



EYFS Framework

The Early Years Foundation Stage framework is split into seven areas of learning. Three of these are known as the 'prime areas' and the other four areas are the 'specific' areas. The seven areas are then split into further strands as follows (shown in brackets).

Prime areas

- **Communication and language development** (listening, attention and understanding; speaking) This sets the foundations for literacy and is crucial to children being able to move onto literacy in the national curriculum.
- **Personal, social and emotional development** (self-regulation; managing self; building relationships). This area links with PSHE in the national curriculum. It is a very important part of EYFS and runs through most of what we do. This is how we foster social skills such as sharing, turn-taking, empathy for others, the ability to make and sustain relationships, confidence and independence, awareness of feelings, co-operation etc.
- **Physical development** (gross motor skills; fine motor skills). This area includes the development of gross motor skills needed for sports and physical health, and equally importantly the development of fine motor skills which are essential for children learning to hold a pencil, make marks with control and write.

Specific areas

- **Literacy** (comprehension; word reading; writing)
- **Mathematics** (number; numerical patterns)
- **Understanding The World** (past and present; people, culture and communities; the natural world). This area links with history, geography, science and RE in the National Curriculum.
- **Expressive Arts and Design** (creating with materials; being imaginative). This area links with art, music and design technology in the National Curriculum.

Each strand is associated with an Early Learning Goal (ELG). These are what we use to measure children against at the end of Reception (best fit model). In order to achieve a good level of development (GLD) at the end of foundation stage, children are expected to achieve the ELG's in the prime areas, along with those associated with Literacy and Mathematics.



Below is a brief summary of where the foundation stage ELG's fit into the National Curriculum subjects in Key Stages 1 and 2.

Maths

Mathematics educational programme (taken from the EYFS Framework 2021)

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 Mathematics

Early Learning Goal - Number:

- 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.

Early Learning Goal - Numerical patterns:

- 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`.



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Maths in the EYFS Framework



- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

In Reception, we aim to provide mainly hands-on, experiential learning opportunities - gradually progressing from concrete to pictorial to abstract methods, when appropriate.

In Foundation Stage children:

- Sing number songs and rhymes whilst learning to count forwards and backwards.
- Learn all about shapes and their properties so that they can describe them in simple terms.
- Use a range of equipment to explore capacity, weight, size and money in real-life situations (such as tape measures, balances, water toys, a till and real coins).
- Learn number facts such as number bonds and doubles to enable fast recall.
- Practise counting regular and irregular arrangements of objects accurately.
- Learn how to add two numbers together and how to subtract a small number from a bigger number.
- Have daily opportunities to practise their maths skills indoors and outdoors in child-led provision.
- Are taught how to write numerals.
- Play lots of games in order to practise counting and recognising quantities and numerals.
- Learn how to put numbers in the correct order on a number-line.
- Take part in reasoning and problem-solving activities appropriate to their age.