

EYFS Mathematics Curriculum Progression Overview

Mathematics						
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.						
	Count confidently	Deep understanding of numbers to 10 Relationships between and patterns within those numbers	Build and apply understanding of number Varied opportunities using manipulatives, including tens frames	Spatial reasoning skills Including shape, space and measures	Patterns, relationships and connections	Secure base of knowledge and vocabulary from which mastery of maths is built

EYFS Mathematics Curriculum Progression Overview

Nursery Curriculum	<ul style="list-style-type: none"> Securely recite numbers 1-5. Begin to recite numbers past 5 through rhymes, songs and games. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). 	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Link numerals and amounts: showing the right number of objects to match the numeral, up to 5. 	<ul style="list-style-type: none"> Show 'finger numbers' up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language (more than, fewer than). Solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity. Talk about and explore 2D and 3D shapes using informal and mathematical language: (sides, corners, straight, flat, round). Understand position through words alone with no pointing. Describe a familiar route. Discuss routes and locations, using positional words (in front of, behind). Select shapes appropriately (flat surface for stacking, a triangular prism for a roof). Combine shapes to make new ones (different or larger shape). 	<ul style="list-style-type: none"> Talk about and identify the patterns around them (e.g. stripes on clothes, designs on rugs). Use informal language (pointy, spotty, wavy) to describe patterns. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional (first, then, next). 	
--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

EYFS Mathematics Curriculum Progression Overview

Nursery Curriculum Endpoints	<ul style="list-style-type: none"> Verbally count numbers in order from 1-5. Know and use number names from 6-10. Count objects 15, pointing to individual objects to demonstrate knowledge of 1:1 correspondence. Know the total number when counting a group of objects. 	<ul style="list-style-type: none"> Subitise objects up to 3, with the knowledge that re-arranging objects does not change the number. Count a number of objects up to 5 and match the numeral to each number. 	<ul style="list-style-type: none"> Count on fingers 1 – 5 and begin to show total numbers on fingers up to 5. Make marks to record numbers when counting objects and begin to write numerals 1 – 5. Compare the number of 2 groups of objects using appropriate language. Solve mathematical problems during daily routines and independent learning in interactions with adults. 	<ul style="list-style-type: none"> Compare objects using informal language to explain what they can see. Name and describe simple 2D shapes. Begin to see 2D shapes in faces of 3D shapes. Use positional language in interactions with adults. Demonstrate understanding of position and familiar routes through adult interactions. Demonstrate use of appropriate 2D and 3D shapes, beginning to join them together, during adult led and independent learning. 	<ul style="list-style-type: none"> Talk about patterns in the environment and describe them using informal language. Complete repeating patterns and correct a deliberate mistake created during adult interactions. Retell an event using sequential language, in response to adult questions. 	<ul style="list-style-type: none"> Develop an interest in mathematics through practical activities and adult interactions. Talk to adults and peers about mathematical things they notice during daily routines, songs and stories. Begin to use mathematical vocabulary to express ideas. Be willing to ‘have a go’ at mathematical activities in a variety of contexts.
Reception Curriculum	<ul style="list-style-type: none"> Count objects, actions and sounds. Count beyond ten. Develop understanding of increasing quantity. 	<ul style="list-style-type: none"> Subitise. Understand the one more than/one less than relationship between consecutive numbers. Automatically recall number bonds for numbers 0–5 and some to 10. 	<ul style="list-style-type: none"> Link the numeral with its cardinal number value. Compare numbers: quantities and even distribution (sharing). Use vocabulary to compare numbers: more than, less than, fewer, the same as, equal to. 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes to recognise a shape can have other shapes within it (as numbers can). Compare length, weight and capacity. 	<ul style="list-style-type: none"> Explore the composition of numbers to 10: number bonds, doubles, odd and even numbers. Continue, copy and create repeating patterns. Describe a sequence of events, real or fictional (first, then, next, after, last). 	

EYFS Mathematics Curriculum Progression Overview

Reception Curriculum Endpoints	<ul style="list-style-type: none"> Verbally count numbers in order between 1 – 10, forwards and backwards. Verbally count numbers between 1 - 10, forwards and backwards, with different starting points. Verbally count beyond 20, identifying multiples of 10. Count concrete, pictorial and abstract representations of up to 10 objects with accuracy. 	<ul style="list-style-type: none"> Subitise objects up to 5 speedily, with a variety of arrangements. Begin to subitise numbers from 6 – 10. Understand the order of numbers between 1 – 10 to identify one more/one less and begin to identify a number between two numbers. Verbally state knowledge of number bonds and doubles, in response to questions, without the use of practical resources. 	<ul style="list-style-type: none"> Understand that a numeral is a written representation of the cardinal number value. Understand the difference between numbers, using appropriate vocabulary to describe and compare quantities and items evenly distributed. 	<ul style="list-style-type: none"> Name and describe 2D shapes, explaining some of their properties. Understand the difference between 2D and 3D shapes. Demonstrate knowledge of the properties of 2D and 3D shapes. Demonstrate use of 2D and 3D shapes, joining them together and naming and explaining new shapes created. Compare and order objects using mathematical language to explain understanding. (length, weight and capacity). 	<ul style="list-style-type: none"> Demonstrate the composition of number using a range of practical resources. Use subitising skills to count and identify groups within numbers (number bonds, doubles, repeating patterns). Verbally describe composition to explain patterns and relationships with number (number bonds, doubles, odd/even numbers). Describe and create repeating patterns, correcting any errors. Retell an event using sequential language, in the correct order. 	<ul style="list-style-type: none"> Develop a positive attitude and interest in mathematics. Communicate mathematical ideas during taught sessions and daily routines. Discuss mathematical observations with adults and peers. Explain thinking using mathematical vocabulary and stem sentences. Be willing to 'have a go' without fear of making mistakes.
Early Learning Goals	<p>ELG: Number</p> <ul style="list-style-type: none"> 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. 			<p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> 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. 		

EYFS Mathematics Curriculum Progression Overview

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