

EYFS Autumn 1 Maths Knowledge Organiser

Overview

-In maths, we study numbers, shapes and patterns..

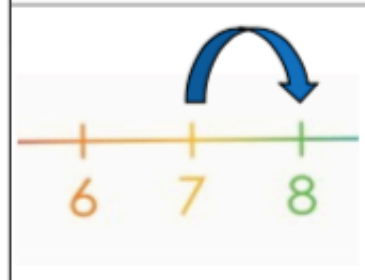
We need to use maths everyday, for example when telling the time, playing games, cooking, building, or for almost any type of work.

In EYFS, early maths knowledge focuses mostly on Numbers and Shape, Space and Measure.

This learning is a part of 'Mathematics' – one of the seven EYFS learning areas.



Counting



Digits
Sub-Area:
Numbers

-Numbers are what we use for counting and measuring. Numbers are made up of these digits (in order, from least to most):

0 1 2 3 4 5 6 7 8 9

-The digits can be used together and in different orders to show the amount of something.

Counting to 20
Sub-Area:
Numbers

-Numbers can be counted, beginning (in order) from 0 to 9.

-Once we count beyond 9, we need to start putting two digits together in order to create larger numbers, e.g. 10, 11, 12 etc. We should be able to count with numbers up to 20 by the end of Reception.

One More, One Less
Sub-Area:
Numbers

-We can use our knowledge of counting to work out one more or one less of an amount.
e.g. 'I have 7 apples. I am given 1 more. How many do I have now?' or 'Jake has 8 sweets, but gives 1 to Charlie. How many sweets does Jake have now?'/
We can use the objects to show this, or can work out the answer using a number line (see left).

At this early stage, ensure that children are counting real-life objects. They could start by counting objects that are identical before moving on to counting objects that have slight differences e.g. different colours, different sizes. Make sure that the objects are of the same type e.g. apples, cubes, books.

Encourage children to put objects into a line when counting so they have a clear start and end point. The five frame can be used to support children in lining up objects to count. It will also support children to **subitise** numbers within 5

Numerals may be introduced to children but they are not expected to write them at this stage. They could use informal jottings and/or drawing to record their thinking.