

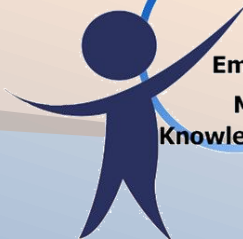


EYFS Overview with links to **MATHS**



ALLANSON STREET

Challenging
Inclusive
Purposeful
Empowering
Memorable
Knowledge-rich

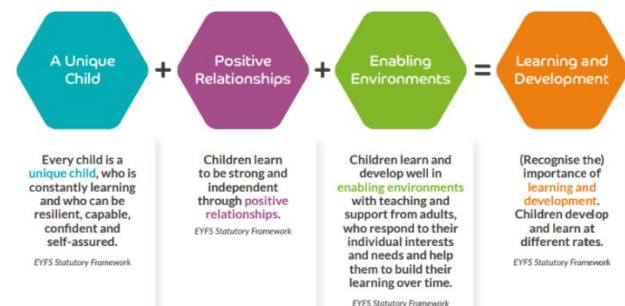


Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
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When planning our curriculum, we thought about how this area of learning would be challenging, inclusive, purposeful, empowering, memorable and knowledge rich.

When considering lessons, challenges, and curriculum coverage, we used the supportive documents such as the **Development Matters** to help support us in our decisions of what to teach and when.

These are the four overarching principles of EYFS which shape our early years practice at Allanson Street Primary School.

WHITE ROSE scheme overview is used as to ensure knowledge and skills are taught throughout the year. With White Rose being used throughout the school, children are fully prepared for the Maths curriculum in Year One.

Mathematics



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

EYFS Statutory Educational Programme



Our Early Years curriculum is planned and organised to allow children to learn new knowledge and skills which are then revisited to allow children to apply their knowledge and skills in new ways.

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and 'have a go'
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS

Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – MATHS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. In Nursery and Reception, this is developed within the context of high-quality provision. Practitioners are crucial within this environment in introducing, modelling, extending, and assessing mathematics for young children. In teaching for mastery, we offer opportunities for children to make connections in their mathematical understanding. Children are provided with many opportunities, throughout the indoor and outdoor environments, to develop and deepen their understanding as well as through discrete teaching sessions. We provide different contexts for children to explore the same mathematical ideas and multiple representations of this idea (including pictorial, informal jottings and mathematical equipment). We encourage children to communicate their mathematical thinking in a wide variety of ways including through talk, gesture, pointing, body language, manipulation of resources and mark-making.

Daily opportunities to develop children's mathematical skills, as part of the daily routine -

- Counting - eg counting out chairs or snacks, counting within role play
- Creating mathematical problems for children to solve, eg 'Tom wants to share these grapes between his three friends'.
- Recognition of numbers - using materials from 'real life' such as birthday cards, raffle tickets and takeaway menus for children to see and play with numbers.
- Look out for opportunities for children to one-to-one match, such as laying the table.
- Opportunities for children to see subtraction and addition, such as making sandcastles and then knocking them down one by one, daily number songs; using props.
- Play games that encourage children to be active in using their emerging skills, for example roll-a-dice games
- Provide objects for children to sort and classify, talking about the size of the different groupings.
- Draw children's attention to the names and shapes of objects.
- Provide opportunities for children to measure and compare quantities.
- Use stories such as Goldilocks that focus on size or quantity, for example large, medium and small.
- Use the language of measurement with children, for example long, longest, small, smallest.
- Routine - Modelling use of language of time and sequencing - first, then, next, today, tomorrow, later etc.

Nursery Overview

Area of skill	Autumn term	Spring term	Summer term
Cardinality & counting	<p>To have a deep concise understanding of number names to 2</p> <p>Recite finger and number rhymes</p> <p>To understand the last number counted gives the total (Cardinal principle)</p> <p>To recognise up to 2 objects without counting (Subitising)</p> <p>Link numerals to amounts up to 2</p> <p>To understand the conservation of numbers knowing that the number does not change if objects are rearranged</p> <p>Recognises some numerals of personal significance</p>	<p>To have a deep concise understanding of number names to 4</p> <p>To recognise up to 2, then 3 objects without counting (Subitising)</p> <p>Recite number rhymes</p> <p>Recite numbers to 5 and say one number for each item in order</p> <p>Understand the last number counted gives the total (Cardinal principle)</p> <p>Link numerals with the correct amount</p> <p>To compare amounts</p>	<p>To have a deep concise understanding of number names to 5</p> <p>To recognise up to 3 objects without counting (Subitising)</p> <p>Understand the last number counted gives the total (Cardinal principle)</p> <p>Show finger numbers up to 5</p> <p>Link numerals with the correct amount</p> <p>Count 5 objects accurately</p>
Comparison	<p>To compare amounts using 'lots', 'more' or 'same'</p> <p>To identify groups with the same total</p> <p>Solve real world mathematical problems</p>	<p>To compare amounts using 'more than', 'fewer than'</p> <p>To identify groups with the same total</p> <p>Solve real world mathematical problems</p>	<p>To compare amounts using 'more than', 'fewer than'</p> <p>To identify groups with the same total.</p> <p>Solve real world mathematical problems to 5</p>
Composition	<p>Experiment with symbols, marks and numerals</p>	<p>To see smaller numbers within bigger numbers</p> <p>To compare amounts, knowing which is the same, which is more</p> <p>To play games and explore number by adding or taking away 1 object</p>	<p>To see smaller numbers within bigger numbers</p> <p>To understand how to make a given number by adding or taking away 1 object</p> <p>To know that a given number can be made by adding different amounts</p>
Pattern	<p>Notice patterns in their environment</p> <p>To arrange things in patterns</p> <p>To follow simple AB action patterns</p>	<p>To replicate and talk about an AB pattern</p> <p>To begin to create more complex patterns</p>	<p>To begin to create their own simple AB action patterns</p> <p>To begin to create and talk through the process of their own AB patterns</p>

			Begin to notice mistakes in patterns
Shape and space	To complete a range of different puzzles To build with a variety of resources. Begin talking about and exploring 2D shape, naming a circle when shown. Use a circle appropriately for pictures/models Select a circle from a group of shapes. Begin to be aware that a circle has no corners and one side Explore positional language	Name a triangle when shown and use it appropriately for pictures/models To select a Triangle from a group of shapes Begin to be aware that a Triangle has 3 corners and 3 sides. To recognise a square and point out a corner/side. To select a square from a group of shapes To understand position: 'in', 'on', 'under' direction: 'up', 'down', 'across'	To build with a variety of resources, beginning to choose some appropriate shapes Begin to notice similarities and differences and sort shapes according to whether they have corners or not To begin to use some positional language
Measures	Begin to sequence pictures and events To fill and empty containers	Find things in the environment that are longer, shorter or the same length To order 3 things by height / length. Begin to build up vocabulary to describe length Understand each day of the week has a different name	To identify and say when a container is full and empty To know which container has more/less

Reception Overview

Autumn Term		
Block	Steps	
Match, Sort and Compare	Match objects	In this small step, children are introduced to the concept of matching. They will start by matching physical objects with other physical objects.
	Match pictures and objects	In this small step, children move from matching objects with other physical objects to matching objects with pictures, before matching pictures with pictures.
	Identify a set	In this small step, children are introduced to the concept of identifying sets of different objects. Encourage them to see groups of objects as sets by pointing these out in images, stories and in the classroom provision.

	Sort objects to a type	In this small step, children build on their knowledge of identifying sets of different objects from the previous step. Children are introduced to the term 'sorting' and learn that collections of objects can be sorted based on attributes such as colour, size or shape.
	Explore sorting techniques	Within this small step, children will use the simple sorting skills they have developed so far to now explore different sorting techniques. Encourage children to sort objects and discuss how they have sorted them
	Create sorting rules	In this small step, children will use what they have learned about sorting techniques to now create their own sorting rules. Model games such as 'Guess my rule', where children must figure out why certain objects have been sorted into a group.
	Compare amounts	In this small step, children should build on their previous skills of sorting. They will learn that sets can be compared and ordered. Children use the language 'more' and 'fewer' when comparing sets of objects.

Autumn Term		
Block	Steps	
Talk about measure and pattern	Compare size	In this small step, children are introduced to the vocabulary of mass and learn that objects can be compared and ordered by their mass. Children may be more familiar with the word 'weight', and there is no harm in using the words interchangeably at this stage.
	Compare mass	In this small step, children learn that objects can be compared and ordered by their capacity. Provide children with a wide range of opportunities to explore different containers and boxes and their capacity.
	Compare capacity	In this small step, children are introduced to patterns and explore simple examples to develop their understanding of both the word and the concept. Prompt children to recognise that a pattern is a repeated unit.
	Explore simple patterns	In this small step, children move from exploring the features of simple patterns to being able to copy and continue basic patterns. At this stage, introduce children to AB patterns, which are patterns with only two parts repeating, such as red/green or dog/cat.
	Copy and continue simple patterns	In this small step, children move from exploring the features of simple patterns to being able to copy and continue basic patterns. At this stage, introduce children to AB patterns, which

		are patterns with only two parts repeating, such as red/green or dog/cat.
	Create simple patterns	In this small step, children move on to being able to create their own simple AB patterns, first with some guidance and then independently. Encourage children to make their own patterns with objects. These could relate to children's interests to make them more meaningful.

Autumn Term		
Block	Steps	
It's me 1, 2, 3	Find 1, 2 and 3	In this small step, children will explore different representations of 1, 2 and 3. The focus is on finding the representations rather than making them at this point.
	Subitise 1, 2 and 3.	In this small step, children perceptually subitise. This form of subitising refers to instantly recognising the number of objects or items in a group without needing to count them.
	Represent 1, 2 and 3	In this small step, children build on their learning from the earlier steps as they create their own different representations of 1, 2 and 3 using different objects. Provide opportunities for children to match their different representations to cards showing the numerals.
	1 more	In this small step, children are introduced to the concept of 1 more, still working only with the numbers 1, 2 and 3. They begin to understand that as they count, each number they say is 1 more than the previous number
	1 less	In this small step, children are introduced to the concept of 1 less, still only working with the numbers 1, 2 and 3. Children begin to understand that as we count back, each number is 1 less than the number before.
	Composition of 1, 2 and 3.	In this small step, children are introduced to the idea that all numbers are made up of smaller numbers, and these are referred to as the parts of the number

Autumn Term		
Block	Steps	
Circles and	Identify and name circles and triangles	In this small step, children notice circles and triangles all around them and begin to describe their properties. Children may use informal language such as 'pointy' or 'sharp' to describe what they notice.
	Compare circles and	In this small step, children use what they have learned about the properties of circles and

Triangles	triangles	triangles to support them to compare shapes
	Shapes in the environment	In this small step, children build on the learning from the two previous steps and progress onto noticing shapes in the environment.
	Describe position	In this small step, children hear and begin to use positional language such as 'in', 'on', 'under', 'over', 'beside', 'between', 'in front of', 'around', 'through' and 'behind' to describe how items are positioned in relation to other items. Model using these words in play.

Autumn Term		
Block	Steps	
1, 2, 3, 4, 5	Find 4 & 5	In this small step, children will explore finding different representations of 4 and 5. Ensure that children can confidently say the number names 'one' to 'five'.
	Subitise 4 & 5	In this small step, children continue to develop the skill of perceptual subitising. This form of subitising refers to instantly recognising the number of objects or items in a group without needing to count them.
	Represent 4 and 5	In this small step, children build on their learning from the earlier steps as they create their own representations of 4 and 5 using different objects.
	1 more	In this small step, children are introduced to the concept of 1 more, working with numbers up to 5
	1 less	In this small step, children are introduced to the concept of 1 less, with the numbers up to 5.
	Composition of 4 and 5	In this small step, children are introduced to the idea that all numbers are made up of smaller numbers and that these are referred to as parts.
	Composition of 1 – 5	In this small step, children build on the learning from the previous step and progress onto exploring the composition of numbers 1 to 5.

Autumn Term		
Block	Steps	
Shapes with 4	Identify and name shapes with 4 sides	In this small step, children notice squares and rectangles all around them and begin to describe their properties.
	Combine shapes with 4	In this small step, children build on their prior learning on properties of shapes by investigating how shapes can be

sides	sides	combined to make new shapes.
	Shapes in the environment	In this small step, children use their knowledge from the previous two small steps to identify squares and rectangles in the environment.
	My day and night	In this small step, children will begin to distinguish and talk about the difference between the key events in their daily routine. They will recognise what occurs during the day compared to at night. They will use language such as 'first', 'then', 'after', 'before', 'day', 'night', 'morning', 'afternoon', 'today' and 'tomorrow' to describe different events.

Spring Term		
Block	Steps	
Alive in 5.	Introduce zero	In this small step, children are introduced to the concept of zero. They will already have some practical understanding of 'nothing there', 'none' or 'all gone'.
	Find 0 to 5.	In this small step, children build on learning from the previous step and use their knowledge of zero to find an amount to five, including zero.
	Subitise 0 to 5	In this small step, children continue to develop the skill of perceptual subitising. This form of subitising refers to instantly recognising the number of objects in a group without needing to count them. In this step, the concept of subitising zero objects is introduced, as well as the instant recognition of up to five objects.
	Represent 0 to 5	In this small step, children build on their understanding of numbers from zero to five. Support children to represent the numbers in many ways and in different practical contexts in order to embed their understanding.
	1 more	In this small step, children build on their knowledge of '1 more' to work with the numbers to 5, including zero. They recognise that zero can be a starting point for counting and the number after 0 is 1
	1 less	In this small step, children build on their knowledge of '1 less' from 1-5 to work with the numbers to five including zero. They recognise that when counting back, we can include zero after 1
	Composition	In this small step, children are guided to explore the composition of numbers from zero to five.

	Conceptual subitising to 5	In this small step, children build on their learning of composition to five and perceptual subitising to develop their understanding of conceptual subitising. This is the ability to see sets of numbers within other sets, such as seeing the two and three in the number five, without having to count. Children are taught to recognise a whole quantity by recognising and combining these smaller quantities.
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Spring Term

Block	Steps	
Mass and Capacity	Compare mass	In this small step, children build on their learning of simple comparisons from the autumn term to now make more precise comparisons using different units. Children may still be more familiar with the word 'weight' and there is no harm in using this interchangeably with the word 'mass'.
	Find a balance	In this small step, children will further explore mass and progress to discovering how to find a balance. Prompt children to recognise that the scales are balanced when the objects on each side have the same mass. Explore measuring different objects to see which ones balance and encourage children to say why.
	Explore capacity	In this small step, children build on their understanding of 'full' and 'empty' to further investigate different capacities and how they relate to each other. They will explore how non-standard units can be used to measure capacity.
	Compare capacity	Children will continue to explore capacity in this small step and will move on to making comparisons. Encourage children to make direct comparisons by pouring from one container to another.

Spring Term

Block	Steps	
Growing 6,7,8	Find 6, 7 and 8	In this small step, children explore finding different representations of the numbers 6, 7 and 8
	Represent 6, 7 and 8	In this small step, children build on their learning of finding the numerals and quantities of 6, 7 and 8 by making their own representations.
	1 more	In this small step, children are introduced to the concept of '1 more' when working with numbers up to and including 8

	1 less	In this small step, children are introduced to the concept of '1 less' with numbers from 0–8
	Composition of 6, 7 and 8	In this small step, children explore the composition of numbers to 8 They learn how their skills of perceptual subitising and counting can be used to see and represent the composition of larger numbers in different ways
	Make pairs – odd and even	In this small step, children build on their earlier work matching numerals to quantities by now finding and making pairs. They begin to understand that a pair is two.
	Double to 8 (find a double)	In this small step, children are introduced to the concept of doubling and they learn that this means 'twice as many'. They should be given opportunities to see a range of visual representations of doubles and to find them in patterns, in pictures and in arrangements of manipulatives
	Double to 8 (make a double)	In this small step, children build on their knowledge of finding a double by now physically making them using manipulatives and their own mark-making. They should be given opportunities to build doubles in many different contexts.
	Combine two groups	In this small step, children begin to combine two groups to find how many there are altogether. They should be given opportunities to do this in many contexts using different manipulatives and real-life objects.
	Conceptual subitising	In this small step, children are taught to use their skills of perceptual subitising to recognise the groups within numbers greater than 5, allowing them to conceptually subitise. This is the ability to identify a whole quantity by subitising the smaller quantities that make up the whole number. This skill will support children to develop mental images for addition and subtraction, which helps them to move away from counting on and counting back.

Spring Term		
Block	Steps	
Length, Height and	Explore Length	In this small step, children are encouraged to explore objects and begin to use the language of length to describe them.
	Compare Length	In this small step, children build on their explorations of length to now make comparisons.
	Explore height	In this small step, children build on the skills they have developed when exploring and comparing length by now exploring height

Time	Compare height	Following on from exploring height, in this small step, children move on to using the language 'tallest', 'shortest', 'taller' and 'shorter' to make comparisons.
	Talk about time	In this small step, children are encouraged to talk about time in more detail.
	Order and Sequence time	In this small step, children are encouraged to use simple strategies to discuss time and then progress to ordering and sequencing simple events.

Spring Term		
Block	Steps	
Building 9 and 10.	Find 9 and 10	In this small step, children explore different representations of 9 and 10
	Compare numbers to 10	In this small step, children continue to make comparisons with the numbers and amounts to 10
	Represent 9 and 10	In this small step, children further explore representations of 9 and 10 and represent them in different ways.
	Conceptual subitising to 10.	In this small step, children develop their conceptual subitising skills and start to recognise the groups in numbers to 10
	1 more	In this small step, children build on their skills of finding '1 more' with numbers to 8 by now recognising this pattern with the numbers to 10
	1 less	In this small step, children extend their skills of finding '1 more' with numbers to 10 to finding '1 less' with numbers to 10
	Composition to 10	In this small step, children are encouraged to build on their conceptual subitising, '1 more' and '1 less' skills by focusing on the composition of numbers to 10
	Bonds to 10 (2 parts)	In this small step, children explore number bonds to 10 using real objects in different contexts and build 10 using two parts.
	Make arrangements of 10	In this small step, children explore the number 10 and the different ways 10 can be arranged.
Bonds to 10 (3 parts)	In this small step, children explore bonds to 10 further and learn that there can be three or more parts, not just two. Children will need to see this in a variety of different ways, exploring this concept practically to embed it. I	

	Doubles to 10 (Find a Double)	In this small step, children build on their explorations and findings about doubles to 8, by progressing to doubles to 10
	Doubles to 10 (Make a double)	In this small step, children embed their learning of finding doubles to 10 and then make their own sets and arrangements of doubles. If encouraged and supported to do this, children will be naturally curious to explore their own findings.
	Explore even and odd	In this small step, children expand on their first introductions to the concept of even and odd numbers.

Spring Term		
Block	Steps	
Explore 3-D Shape	Recognise and name 3D shapes	In this small step, children will learn to recognise and name cubes, cuboids, cylinders, pyramids, cones and spheres. They will recognise that whereas a 2-D shape is completely flat, 3-D shapes are solid objects.
	Find 2-D shapes within 2-D shapes	In this small step, children extend their knowledge of recognising and naming 3-D shapes to finding and identifying the 2-D shapes on the flat faces of 3-D shapes.
	Use 3-D shapes for tasks	In this small step, children are guided to further expand their knowledge of the properties of 3-D shapes. The suggested tasks and the modelling of shape vocabulary will deepen their understanding of the properties of 3-D shapes.
	Use 3-D shapes in the environment	In this small step, children build on their experiences of 2-D shapes in the environment by now looking for representations of 3-D shapes
	Identify more complex patterns	In this small step, children build on their knowledge of simple AB patterns from the autumn term. They are introduced to more complex patterns such as ABC and ABCD, where all the elements are different. This can then progress to AABB, AAB and ABB patterns.
	Copy and continue patterns	In this small step, children move on from exploring the features of more complex patterns to being able to competently copy and continue them.
	Patterns in the environment	In this small step, children build on what they have learned about more complex patterns by applying their skills to patterns in the environment. This might start with spotting patterns in the classroom then extend to looking at patterns when out on walks and when visiting places that are full of pattern experiences.

Summer Term		
Block	Steps	
To 20 and beyond	Build numbers beyond 10 (10 - 13)	In this block, children become more familiar with numbers beyond 10 and the pattern (stable order) of numbers to 20 and beyond.
	Continue patterns beyond 10 (10-13)	In this small step, children continue to build and notice patterns with numbers beyond 10 (up to 13). Provide opportunities for children to recognise that the numbers 1 to 3 repeat after every full ten. So, they have 1 ten and 1, 1 ten and 2, 1 ten and 3. It is important to embed this skill with numbers to 13 first, before going up to 20
	Build numbers beyond 10 (14-20)	In this small step and the next, children build on their skills using the numbers to 13 to become more familiar with the numbers to 20 This small step focuses on building numbers to 20
	Continue patterns beyond 10 (14-20)	In this small step, children develop their experiences of building the numbers from 14 to 20 They will now focus on seeing the pattern of ten and 4 more, ten and 5 more, ten and 6 more, and so on, which will then be built on further in later year groups.
	Verbal counting beyond 20	In this small step and the next, children will focus on counting verbally beyond 20 Children should already have heard the numbers beyond 20
	Verbal counting patterns	In this small step, children build on verbal counting beyond 20 by noticing the counting patterns involved.

Summer Term		
Block	Steps	
How many	Add more	In this small step, children build on their understanding as they explore the change structure of addition (augmentation) by adding more. The focus for this step is on increasing a quantity by a given amount, while continuing to work within 10
	How many did I	In this small step, children continue to develop their understanding of the addition change

now?	add?	structure by adding more. Children have already explored finding the answer to “How many are there now?”
	Take Away?	In this small step, children build on their understanding as they explore the change structure of subtraction (reduction) by taking away. Children will have experience of taking away objects in everyday life and this is built on by focusing on taking away more than 1 object. The focus is on decreasing a quantity by a given amount, while continuing to work within 10
	How many did I take away?	In this small step, children continue to develop their understanding of the subtraction change structure by taking away. Children have already explored finding the answer to “How many are there now?” To add challenge, provide children with ‘first, then, now’ number stories where the ‘then’ part is missing. For example, “There were 5 children on the bus, then we don’t know how many got off, but now there are 2 children.”

Summer Term		
Block	Steps	
Manipulate, Compose and Decompose	Select shapes for a purpose	Children have already had experience of selecting shapes for a purpose when using 3-D shapes for tasks. In this small step, this learning is extended to further exploring the properties of shapes and spatial relations.
	Rotate shapes	In this small step, children will explore how shapes will appear when rotated. A key thing to look out for is that children may not recognise a shape when its orientation changes. For example, children often do not recognise triangles and squares when they have been rotated.
	Manipulate shapes	In this small step, children build on the learning from previous steps by now manipulating shapes. Children will explore moving, turning, rotating and flipping shapes to fit into the spaces provided.
	Explain shape arrangements	In this small step, children use their previous knowledge of positional language and now progress to explaining more complex shape arrangements. Provide opportunities for children to match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to one another.
	Compose shapes	In this small step, children understand that shapes can be combined to make new

		shapes. Provide opportunities for children to fit shapes together using resources such as pre-cut gummed shapes, pattern blocks and number rods. Encourage children to investigate how many different ways a given shape can be made using smaller shapes.
	Decompose shapes	In this small step, children explore identifying shapes within shapes.
	Copy 2-D shape pictures	Children will already have had some experience of making shape pictures in previous blocks. In this small step, children will build on this prior learning and will progress to copying more complex 2-D shape pictures.
	Find 2-D shapes within 3-D shapes	Children will have experience of finding 2-D shapes within 3-D shapes from earlier blocks. In this small step, this learning is built on and children are encouraged to notice 2-D shapes within 3-D shapes in a range of contexts.

Summer Term		
Block	Steps	
Sharing and Grouping	Explore sharing	In this small step, children will begin to develop an understanding of sharing. They will investigate what sharing is and describe equal sharing as fair and unequal sharing as unfair.
	Sharing	In this small step, children will build upon their knowledge of sharing from the previous small step and refine these skills further. Children will share practically for a purpose by having a number of objects to share between various people or groups.
	Explore grouping	In the previous small steps, children have explored the method of sharing and will now move on to the method of grouping. When exploring grouping in this small step, children will use their knowledge of equal and unequal groups to support them.
	Grouping	In this small step, children build upon their knowledge of grouping from the previous step and refine these skills further. Children will group for a purpose and divide a set of objects by placing a certain number of them in each group. They will investigate how many groups they need in order to give out all their objects.
	Even and odd sharing	In previous small steps, children have explored sharing and experienced fair and unfair sharing by identifying whether objects are left over.
	Play with and build	In this small step, children consolidate their learning of finding and making doubles. Continue

	doubles	to prompt them to explore, investigate and build doubles in a range of different contexts.
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Summer Term		
Block	Steps	
Visualise, build and map	Identify units of repeating patterns	In this small step, the focus is supporting children to draw out the unit of repeat. First, this can be done physically, by supporting children to pull out the unit from a pattern, for example, from a line of cubes.
	Create own pattern rules	In this small step, children expand on drawing out the rule in a given pattern and progress to creating their own repeating pattern rules. Children will need to have had lots of experience in identifying a rule in the previous small step.
	Explore own pattern rules	This small step focuses on children being able to verbalise and describe their own patterns as well as other children's patterns.
	Replicate and build scenes and constructions	The second part of this block focuses on spatial reasoning. Replicating scenes in the small-world and construction areas develops children's thinking as to where objects are in relation to each other. This is the beginning of mapping.
	Create own pattern rules	In this small step, children are encouraged to look at the world, structures and their own creations from different perspectives. This may be a new concept to children, so it is important to take time to explore different positions and perspectives through play, the outside environment and provision.
	Describe positions	In this small step, children build on their knowledge of visualising from different perspectives and will now verbalise this by describing scenes using positional language.
	Give instructions to build	In this small step, children use the spatial awareness skills they gained in previous small steps to give and follow instructions to build new models and scenarios. Practical activities are still encouraged, although children might naturally mark-make to explain their thinking or to emphasise a direction.
	Explore mapping	This small step focuses on exploring different maps, so children will be exposed to these in

		many different ways, but will not draw them at this stage.
	Represent maps with models	In this small step, children draw out information from a map by using models as representations.
	Create own maps from familiar places	This small step focuses on supporting children to make simple maps of familiar places. It is crucial that children can actually see the environment that they are mapping out.
	Create own maps and plans from story situations	In this small step, children move on from these real-life scenarios and focus more on interpreting story situations.

Summer Term		
Block	Steps	
Make Connections	Deepen understanding	In this block, the focus is on making connections between all the aspects of maths that have been covered through the year. In this small step, we look at deepening this understanding through developing children's reasoning and problem-solving strategies.
	Patterns and relationships	In the second small step of this block on making connections, children should be given opportunities to explore and investigate relationships between numbers, shapes and patterns to further deepen their understanding and explore possibilities. Classroom resources such as number rods, pattern blocks and unit construction blocks are particularly good for exploring these patterns and relationships.



Continuous Provision & Enhancements

What is Continuous Provision?

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there a **core range of resources** that children can use all of the time, throughout the whole year. EYFS staff at Allanson Street plan an effective continuous provision that involves a consideration of classroom layout and resourcing – this allows us to offer a breadth of learning possibilities.

Our carefully planned continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It also provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. The intention is that the continuous provision positively impacts children’s engagement, independence, collaboration, self-confidence, resilience and curiosity.

What are Enhancements?

Alongside the core range of resources, EYFS staff provide enhancements. These enhancements are **additional and not a permanent feature of the provision**. The enhancement could be linked to a specific learning intention, inspire children within an area linked to an interest or book, or provide opportunity for new learning. A Reception example linked to Maths – while learning about measuring, we will put out measuring tapes, height charts and rulers for children to explore with. We will give them a challenge to complete such as, ‘can you find the longest worm?’

Children can be found learning about Maths in all areas of the continuous provision, indoor and outdoor. Children will have their knowledge and skills extended, developed, and revisited through taught sessions, class discussions, class stories and through provision in the Maths area.



Assessment and Planning Cycle

“Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.” – **Early years foundation stage statutory framework (2023)**

Assessments

Through their day-to-day interactions and observations, staff in Early Years are always assessing children’s abilities. We know that in order to best provide appropriate learning opportunities, practitioners must have a full understanding of the children in their care. Due to this, we spend lots of our time, in provision, engaged with the children.

It involves staff understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In our interactions with children, staff make and act on their own day-to-day observations about children’s progress and observations that parents and carers share. **However, there is no requirement to keep written records in relation to this. Early years foundation stage statutory framework (2023)**

Statutory Assessments

At the start of Reception, eligible children are expected to complete the Reception Baseline Assessment (RBA), this should be completed within the first 6 weeks. This assessment is used by the DfE to measure progress to from the start of Reception to the end of Year 6.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 17 early learning goals (ELGS), indicating whether they are:

- ‘Expected’ - meeting expected levels of development
- ‘Emerging’- not yet reaching the expected levels of development

The ELG’s are a statutory assessment and not how we plan our curriculum.

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Recording Assessments

Although the statutory framework is very clear on judgements coming from the practitioner’s knowledge and not from physical evidence, our team find it useful to record initials of children who have not met a curriculum goal on the assessment doughnut. Allowing us to discuss them at our weekly planning meeting and plan how we are going to support them in achieving this goal.

Assessment Doughnut tool

