**Progression of Skills- Maths (EYFS)**

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|  | Nursery  Autumn | Nursery  Spring | Nursery  Summer | Reception  Autumn | Reception  Spring | Reception  Summer |
| Maths | Children will:  Take part in finger rhymes with numbers  Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  Say some numbers in sequence.  Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.  Build with a range of resources.  Complete inset puzzles  Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.  Notice patterns and arrange things inpatterns. | Children will:  Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Experiment with their own symbols and marks as well as numerals.  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’.  Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.  Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.  Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Children will:  Show ‘finger numbers’ up to 5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: ‘more than’, ‘fewer than’.  Experiment with their own symbols and marks as well as numerals.  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  Combine shapes to make new ones – an arch, a bigger triangle, etc.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | Children will:  **Count objects, actions, and sounds.** 1-1 correspondence to 10 Recognise the cardinal counting principle (say how many there are after counting)  Count out up to 6 from a larger amount  **Subitise.**  Perceptual up to 5 including irregular arrangements  **Link the number symbol (numeral) with its cardinal number value.** Up to 5 including dot quantities and tens’s frame arrangement  **Count beyond ten**. Count verbally up to 15 and beyond  **Compare numbers.**  Use amounts double or more  Use words such as greater than/more than, less than/fewer than, same as/equal to.  Up to 5  **Understand the ‘one more than/one less than’ relationship between consecutive numbers**  Up to 5  **Explore the composition of numbers to 10.**  Composition of 2,3,4 and 5  **Automatically recall number bonds for numbers 0–5**  **Explore and represent patterns of numbers up to 10** Recognise doubles of numbers to 5 Odd and even numbers to 5  **Select, rotate and manipulate shapes to develop spatial reasoning skills.**  **Continue, copy and create repeating patterns.**  **Compare length, weight and capacity.**  ELG Number Have a deep understanding of numbers to 5, including composition of each number Subitise up to 5  regular arrangement Automatically recall number bonds up to 5  Numerical Patterns Verbally count beyond 15 Compare quantities up to 10 (double or more difference) Explore and represent patterns within numbers up to 10 ( evens and odds, double facts up to 5) | Children will:  **Count objects, actions, and sounds.** 1-1 correspondence to 10 and beyond including irregular amounts and amounts that cannot be moved  Recognise the cardinal counting principle (say how many there are after counting)  Count out up to 10 from a larger amount  **Subitise.**  Conceptual up to 8  **Link the number symbol (numeral) with its cardinal number value.** Up to 10 including dot quantities and tens’s frame arrangement  **Count beyond ten**. Count verbally up to 20 and beyond  **Compare numbers.**  Use amounts closer together, recognise same Use words such as greater than/more than, less  than/fewer than, same as/equal to. Up to 8  **Understand the ‘one more than/one less than’ relationship between consecutive numbers**  Up to 10  **Explore the composition of numbers to 10.**  Composition of 6,7 and 8  **Automatically recall number bonds for numbers 0-8** including subtraction facts 0-5  **Explore and represent patterns of numbers up to 10** Recognise doubles of numbers to 8 Odd and even numbers to 8 Explore how quantities can be distributed equally.  **Select, rotate and manipulate shapes to develop spatial reasoning skills.**  **Compose and decompose shapes so that children recognise a shape can**  **have other shapes *within* it, just as numbers can.**  **Continue, copy and create repeating patterns.**  **Compare length, weight and capacity.**  ELG Number Have a deep understanding of numbers to 8, including composition of each number Subitise up to 5 Irregular arrangement Automatically recall number bonds up to 8  Numerical Patterns Verbally count beyond 20 Compare quantities up to 10 (close difference) Explore and represent patterns within numbers up to 10 (evens and odds, double facts up to 8, explore how quantities can be distributed equally) | Children will:  **Count objects, actions, and sounds.** 1-1 correspondence to 10 and beyond including irregular amounts and amounts that cannot be moved  Recognise the cardinal counting principle (say how many there are after counting)  Count out up to 10 from a larger amount  **Subitise.**  Conceptual up to 10  **Link the number symbol (numeral) with its cardinal number value.** Up to 10 including dot quantities and tens’s frame arrangement  **Count beyond ten**. Count verbally up to 20 and beyond  **Compare numbers.**  Use amounts closer together, recognise same Use words such as greater than/more than, less  than/fewer than, same as/equal to. Up to 10  **Understand the ‘one more than/one less than’ relationship between consecutive numbers**  Up to 10  **Explore the composition of numbers to 10.**  Composition of number 0-10  **Automatically recall number bonds for numbers 0-10** including subtraction facts 0-5  **Explore and represent patterns of numbers up to 10** Recognise doubles of numbers to 10 Odd and even numbers to 10 Explore how quantities can be distributed equally.  **Select, rotate and manipulate shapes to develop spatial reasoning skills.**  **Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.**  **Continue, copy and create repeating patterns.**  **Compare length, weight and capacity.**  ELG Number Have a deep understanding of numbers to 10, including composition of each number Subitise up to 5 Irregular arrangement Automatically recall number bonds up to 10  Numerical Patterns Verbally count beyond 20 Compare quantities up to 10 (close difference) Explore and represent patterns within numbers up to 10 (evens and odds, double facts up to 10, explore how quantities can be distributed equally) |

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| **Number and Place Value** | **End of EYFS** | **Year 1** |
| * Count reliably with numbers from 1 to 20 * Count reliably with numbers from 1 to 2 * *Recognise numbers from 1-20* * *Read numbers from 1-20 in numerals* * *Recognise numbers from 1-20* * *Read numbers from 1-20 in numerals* * Place the numbers 1 to 20 in order * Say the number which is one more or one less than a given number (*within 20*) * Recognise, create, and describe patterns * Solve problems | * Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number * Count in multiples of twos, fives and ten * Read and write numbers to 100 in numerals * Read and write numbers from 1 to 20 in numerals and words * *Begin to recognise the place value of numbers beyond 20 (tens and ones)* * Identify and represent numbers using objects and pictorial representations including the number line * Use the language of: equal to, more than, less than (fewer), most, leas * Given a number, identify one more and one less * *Recognise and create repeating patterns with numbers* * *Identify odd and even numbers linked to counting in twos from 0 and 1* * *Solve problems and practical problems involving all the above* |
| **Number – addition and subtraction** | * Understand addition as combining two or more groups to make a larger group * Understand subtraction as take away * Begin to record number stories using number sentences * Know number bonds to 10 * Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer * Solve problems | * Read, write, and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs * Represent and use number bonds and related subtraction facts within 20 * Add and subtract one- digit and two-digit numbers to 20, including zero *(using concrete objects and pictorial representations)* * Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =≤- 9 |
| **Number – Multiplication and Division** | * Understand that doubling is adding the same number to itself and that it is multiplying by 2 * Understand that halving is sharing into two equal portions and that this is dividing by 2 * Solve problems involving doubling, halving and sharing | * Recall and use doubles of all numbers to 10 and corresponding halves * Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher |
| **Number – fractions** | * Understand that halving is sharing into two equal portions and that this is dividing by 2 | * Understand that a fraction can describe part of a whole * Understand that a unit fraction represents one equal part of a whole * Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure) * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure) |
| **Geometry – properties of shapes** | * Begin to use mathematical names for ‘flat’ 2-D shapes, and mathematical terms to describe shapes * Select a particular named 2-D shape * Begin to use * mathematical names for ‘solid’ 3-D shapes, and mathematical terms to describe shapes * Select a particular named 3-D shape | * Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles * Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres |
| **Geometry – position and direction** | * No equivalent objective in EYFS * No equivalent objective in EYFS * Recognise, create, and describe patterns | * Describe movement, including whole, half, quarter and three- quarter turns * Describe position and direction * *Recognise and create repeating patterns with objects and shapes* |
| **Statistics** | * N/A | * *Recognise and create repeating patterns with objects and shapes* * *Present and interpret data in block diagrams using concrete materials* * *Ask and answer simple questions by counting the number of objects in each category* * *Ask and answer questions by comparing categorical data* |
| **Measurement** | * Use everyday language to talk about size, distance, weight, capacity, and time * Use everyday language to compare quantities and objects * Use everyday language to talk about time * Use everyday language to talk about time * Use everyday language to talk about time * Use everyday language to talk about money | * Measure and begin to record:   + lengths and heights, * *using non-standard and then manageable standard units (m/cm) -* mass/weight, *using non-standard and then manageable standard units (kg/g)*    + capacity and volume * *using non-standard and then manageable standard units (litres/ml)* - time (hours/ minutes/seconds) *within children’s range of counting competence* * Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer /shorter, tall/short, double/half) - mass/weight (for example, heavy/ light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later) * Recognise and use language relating to dates, including days of the week, weeks, months and years Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening * Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times * Recognise and know the value of different denominations of coins and notes |