

**Early Years Foundation Stage Early Learning Goals 2021 matching chart**  
**Abacus to Early Learning Goals**

**Key:** (CM) Indicates a statement relates to a Carpet Maths activity in the week. The Early Learning Goals may not be relevant to the Whole Class and Small Group activities in that week.

<b>Abacus</b>			<b>EYFS Framework for England 2021</b>	
<b>Week</b>	<b>Weekly summary</b>	<b>Strand</b>	<b>Early Learning Goals</b>	<b>Development Matters</b>
1	This week is all about counting – chanting numbers in order up to 10 and then 20, counting items into a set, counting items taken from a larger set, matching a number of items to a numeral, matching written and spoken numerals and being able to count accurately using one-to-one correspondence. Children should also understand conservation of numbers and be able to count along a 1 to 6 number track.	Number and place value <b>(NPV)</b>	<b>ELG: Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> </ul> <b>ELG: Numerical patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>	<b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>Recite numbers past 5</li> <li>Say one number for each item in order: 1,2,3,4,5</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Show 'finger numbers' up to 5</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> </ul> <b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Link the number symbol (numeral) with its cardinal number value</li> </ul>



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Week	Weekly summary	Strand	Early Learning Goals	Development Matters
2	This week's learning is all about patterns. Children will copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions.	Problem solving, reasoning and algebra ( <b>PRA</b> )	<p><b>ELG: Number (CM)</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). (CM)</li> <li>Recite numbers past 5 (CM)</li> <li>Say one number for each item in order: 1,2,3,4,5 (CM)</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') (CM)</li> <li>Show 'finger numbers' up to 5. (CM)</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds (CM)</li> <li>Subitise (CM)</li> </ul>



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				<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Continue, copy and create repeating patterns</li> </ul> <p><b>Physical development</b>  <b>3 &amp; 4-year-olds:</b></p> <ul style="list-style-type: none"> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul>
3	This is another week about counting; chanting numbers in order up to 20, counting 10 items into a set, counting up to 10 items taken from a larger set, matching how many to a numeral and matching written and spoken numerals. Children will learn to count accurately using one-to-one correspondence and come to understand conservation of number. They will subitise numbers to 6, and count along a 1 to 10 number track.	Number and place value (NPV)	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5</li> <li>Say one number for each item in order: 1,2,3,4,5</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Show 'finger numbers' up to 5</li> <li>Link numerals and amounts: for example, showing the right</li> </ul>



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				number of objects to match the numeral, up to 5  <b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Subitise</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond ten</li> <li>Compare numbers</li> </ul>
4	This week, children are learning about the days of the week, reciting the names and beginning to order them. They will use language related to time such as 'yesterday', 'today', 'tomorrow', 'morning', 'afternoon', 'evening' and 'night'. They will see o'clock times in the context of their daily routine. Children will be introduced to the language of position, playing hide and seek with a teddy bear using key vocabulary such as 'in', 'on', 'over', 'under', 'beside', 'left' and 'right'.	Measurement (MEA)  Geometry: position and direction (GPD)	<b>ELG: Number (CM)</b> <ul style="list-style-type: none"> <li>Subitise (recognise quantities without counting) up to 5.</li> </ul> <b>ELG: Numerical patterns (CM)</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>	<b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>Understand position through words alone – for example, "The bag is under the table," –with no pointing.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> <b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>Count objects, actions and sounds (CM)</li> <li>Subitise (CM)</li> <li>Count beyond ten (CM)</li> </ul>



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				<p><b>Physical development</b>  <b>3 &amp; 4-year-olds:</b></p> <ul style="list-style-type: none"> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul> <p><b>Communication and language</b>  <b>Children in reception will:</b></p> <ul style="list-style-type: none"> <li>Learn rhymes, poems and songs (CM)</li> </ul>
5	<p>This week is all about introducing children to addition and subtraction. Children start the week by practising subitising numbers up to 6 using fingers and dots on a dice. They move on to find number pairs to 5 and then to 6 and are shown the addition number sentence that goes with each pair. They are introduced to simple subtractions using their number pairs and learn to recognise that adding and subtracting are inverse operations.</p>	<p>Number and place value  <b>(NPV)</b></p> <p>Mental addition and subtraction  <b>(MAS)</b></p>	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>



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				<ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Subitise</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond ten</li> <li>Compare numbers</li> <li>Explore the composition of numbers to ten</li> <li>Continue, copy and create repeating patterns</li> </ul> <p>Expressive arts and design  <b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>



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6	This week, children are exploring length and height, using the language associated with comparing and measuring. Children also begin to explore capacity using the terminology 'empty', 'half-full' and 'full'. They compare the capacities of different containers and explore capacities through play.	Measurement (MEA)	<p><b>ELG: Number (CM)</b></p> <ul style="list-style-type: none"> <li>• Subitise (recognise quantities without counting) up to 5.</li> </ul> <p><b>ELG: Numerical patterns (CM)</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Count up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (CM)</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.(CM)</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Subitise (CM)</li> <li>• Count beyond ten</li> <li>• Compare numbers</li> <li>• Compare length, weight and capacity</li> </ul>



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7	This week is another week about counting. Children are chanting numbers to 20 and beginning to chant numbers to 100. They count 10 items into a set and are beginning to count up to 20 items into a set. Children reinforce matching spoken numbers and written numerals to appropriate quantities. They count accurately using one-to-one correspondence and understand conservation of number. They learn to write numbers to 10 and begin to compare and order numbers to 10.	Number and place value (NPV)	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond ten</li> <li>Compare numbers</li> <li>Explore the composition of numbers to ten</li> </ul>





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8	This week, children will learn about 2D shapes, beginning to identify circles, triangles and rectangles including squares. They will begin to use appropriate language to describe simple 2D shapes. Children will also revise the days of the week and begin to learn the months of the year and the seasons, including key months when festivals and their birthdays occur.	Geometry: properties of shapes (GPS)  Measurement (MEA)	<b>ELG: Numerical patterns (CM)</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul> <b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>Count beyond ten (CM)</li> <li>Compare numbers (CM)</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> </ul>
9	This week is all about money. Children begin to recognise that coins have different values (they will buy more or less; are worth more or less). They begin to match real coins to amounts of money, e.g. 10p is ten 1p coins, 20p is twenty 1p coins. They begin to use money in small amounts to buy things, starting to realise that they can pay a given amount using different combinations of coins.	Measurement (MEA)	<b>ELG: Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> </ul> <b>ELG: Numerical patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5</li> <li>Compare quantities using language: 'more than', 'fewer than'</li> </ul> <b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers</li> </ul>



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			Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<ul style="list-style-type: none"> <li>Explore the composition of numbers to ten</li> </ul>
10	This week reinforces children's knowledge of spoken numbers and matching written numerals up to 10. They order numbers, count on and back from a given number and write numerals 1 to 10. They can also say one more and one less than a given number and understand the corresponding addition and subtraction number sentences.	Number and place value <b>(NPV)</b>  Mental addition and subtraction <b>(MAS)</b>	<b>ELG: Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> </ul> <b>ELG: Numerical patterns</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Solve real world mathematical problems with numbers up to 5</li> <li>Compare quantities using language: 'more than', 'fewer than'</li> </ul> <b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers</li> </ul>



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				<ul style="list-style-type: none"> <li>Explore the composition of numbers to ten</li> </ul>
11	<p>This week, the children return to counting. They count to 100 and compare and order numbers to 20. It is an opportunity to check that children can subitise numbers to 6, and that everyone understands conservation of number. Children estimate numbers of objects and images and begin to understand that teen numbers are 10 plus some more.</p>	<p>Number and place value  <b>(NPV)</b></p>	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul>



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			<ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Subitise</li> <li>Count beyond ten</li> <li>Compare numbers</li> <li>Explore the composition of numbers to ten</li> </ul>
12	Children play with, explore and identify patterns, including line symmetry in images and simple shapes. They create and extend repeating patterns involving two, three and four items, including sounds, images and objects. They identify simple linear patterns. Children recognise and identify odd and even numbers, and count in 2s from an even number.	Problem solving, reasoning and algebra ( <b>PRA</b> )	<p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (CM)</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.(CM)</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Count beyond ten</li> </ul>

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				<ul style="list-style-type: none"> <li>• Compare numbers</li> <li>• Explore the composition of numbers to ten</li> <li>• Continue, copy and create repeating patterns</li> </ul> <p>Physical development  <b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul> <p>Expressive arts and design</p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>



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13	Children will begin to partition sets of ten objects and learn the number pairs to 10. They will use dinosaurs to count and match objects to number sentences, beginning to use the language 'add', 'more than' and 'equals'. Children will also use practical activities and objects to double; they will read doubling stories. Children will be introduced to halving and have a teddy bears' picnic where everything is shared in half.	Number and place value (NPV)  Mental addition and subtraction (MAS)	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>Explore the composition of numbers to ten</li> </ul> <p>Expressive arts and design</p> <p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>



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14	Children learn how we can time events, and the fact that some events take longer than others. Gradually, they improve their understanding of how time is measured, and recognise units of time: seconds, minutes, hours, days, months and years. They recognise and identify common 3D shapes, learning to name cubes, spheres, cuboids, cones, pyramids and cylinders. They start to describe the properties of these 3D shapes, including the 2D shapes of their flat faces.	Measurement (MEA)  Geometry: properties of shapes (GPS)	<p><b>ELG: Number (CM)</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>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.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Compare numbers (CM)</li> <li>Explore the composition of numbers to ten (CM)</li> <li>Automatically recall number bonds for numbers 0-10 (CM)</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Compose and decompose shapes so that children can have other shapes within it, just as numbers can</li> </ul>



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15	Children explore lengths, heights and weights, learning to compare each of these using direct comparison. They lay lengths alongside each other, understanding the need for a baseline, and do the same with three items of different heights. They then learn to measure a length or height using a non-standard uniform unit, such as a crayon or footprint. Children compare items of the same size but different weight using balances, and then measure these using uniform non-standard units such as conkers or pebbles.	Measurement (MEA)	<p><b>ELG: Number (CM)</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>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.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Compare numbers</li> <li>Explore the composition of numbers to ten (CM)</li> <li>Automatically recall number bonds for numbers 0-10 (CM)</li> <li>Compare length, weight and capacity</li> </ul> <p>Understanding the world</p> <p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>





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Week	Weekly summary	Strand	Early Learning Goals	Development Matters
16	This week, children compare and order numbers to 20. We check that children can match a numeral to 20 with the same number of objects in a set. Children estimate numbers of objects and images and begin to understand that teen numbers are 10 plus some more.	Number and place value <b>(NPV)</b>  Mental addition and subtraction <b>(MAS)</b>	<b>ELG: Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> </ul> <b>ELG: Numerical patterns</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul> <b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>Subitise</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond ten</li> <li>Compare numbers</li> <li>Explore the composition of numbers to 10</li> </ul>



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Week	Weekly summary	Strand	Early Learning Goals	Development Matters
17	This week, children will familiarise themselves with coins and our money. They will begin to learn the value of coins, and to compare and order them according to value. They will learn their names and begin to play with money in a shop / bank / post office context.	Measurement <b>(MEA)</b>	<b>ELG: Numerical patterns (CM)</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>Count beyond ten</li> <li>Compare numbers</li> </ul> <p>Expressive arts and design <b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>
18	This week, children will rehearse comparing numbers to 10 and 20, and identify the largest and smallest set. They will relate this to the numerals. They will also rehearse ordering numbers to 10 and 20 using the pegged number line. They will identify the larger and the smaller of two numbers using position on the line as a guide. Then they move onto using a 1–20 number track to say the next number and the number before any number. They will relate this to one more and one less. They begin to write addition and subtraction sentences to match one more/less.	Number and place value <b>(NPV)</b>  Mental addition and subtraction <b>(MAS)</b>	<b>ELG: Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul>	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers</li> </ul> <p>Expressive arts and design <b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>



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Week	Weekly summary	Strand	Early Learning Goals	Development Matters
			<p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	
19	<p>This week, children are revisiting the days of the week, reciting the names and ordering them, and will use language related to time such as 'yesterday', 'today' and 'tomorrow'. They will begin to recognise o'clock times on analogue and digital clocks, and match these to key events in their daily routine and in stories. Children will also use the language of position and direction, including 'left' and 'right' in the context of games.</p>	<p>Measurement (MEA)</p> <p>Geometry: position and direction (GPD)</p>	<p><b>ELG: Numerical patterns (CM)</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>Understand position through words alone – for example, "The bag is under the table," –with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Count beyond ten (CM)</li> <li>Compare numbers (CM)</li> </ul>



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Week	Weekly summary	Strand	Early Learning Goals	Development Matters
				<ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns (CM)</li> </ul>
20	<p>This week is all about partitioning numbers and finding pairs of numbers that total the number. The children begin to learn their bonds to 5, 6, 7, 8 and 10. They also start matching sets of objects to addition sentences, and begin to see that addition is commutative, i.e. <math>5 + 3</math> is the same as <math>3 + 5</math>. Children are also introduced to the subtraction sign, using knowledge of bonds (if appropriate for your class).</p>	<p>Number and place value <b>(NPV)</b></p> <p>Mental addition and subtraction <b>(MAS)</b></p>	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>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.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>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 up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Compare numbers</li> <li>Explore the composition of numbers to 10</li> </ul>



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Week	Weekly summary	Strand	Early Learning Goals	Development Matters
21	Children count to 100 as a whole class and begin to count further independently. They write numbers to make the longest counting snake ever! Children rehearse the fact that teen numbers are made of 10 and some more and write addition sentences to show this. They also blast off to space to explore planets and rehearse counting back from 20, reinforcing the order of numbers to 20.	Number and place value (NPV)	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Recite numbers past 5</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond ten</li> <li>Compare numbers</li> <li>Explore the composition of numbers to 10</li> </ul>



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Week	Weekly summary	Strand	Early Learning Goals	Development Matters
22	This week will focus on common 2D and 3D shapes. Children distinguish between solid (3D) shapes and flat (2D) shapes. They explore the properties of 2D shapes, looking at their sides (straight or curved), the number of corners and whether they are symmetrical. They then explore the properties of 3D shapes, looking at whether they slide or roll, or can do both. Children look at the faces and vertices of the shapes, and at whether they can stack or not. The week summarises and concludes all the work on shape in Early Years Foundation Stage.	Geometry: properties of shapes <b>(GPS)</b>	<b>ELG: Numerical patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> </ul> <b>Children in reception will be learning to</b> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Compose and decompose shapes so that children can have other shapes within it, just as number can</li> </ul>
23	Children double numbers to 5 and halve even numbers to 10, using objects, the image of twins and balancing scales. They share objects between two children, begin to see this as halving, and then share objects between four children.	Number and place value <b>(NPV)</b>  Problem solving, reasoning and algebra <b>(PRA)</b>  Mental multiplication and division <b>(MMD)</b>	<b>ELG: Number</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>ELG: Numerical patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one</li> </ul>	<b>Children in reception will be learning to</b> <ul style="list-style-type: none"> <li>Compare numbers</li> <li>Explore the composition of numbers to 10</li> <li>Automatically recall number bonds for numbers 0-10</li> <li>Continue, copy and create repeating patterns</li> </ul>



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Week	Weekly summary	Strand	Early Learning Goals	Development Matters
			quantity is greater than, less than or the same as the other quantity. <ul style="list-style-type: none"> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
24	In this week, children begin to learn to count in 2s, 5s and 10s. They count sets of objects, including fingers, using 'clever counting' instead of counting in 1s. They learn the pattern of counting 2s, 5s and 10s, recognising that 10s numbers, for example, all end in 0. They sort numbers into odd and even numbers, and revisit doubles and halves.	Number and place value <b>(NPV)</b>  Problem solving, reasoning and algebra <b>(PRA)</b>	<b>ELG: Number</b> <ul style="list-style-type: none"> <li>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</li> </ul> <b>ELG: Numerical patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<b>Children in reception will be learning to</b> <ul style="list-style-type: none"> <li>Explore the composition of numbers to 10</li> <li>Automatically recall number bonds for numbers 0-10</li> <li>Continue, copy and create repeating patterns</li> </ul>



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Week	Weekly summary	Strand	Early Learning Goals	Development Matters
25	This week, children revisit the days of the week, making sure that they know these and can put them in order. They also talk about how we measure time in different ways, and come to understand units: months, days, weeks, hours, minutes and seconds. They learn to recognise o'clock times on analogue and digital clocks, and match these to key events in their daily routine and in stories.	Measurement (MEA)	<p><b>ELG: Number (CM)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul> <p><b>Children in reception will be learning to</b></p> <ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Compare numbers</li> <li>Automatically recall number bonds for numbers 0-10 (CM)</li> </ul>
26	This week is all about counting, ensuring all children can count on and back to/from any number to 20. Children also rehearse counting to 100 and begin to cement in the patterns of numbers in the count and the special 'tens' numbers. They are introduced to counting in 10s to 100.	Number and place value (NPV)	<p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>	<p><b>Children in reception will be learning to</b></p> <ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns</li> </ul>





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27	Children find one more and one less than numbers up to 20, linking this to adding and subtracting 1. They count on 2, 3 or 4 from a hidden quantity (e.g. cars in a car park, pennies in a tin, bears in a cave) so that they cannot recount the first quantity but must add by counting on. They count back where the remaining quantity is hidden in order to encourage counting back. They read and match number sentences to practical problems. A number track is used to support counting on to give totals up to 20 and counting back from numbers up to 20.	Number and place value <b>(NPV)</b>  Mental addition and subtraction <b>(MAS)</b>  Problem solving, reasoning and algebra <b>(PRA)</b>	<b>ELG: Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>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.</li> </ul> <b>ELG: Numerical patterns</b> <ul style="list-style-type: none"> <li>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 up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<b>Children in reception will be learning to</b> <ul style="list-style-type: none"> <li>Count beyond ten</li> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>Continue, copy and create repeating patterns</li> </ul> Expressive arts and design <b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>



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Week	Weekly summary	Strand	Early Learning Goals	Development Matters
28	The first three days this week are about money. Children revise and learn all the coins from 1p to £2. They name, describe and begin to order the coins according to value. They move on to making small amounts and making the value of a coin using other coins. The final two sessions teach children to subtract by counting back. They subtract small amounts (1–3) by counting back on their fingers. They begin to recognise and write subtraction sentences.	Measurement (MEA)  Mental addition and subtraction (MAS)	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>ELG: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Children in reception will be learning to</b></p> <ul style="list-style-type: none"> <li>Compare numbers</li> <li>Understand the 'one more than/one less than relationship between consecutive numbers</li> </ul>
29	Children explore measures: lengths, weights and capacities, learning to compare each of these using direct comparison. In each case, they then progress to using uniform non-standard units to measure a length, height, capacity or weight. They are encouraged to move on to compare more than two lengths using uniform non-standard units.	Measurement (MEA)	<p><b>ELG: Numerical patterns (CM)</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity</li> </ul> <p><b>Children in reception will be learning to</b></p> <ul style="list-style-type: none"> <li>Compare numbers</li> <li>Compare length, weight and capacity</li> </ul>



Abacus			EYFS Framework for England 2021	
Week	Weekly summary	Strand	Early Learning Goals	Development Matters
30	Children partition five, six and ten objects into two groups in order to find all the pairs of numbers with totals of 5, 6 and 10. The matching additions are recorded and read. Children count on 1, 2, 3 or 4 from any number to give totals up to 20, and begin to count back 1, 2 or 3 from numbers up to 20.	Number and place value <b>(NPV)</b>  Mental addition and subtraction <b>(MAS)</b>	<b>ELG: Number</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>ELG: Numerical patterns</b> <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<b>Children in reception will be learning to</b> <ul style="list-style-type: none"> <li>Compare numbers</li> <li>Explore the composition of numbers to 10</li> <li>Automatically recall number bonds for numbers 0-10</li> </ul>