

EYFS Maths Curriculum Overview for Shape, Space & Measures

'Working together to achieve success'



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 ten-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.

Autumn	Spring	Summer
<p>Introduce 2D shapes (one shape each week) in line with number of the week approach e.g. circle = 1, triangle = 3 Learn the names of the 2D shapes: circle, triangle, square, rectangle, pentagon & hexagon</p> <p>Introduce informal & mathematical language to describe 2D shapes e.g. sides, corners, straight, curved, flat</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Talk about significant times of the day e.g. lunch, home, bed</p> <p>Within Continuous Provision:</p> <ul style="list-style-type: none"> • <i>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</i> • <i>Combine shapes to make new ones – an arch, a bigger triangle etc.</i> • <i>Create patterns & pictures with 2D shapes</i> • <i>Compare size, length, mass & capacity in real contexts, understanding the measurement & associated language</i> 	<p>Introduce 3D shapes (one shape each week)</p> <p>Learn the names of 3D shapes: sphere, cube, cuboid, cone & pyramid</p> <p>Teach use of language to describe 3D shapes e.g. solid, faces, edges, corners (vertices) & recognise the 2D shapes on their faces.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>Continue, copy and create repeating patterns made of objects, numbers & shapes.</p> <p>Within Continuous Provision:</p> <ul style="list-style-type: none"> • <i>Sort shapes according to their own criteria</i> • <i>Build & make models with 3 D shapes</i> • <i>Understand & use positional language, ordinal numbers & the language of movement/direction</i> 	<p>Sequence 2 or 3 familiar events & begin to describe a sequence of events, real or fictional, using words such as first, then, before, after, yesterday, tomorrow</p> <p>Learn the names of the days of the week & say them in order</p> <p>Learn to compare 3 objects for length using longer, shorter, taller, wider, narrower, longest, shortest, etc</p> <p>Learn to compare 2 objects for mass using heavier, lighter</p> <p>Learn to compare 2 then 3 containers for volume/capacity using more/less, most/least empty, full, nearly</p> <p>Understand conservation & use uniform non-standard units to measure length, mass, capacity</p> <p>Within Continuous Provision:</p> <ul style="list-style-type: none"> • <i>Understand that we need to pay for goods & talk about what they want to spend their money on</i> • <i>Explore different ways we can pay for things</i> • <i>Recognise 1p coins and some other coins</i> • <i>Use 1p coins to pay for objects</i> • <i>Use language to compare length, mass & capacity</i>