EYFS - Spring 1 - Maths Knowledge Organiser

What I already know...

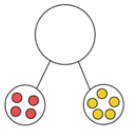
How to compare amounts.
How to compare size, mass and capacity.
How to find, subitise and represent 1, 2 and 3.
To understand and explore 1 more and 1 less.
How to explore the composition of 1, 2 and 3.
How to find, subitise and represent 4 and 5.
How to explore the composition of 4 and 5.
How to identify, compare and name shapes with 4 sides.
How to combine shapes with 4 sides.

What I will learn...

To know how to order and compare representations of 6 and 7.
To know how to combine amounts to 6 and 7.
To know how to find pairs.
To know how to make pairs.
To know double means twice as many.
To know 1 more than a number.
To know 1 less than a number.
To know how jotting can be used to present quantities and solve problems.
To be able to subitize to 10.
To know how to make direct comparisons of weight.
To know how to use the language heavy, heavier than, heaviest, light, lighter and lightest when comparing weight.
To know and understand how to make direct comparisons between full and empty.

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 between numbers.



Making a difference at The Merton and beyond

Our Mathematics journey this term incorporates practical learning experiences grounded in early 'number sense' principles, allowing children to develop their fluency, problem-solving, and reasoning skills. The children will engage in playful opportunities that help them build a strong conceptual understanding of number through hands-on indoor and outdoor experiences. Our natural environment will be used to explore number through activities such as number hunts, representing numbers and number patterns using natural materials, practising number formation with sticks in the mud, and investigating mathematical ideas such as 'more' and 'fewer' within our school grounds. Children will physically move and manipulate groups of resources into sub-groups to represent quantities, combine smaller groups to make a larger group, and compare amounts. These rich play experiences will form the foundations for introducing pictorial and abstract mathematical learning.