

EYFS F1 Maths End Points

Number and Numerical Patterns	Shape and Space	Measures	Pattern
<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. 	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity 	<ul style="list-style-type: none"> • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. <p>Sequencing</p> <ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

F1 Scaffolds / Keep-Up / Interventions

- Daily counting forwards and back
- Maths Meeting to develop quick recall
- Mastering Number sessions to develop a deep understanding of numbers and their composition (including subitising)

Children access activities and opportunities from weekly and medium-term curriculum through continuous provision and additional daily activities

EYFS F2 Maths End Points**Number**

- Have a deep understanding of number to 10
 - count out (make) and count amounts up to 10
 - make and recognise amounts with fingers, dice, numicon (with use of conceptual subitising)
 - understand the composition of each number (to 10) – with quick recall
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids)
 - number bonds up to 5
 - subtraction facts to 5
 - some number bonds to 10
 - double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system
 - understanding the rule of 29 – 30, 39 – 40, 49 – 50 etc.
- 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
 - know the odds and evens pattern of numbers
 - represent the odd and even pattern using visuals
 - recall double facts up to $5 + 5$
 - recall 1 more and 1 less (showing an understanding of the relationship between consecutive numbers)
 - recall how some quantities can be distributed equally between small groups (e.g. 4 shared by 2 is $2 - 4$ is made of 2 and 2; 9 shared by 3 is $3 - 9$ is made of 3 and 3 and 3)

F2 Scaffolds / Keep-Up / Interventions

- Daily counting forwards and back
- Daily Maths Meeting to develop quick recall
- Daily Mastering Number sessions to develop a deep understanding of numbers and their composition (including subitising)

Children access activities and opportunities from weekly and medium-term curriculum through continuous provision and additional daily activities