# Chapel Street Community Primary School
## EYFS: Maths: Intent
## September 2022

Within the EYFS at CSCPS, we pride ourselves on providing a broad and well-balanced curriculum. Our specific areas of learning and characteristics of effective learning are developed through well planned, motivational activities within Continuous Provision and Carpet Times.

| A mathematician within EYFS will experience; | | Be able to … |
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| • Real life mathematical problems.<br>• Opportunities to explore with shape through construction.<br>• Exploration of capacity through pouring, filling and emptying containers of a variety of shapes and sizes.<br>• Playing games, taking turns, recognising dice patterns.<br>• Matching numbers to quantities when sorting and organising.<br>• Organising snack to ensure there are enough cups, fruit, drinks etc.<br>• Exploring with mathematical resources.<br>• Investigating numerals and sets.<br>• Resources for sorting, categorising and comparing. | • Routine, meaningful maths – self-registration, ordering lunches, daily calendar, use of part-whole model to record numbers of children in.<br>• Daily Maths meetings, where child will learn about the numeral, amount, coins, shapes and tallies linked to the number of the week.<br>• Daily Maths carpet sessions, with practical equipment and delving deeper into concepts.<br>• At least weekly small group guided maths sessions, using practical equipment and mathematical jottings to develop knowledge and understanding. | • Rote count, using number names in order.<br>• Recognise numerals of significance and then more.<br>• Count objects using 1:1 correspondence.<br>• Understand the last number counted is the set number.<br>• Understand conservation of an amount.<br>• Use number sense to talk about numbers.<br>• Solve sharing problems.<br>• Develop an understanding of number facts and begin to recall these.<br>• Use mathematical jottings to support understanding.<br>• Understand addition and subtraction vocabulary.<br>• Use practical resources to solve additional and subtraction problems.<br>• Use a 5-frame, 10-frame, part whole model to support number sense. |
| in play | in group time | |