



EYFS - Spring 1 - Maths Knowledge Organiser



What I will learn...

To learn that the number name zero and the numeral 0 can be used to represent the concept of 'nothing' or 'all gone'.

To continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity.

To explore the composition of 4 and 5— children will continue to develop the understanding that all numbers are made up of smaller numbers.

To compare mass— to use direct comparisons to describe different objects. Using the language heavy, heaviest, light, lighter than.

To investigate 6,7,8— counting principles, subitise, order and compare representations.

To make pairs—understanding a pair is two.

To combining two groups— combine two groups to find out how many altogether.

To explore height and length—begin to use language to describe objects.

Making a difference at home

- Use numbers in everyday life.
- Talk to your children about the numbers they can see in the environment.

Key Vocabulary

Subitise	Recognize a the amount of objects in a small group.
Representations	Using objects or jottings to display a number/ quantity.
Mass	To understand weight.
Compare	To think about similarities and differences.
Quantity	The amount of something.
Composition	How a number can be made up of several smaller numbers.
Height	The measurement of something from base to top.
Length	The measurement of something from end to end.
Part Whole Model	Simple pictorial representation of how learners can see a relationship

Making a difference at The Merton

Our **Mathematics** journey this term incorporates practical learning experiences that follow the early 'number sense' principles, that will allow the children to develop their fluency, problem solving and reasoning skills. The children will experience playful opportunities that allow them to develop their conceptual understanding of number, through concrete indoor and outdoor play experiences. Children will take a self-directed and active role in their learning through our 'Travel Agent' and 'Vegetable 'Market' role play area. Our natural environment will be used to explore number through number hunts; representing number and number patterns using natural resources; practising the formation of number symbols using sticks in the mud and investigate mathematical concepts such as 'more' and 'fewer' in our school grounds. Children will physically move and manipulate groups of resources into sub-groups to represent quantities, combine small groups to make a larger group and compare amounts. These play opportunities will form the foundations for the introduction of pictorial and abstract mathematical experiences.

