

## EYFS Mathematics Curriculum Progression Overview

<b>Mathematics</b> Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.						
Statutory Framework Sept 2021	<b>Count confidently</b>	<b>Deep understanding of numbers to 10</b> Relationships between and patterns within those numbers	<b>Build and apply understanding of number</b> Varied opportunities using manipulatives, including tens frames	<b>Spatial reasoning skills</b> Including shape, space and measures	<b>Patterns, relationships and connections</b>	<b>Secure base of knowledge and vocabulary from which mastery of maths is built</b>
Nursery Curriculum	<ul style="list-style-type: none"> <li>Securely recite numbers 1-5.</li> <li>Begin to recite numbers past 5 through rhymes, songs and games.</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> </ul>	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually (subitising).</li> <li>Link numerals and amounts: showing the right number of objects to match the numeral, up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>Show 'finger numbers' up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Compare quantities using language (more than, fewer than).</li> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Talk about and explore 2D and 3D shapes using informal and mathematical language: (sides, corners, straight, flat, round).</li> <li>Understand position through words alone with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using positional words (in front of, behind).</li> <li>Select shapes appropriately (flat surface for stacking, a triangular prism for a roof).</li> <li>Combine shapes to make new ones (different or larger shape).</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and identify the patterns around them (e.g. stripes on clothes, designs on rugs).</li> <li>Use informal language (pointy, spotty, wavy) to describe patterns.</li> <li>Extend and create ABAB patterns.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional (first, then, next).</li> </ul>	

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

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