describe shapes To know the names of 3D shapes (sphere, cone, cube, cuboid, cylinder, pyramid) To know how to copy structures from pictures using construction blocks To know how to describe a simple, familiar route using positional language 	<ul style="list-style-type: none"> To know language today, yesterday and tomorrow To know the names of the days of the week To know how to use language full, empty and half full To know how to compare objects using bigger and smaller; heavier and lighter; longer and shorter 	<ul style="list-style-type: none"> To know how to use the language of half in the context of sharing and capacity

National Curriculum Strands					
Place Value	Addition & Subtraction	Multiplication & Division	Geometry	Measure	Fractions
Autumn Term					
Checkpoints	By the end of this term children should be able to...				
Number	<ul style="list-style-type: none"> Subitising to 5. Building numbers out of 1's. Cardinality of 5 using fingers and dice patterns to recognise and represent numbers. Compare using amounts for comparison within their play and everyday experiences. Begin to have an awareness of the composition of 5. Say one number for each item in order: 1,2,3,4,5. (Stable-order counting) and recognise the numeral. 				
Numerical Pattern	<ul style="list-style-type: none"> Are able to count aloud in order to 5 and beyond. Begin to understand the order of numbers 5-10 Begin to know the days of the week Copy, continue and create an AB pattern. Notice and correct an error in an AB pattern. Use language to describe the relationship between quantities (e.g. 'more than, less than and equal to') 				
Shape, Space and Measure	<ul style="list-style-type: none"> Can correctly name the 2D shapes. Combine building blocks to make complex shapes (e.g. arches, crosses) Engage with capacity activities and share what they can see happening, knowing when something is empty or full. Begin to understand the concept of time through past, present and future events. Know how to identify different elements of measure such as heavy and light, big and small, long and short. 				
Autumn 1	Block	Content		KKPDs	
Friday Maths	Shape	<ul style="list-style-type: none"> Can correctly name the 2D shapes. Combine building blocks to make complex shapes (e.g. arches, crosses) 			
MN Week One	Subitising	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements practise using their fingers to represent quantities which they can subitise 			
NM Week Two	Counting, cardinality and ordinality	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 			
NM Week Three	Composition	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 			
NM Week Four	Subitising	<ul style="list-style-type: none"> create their own patterns for numbers within 4 experience subitizing in a range of contexts, including temporal patterns made by sounds. 			
NM Week Five	Comparison	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' 			

		<ul style="list-style-type: none"> compare sets 'just by looking' 	
Extra Week(s)	Time	<ul style="list-style-type: none"> Begin to understand the concept of time through past, present and future events. Name the days of the week confidently. Understand the days of the week are in an order and can recall them. Discuss events with an adult using the terminology today, yesterday and tomorrow. 	<ul style="list-style-type: none"> To know the names of the days of the week
Autumn 2	Block	Content	KKPDs
Friday Maths	Pattern	<ul style="list-style-type: none"> Copy, continue and create an AB pattern. Notice and correct an error in an AB pattern. Copy and continue a more complex pattern. E.g. ABC, ABB, ABBC 	<ul style="list-style-type: none"> To know how to copy, continue and create an AB pattern To know how to copy, continue and create more complex patterns such as an ABC and ABB To know how to notice an error within a pattern, and correct this
NM Week Six	Counting, cardinality and ordinality	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand 	
NM Week Seven	Comparison	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	
NM Week Eight	Composition	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot 	
NM Week Nine	Composition	<ul style="list-style-type: none"> explore the composition of numbers within 5. 	<ul style="list-style-type: none"> To know that the additive relationship can be represented in a part-part-whole model
NM Week Ten	Counting, cardinality and ordinality	<ul style="list-style-type: none"> begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> Know the numerals to 10 and link these to amounts
Extra Week(s)	Measures	<ul style="list-style-type: none"> Engage with capacity activities and share what they can see happening, knowing when something is empty or full. Know how to identify different elements of measure such as heavy and light, big and small, long and short 	

Spring Term

Checkpoints	By the end of this term children should be able to...		
Number	<ul style="list-style-type: none"> Recognising and naming digits (1-10) Apply the cardinal principle to groups of objects to 10. Use counting to share and group objects. To become confident using and applying the part whole model, to explore number composition 1-5. Have an awareness of mathematical symbols. Automatically recall number bonds to 5. Solve real-life maths problems with numbers up to 5. 		
Numerical Pattern	<ul style="list-style-type: none"> Accurately count items to 10 with one-to-one correspondence. Verbally count to 20 aloud, with not all teen numbers in sequence. Name the days of the week confidently* Understand the days of the week are in an order and can recall them* Copy and continue a more complex pattern. E.g. ABC, ABB, ABBC* Know that groups can be created both equally and unequally, recognising and identifying this with increased reasoning. Able to identify one more/ one less to consecutive numbers. Begin to explore the pattern of double facts to 5. 		
Shape, Space and Measure	<ul style="list-style-type: none"> Discuss the features of a familiar route and represent these using detailed marks Can identify 2D shapes circle, square, rectangle and triangle. To start seeing shapes within shapes e.g.: the triangle and square in a house. Able to discuss and explore the concept of 'half' when discussing capacity or sharing. Discuss events with an adult using the terminology today, yesterday and tomorrow* Are able to begin comparing elements of measure. 		
	*Taught during autumn term, not explicitly covered in spring		
Spring 1	Block	Content	KKPDs
Friday Maths	Shape	<ul style="list-style-type: none"> Can identify 2D shapes circle, square, rectangle and triangle. To start seeing shapes within shapes e.g.: the triangle and square in a house. 	<ul style="list-style-type: none"> To know how to identify and describe a range of common 2D shapes (squares, triangles, rectangles, circles)
NM Week Eleven	Subitising	<ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> Know how to subitise to 5 (ELG)
NM Week Twelve	Counting, cardinality and ordinality	<ul style="list-style-type: none"> experience patterns which show a small group and '1 more' order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> Know that consecutive numbers are one/less than each other
NM Week Thirteen	Composition	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 	<ul style="list-style-type: none"> To know number bonds to 5
NM Week Fourteen	Composition	<ul style="list-style-type: none"> continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> To know how to decompose numbers into smaller numbers
NM Week Fifteen	Comparison	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. 	
Extra Week(s)	Geometry - Mapping	<ul style="list-style-type: none"> Describe a familiar route using positional language to articulate ideas. 	<ul style="list-style-type: none"> To know how to describe a simple, familiar route using positional language

		<ul style="list-style-type: none"> Discuss the features of a familiar route and represent these using detailed marks Describe a more route using a bank of locational/positional terminology. 	
Spring 2	Block	Content	KKPDs
Friday Maths	Multiplication & Division	<ul style="list-style-type: none"> Are able to share objects to make an equal group. Know that groups can be created both equally and unequally, recognising and identifying this with increased reasoning. 	<ul style="list-style-type: none"> To know how to partition a set of objects into equal groups
NM Week Sixteen	Counting, cardinality and ordinality	<ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> Know how to identify the size of group of up to 10 items (cardinal principle)
NM Week Seventeen	Comparison	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'how-many-ness' of a number, and its position in the number system 	<ul style="list-style-type: none"> Know how to compare quantities of up to 10, using more than, less than and equal to
NM Week Eighteen	Composition	<ul style="list-style-type: none"> begin to explore the composition of numbers within 10. 	
NM Week Nineteen	Subitising	<ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> To know doubles of numbers up to double 5
NM Week Twenty	Composition	<ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles 	<ul style="list-style-type: none"> To know the concept of even and odd To know even an odd numbers up to 10
Extra Week(s)	Measures	<ul style="list-style-type: none"> Are able to begin comparing elements of measure. Able to discuss and explore the concept of 'half' when discussing capacity or sharing. 	<ul style="list-style-type: none"> To know how to use language full, empty and half full To know how to use the language of half in the context of sharing and capacity
Summer Term			
Checkpoints	By the end of this term children should be able to...		
Number	<ul style="list-style-type: none"> 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 Pattern	<ul style="list-style-type: none"> 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. 		
Shape, Space and Measure	<ul style="list-style-type: none"> Identify and describe features of 2D shapes (e.g. orientation, size, number of sides) Move and combine shapes to compose, and decompose, 2D pictures. Know the names of 3D shapes. Build structures by copying pictures (e.g. use instruction diagrams to build a castle using blocks) Describe a more route using a bank of locational/positional terminology* To confidently apply the language and understanding to the terms full, empty and half full when exploring capacity. To use the terms today, yesterday and tomorrow with increased confidence. Use the terms bigger, smaller, longer, short, heavier and lighter to describe the compared measure. <p style="text-align: right;">*Taught during spring term, not explicitly covered in summer</p>		
Summer 1	Block	Content	KKPDs
Friday Maths	2D Shape	<ul style="list-style-type: none"> Identify and describe features of 2D shapes (e.g., orientation, size, number of sides) Move and combine shapes to compose, and decompose, 2D pictures. Confidently recognise 2D shapes within the environment and talk about their features. 	<ul style="list-style-type: none"> To know how to use the language 'sides' and 'vertices' to describe shapes To know that 2D shapes can be composed of other 2D shapes
NM Week Twenty-One	Counting, cardinality and ordinality	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. 	<ul style="list-style-type: none"> Know how to count up to and beyond 20
NM Week Twenty-Two	Subitising	<ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns 	<ul style="list-style-type: none"> To know the odd, even, odd, even pattern of the counting system
NM Week Twenty-Three	Composition	<ul style="list-style-type: none"> use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number 	
NM Week Twenty-Four	Composition	<ul style="list-style-type: none"> subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitise explore the composition of 10. 	<ul style="list-style-type: none"> To know how to compose numbers to 10
NM Week Twenty-Five	Comparison	<ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system. 	
Extra Week(s)	Time	<ul style="list-style-type: none"> To use the terms today, yesterday and tomorrow with increased confidence. To talk about time with increasing accuracy. To know and talk about the days in a week. 	<ul style="list-style-type: none"> To know language today, yesterday and tomorrow
Summer 2	Block	Content	KKPDs
Friday Maths	3D Shape	<ul style="list-style-type: none"> Accurately knowing the names of 3D shapes. Build structures by copying pictures (e.g. use instruction diagrams to build a castle using blocks) To confidently understand the positional language, they have been exposed to. 	<ul style="list-style-type: none"> To know the names of 3D shapes (sphere, cone, cube, cuboid, cylinder, pyramid) To know how to copy structures from pictures using construction blocks
NM Week Twenty-Six	Subitising	<ul style="list-style-type: none"> Subitising on a Rekenek Subitise (recognise quantities without counting) up to 5 	
NM Week Twenty-Seven	Comparison (Review & Assess)	<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other 	
NM Week Twenty-Eight	Counting Beyond 20 (Review & Assess)	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system 	<ul style="list-style-type: none"> Know how to recognise the pattern of the counting system beyond 10 (e.g. when counting, the ones column always goes in the order 0,1,2 etc)
NM Week Twenty-Nine	Patterns Within Numbers to 10 (Review & Assess)	<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	

NM Week Thirty	Automatic Recall (Review & Assess)	<ul style="list-style-type: none"> 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 doubles facts) 	<ul style="list-style-type: none"> To know some number bonds to 10
NM Week Thirty-One	Understanding of numbers to 10 (Review & Assess)	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number 	
Extra Week(s)	Measures	<ul style="list-style-type: none"> Use the terms bigger, smaller, longer, short, heavier and lighter to describe the compared measure. To confidently apply the language and understanding to the terms full, empty and half full when exploring capacity. To begin comparing measure within their everyday experiences 	<ul style="list-style-type: none"> To know how to compare objects using bigger and smaller; heavier and lighter; longer and shorter
Extra Week(s)	Addition & Subtraction	<ul style="list-style-type: none"> Have an awareness of mathematical symbols. Understand the meaning of mathematical symbols (e.g. +, -, =) Increased confidence with the composition of numbers 1-10 and begin to record these in sentences. 	<ul style="list-style-type: none"> To know the language addition/add, subtraction/subtract/take away