# EYFS Maths Workshop

## October 2026

TEACH
The Educational Alliance of Canford Heath

# Aims

- Early Learning Goal (ELGs)
- What your children are taught and how (CPA)
- Transition to Year 1
- Supporting your children with their learning

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# ELGs

## 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.

# Numerical Patterns

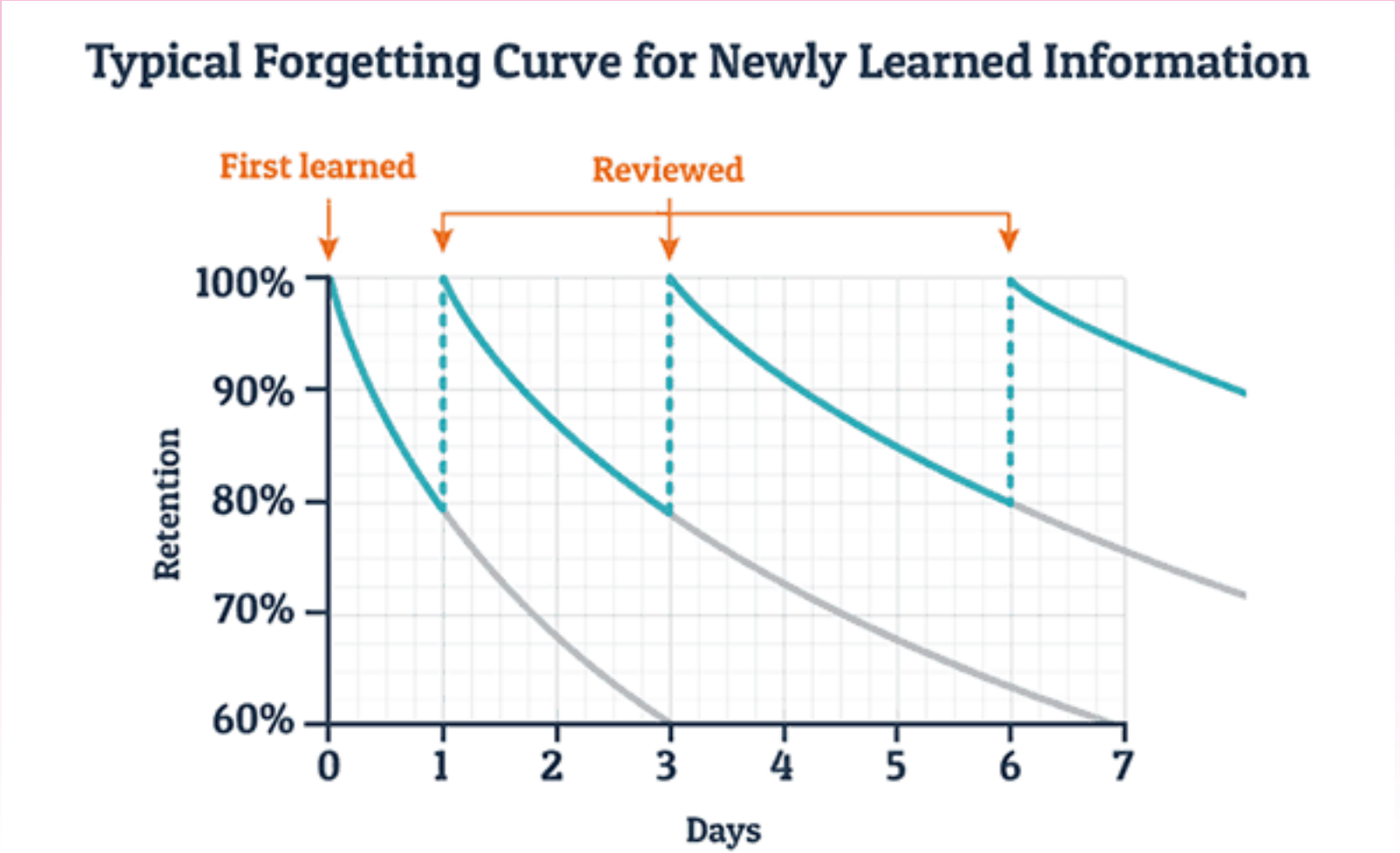
- Verbally count beyond 20, recognising the pattern of the counting system.

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

- Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities are distributed equally.

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# Prior Learning



# Automaticity

| EYFS | |
|---|---|
| Key Learning | Notes/ Date secured with automaticity |
| Count in ones to and beyond 20 | |
| Read and write numbers to 10 in numerals (Highlight in green when secure)<br>Read 1 2 3 4 5 6 7 8 9 10<br>Write 1 2 3 4 5 6 7 8 9 10 | |
| Subitise (recognise quantities without counting) up to 5 | |
| Know number bonds to 5 (automatic recall) | |
| Know other number bonds to 10 (automatic recall) | |
| Know some double facts | |

# Counting in EYFS

- Underpins success in all areas of maths
- Count forwards in ones beyond 20 and back from 20
- Recognise numbers to 20
- Play counting games
- Listen out for number pronunciation – teen and ty

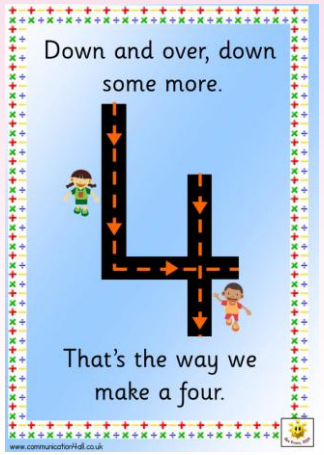


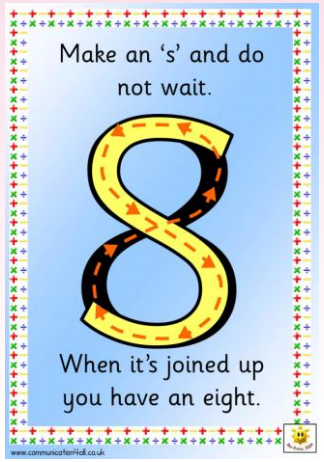
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# Number recognition

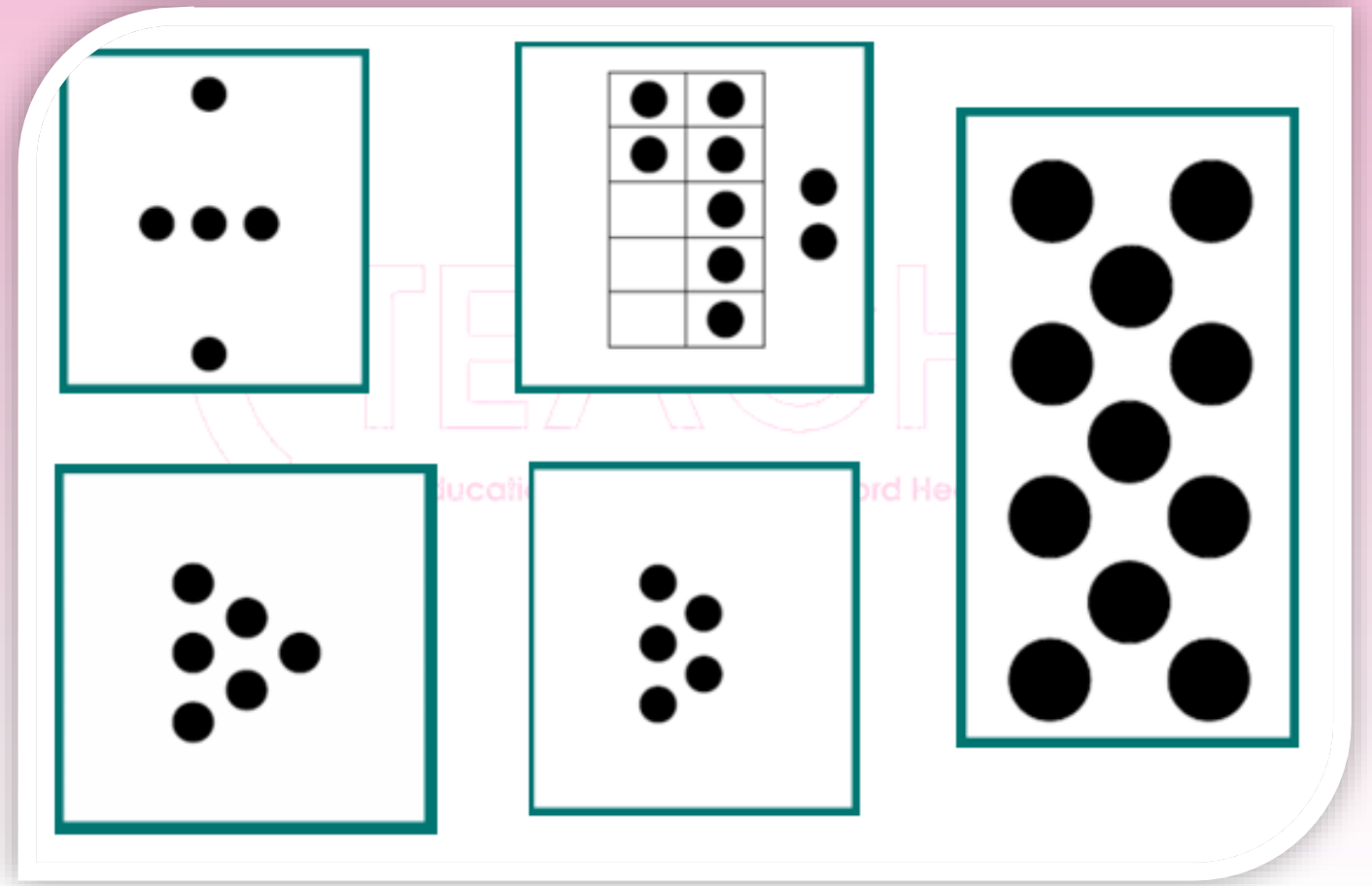
- Number rhymes - formation of numbers
- Flashcard number cards - number recognition
- Writing numbers with magic pens/ sand/ chalk



# Subitising

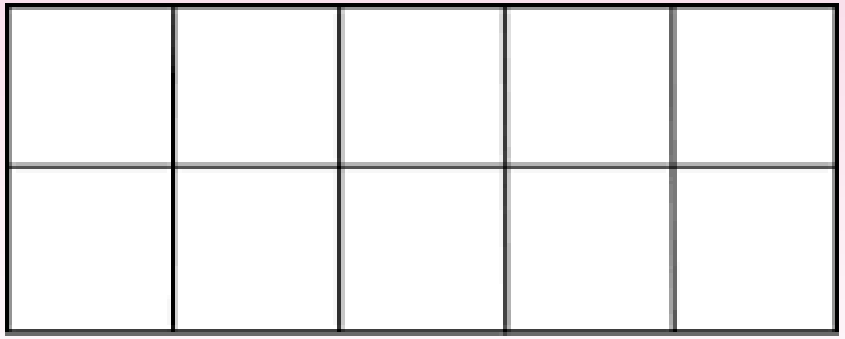


- Ability to see an amount of objects and know how many there are without counting.
- Pattern spotting, spatial patterns.
- Helps develop arithmetic strategies.
- Dot images, shown quickly.
- Use of fingers and other resources.

# Addition- concrete



- Starting with objects:
  - Numicon
  - Toys
  - First, then, now stories
  - 10s frames and counters
  - Counting all / count on from the greatest number



- Adding zero
- Adding two one digit numbers

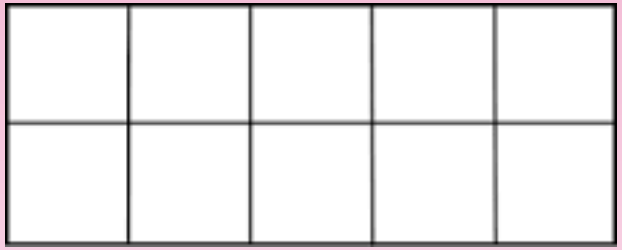
# Addition - pictoral

- Then encouraging pictorial representations by drawing objects or crosses

# Addition - abstract

- Progressing to abstract calculations – mentally:
  - Head and fingers
  - Doubles
  - Number bonds to 5 (10 after Christmas)

# Subtraction - concrete



- With objects:
  - Numicon
  - Toys
  - 10s frames and counters
  - First, then, now or bus stories

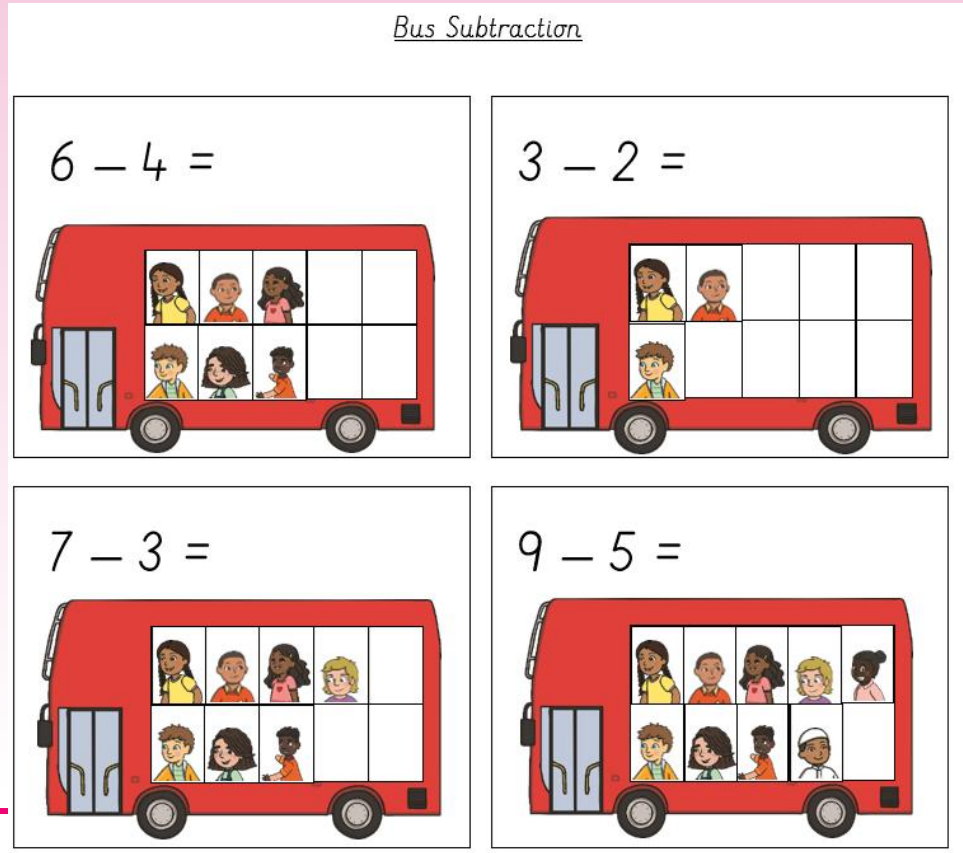




- Subtracting zero
- Subtracting a one digit number from another one digit number

# Subtraction - pictoral

- Drawing objects (the whole) and crossing off part
- Crosses, pictures

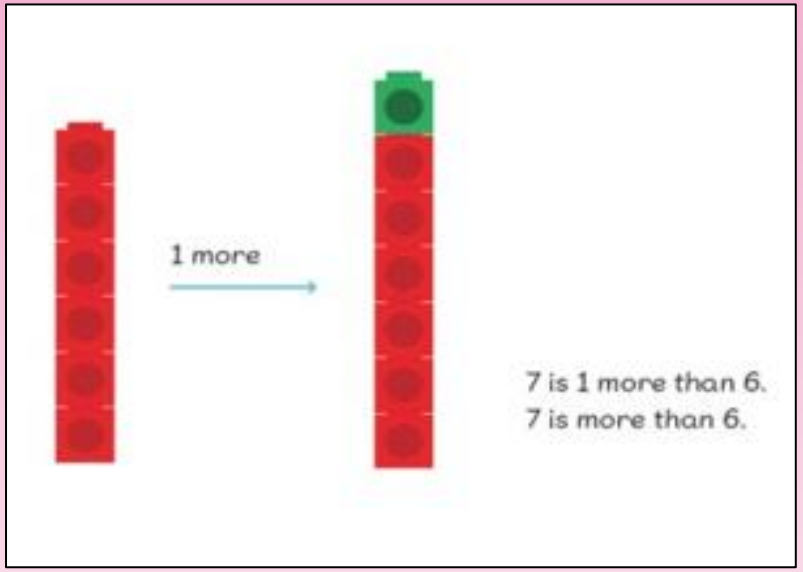


# Subtraction - abstract

- Progressing to abstract calculations – mentally:
  - Counting back from the greatest number
  - Head and fingers
  - Number bonds to 5

# Number

- Exploring odd and even numbers
- Ordering non-consecutive numbers
- Sharing
- Doubling sets of objects
- Learning number facts and using them
- 1 more and 1 less facts



# Transition to Year 1

- Lesson format (counting, fluency, input and main activity)
- Still using concrete resources
- Progressive and sequenced to build on learning
- Automaticity

# How could you help at home?

- Real life maths
- Practise counting on and back within 20
- Practise writing numbers and review any number reversals
- Learning news/ Home learning challenges – coming soon!
- Cbeebies clips 'Numberblocks'

Thank you for coming.

If you have any questions, please ask us.

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