

EYFS Maths Curriculum

Progression

Last Updated Sep 2024

<p>EYFS Curriculum – Early Learning Goals <i>(Additional Progression Guidance where appropriate in Italics)</i></p>	<p>White Rose EYFS Nursery Curriculum</p>	<p>White Rose EYFS Reception Curriculum</p>	<p>National Curriculum Objectives Year 1</p>
<p>Mathematics: 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. <p>Mathematics: 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. <p>Development Matters – 3 and 4-Year-Olds Mathematics</p> <ul style="list-style-type: none"> • 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. • Know that the last number reached when counting a small set of 	<p>Counting 1</p> <ul style="list-style-type: none"> - Heat and say number names <p>Counting 2</p> <ul style="list-style-type: none"> - Begin to order number names <p>Subitising 1</p> <ul style="list-style-type: none"> - I see 1, 2, 3 <p>Subitising 2</p> <ul style="list-style-type: none"> - Show me 1, 2, 3 <p>Counting 3</p> <ul style="list-style-type: none"> - Move and label 1, 2, 3 <p>Counting 4</p> <ul style="list-style-type: none"> - Take and give 1, 2, 3 <p>Subitising 3</p> <ul style="list-style-type: none"> - Talk about dots <p>Subitising 4</p> <ul style="list-style-type: none"> - Make games and actions <p>Counting 5</p> <ul style="list-style-type: none"> - Show me 5 <p>Counting 6</p> <ul style="list-style-type: none"> - Stop at 1, 2, 3, 4, 5 	<p>Autumn: Match, sort and compare</p> <ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts <p>Autumn: It's me, 1, 2, 3</p> <ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 <p>Autumn: 1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1 – 5 <p>Spring: Alive in 5</p> <ul style="list-style-type: none"> • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more 	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words.

<p>objects tells you how many there are in total ('cardinal principle').</p> <ul style="list-style-type: none"> • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 		<ul style="list-style-type: none"> • 1 less • Composition • Conceptual subitising to 5 <p>Spring: Growing 6, 7, 8</p> <ul style="list-style-type: none"> • Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs – odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising <p>Spring: Building 9 and 10</p> <ul style="list-style-type: none"> • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd <p>Summer: To 20 and Beyond</p> <ul style="list-style-type: none"> • Build numbers beyond 10 (10 – 13) • Continue patterns beyond 10 (10 – 13) • Build numbers beyond 10 (14 – 20) • Continue patterns beyond 10 (14 – 20) • Verbal counting beyond 20 • Verbal counting patterns <p>Summer: Make connections</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships 	
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<p>Mathematics: Number</p> <ul style="list-style-type: none"> 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>Mathematics: Numerical Patterns</p> <ul style="list-style-type: none"> 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. <p><i>Development Matters – 3 and 4-Year-Olds</i></p> <p>Mathematics</p> <ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. 	<p>Comparison 1</p> <ul style="list-style-type: none"> More than, fewer than, same <p>Comparison 2</p> <ul style="list-style-type: none"> Compare and sort collections <p>Comparison 3</p> <ul style="list-style-type: none"> Match, sort, compare 	<p>Autumn: It's me, 1, 2, 3</p> <ul style="list-style-type: none"> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 <p>Autumn: 1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1 – 5 <p>Spring: Alive in 5</p> <ul style="list-style-type: none"> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 <p>Spring: Growing 6, 7, 8</p> <ul style="list-style-type: none"> Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising <p>Spring: Building 9 and 10</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> 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. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. <p>Multiplication and Division</p> <ul style="list-style-type: none"> 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.
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Summer: How many now?

- Add more
- How many did I add
- Take away
- How many did I take away?

Summer: Sharing and grouping

- Explore sharing
- Sharing
- Explore grouping
- Grouping
- Even and odd sharing
- Play with and build doubles

Summer: Make connections

- Deepen understanding
- Patterns and relationships

<p>Mathematics: Shape, Space and Measures</p> <p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p> <p>Development Matters – 3 and 4-Year-Olds Mathematics</p> <ul style="list-style-type: none"> • <i>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’.</i> • <i>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’.</i> • <i>Make comparisons between objects relating to size, length, weight and capacity.</i> • <i>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.</i> • <i>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. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of</i> 	<p>Shape, space and measure 1</p> <ul style="list-style-type: none"> - Explore and build with shape and objects <p>Pattern 1</p> <ul style="list-style-type: none"> - Explore repeats <p>Pattern 2</p> <ul style="list-style-type: none"> - Join in with repeats <p>Shape, space and measure 2</p> <ul style="list-style-type: none"> - Explore position and space <p>Shape, space and measure 3</p> <ul style="list-style-type: none"> - Explore position and routes <p>Pattern 3</p> <ul style="list-style-type: none"> - Explore patterns <p>Shape, space and measure 4</p> <ul style="list-style-type: none"> - Match, talk, push and pull <p>Pattern 4</p> <ul style="list-style-type: none"> - Lead on own repeats <p>Shape, space and measure 5</p> <ul style="list-style-type: none"> - Start to puzzle <p>Pattern 5</p> <ul style="list-style-type: none"> - Making patterns together <p>Pattern 6</p> <ul style="list-style-type: none"> - My own pattern 	<p>Autumn: Talk about Measure and Patterns</p> <ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns <p>Autumn: Circles and Triangles</p> <ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position <p>Autumn: Shapes with 4 sides</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night <p>Spring: Mass and Capacity</p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity • Compare capacity <p>Spring: Length, height and time</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time <p>Spring: Explore 3D shapes</p> <ul style="list-style-type: none"> • Recognise and name 3-D shapes • Find 3-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment <p>Summer: Manipulate, compose and decompose</p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes 	<p>Measurement</p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) <p>Measure and begin to record:</p> <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times <p>Position and Direction</p>
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<p><i>events, real or fictional, using words such as 'first', 'then...'</i></p> <p>Development Matters – Reception Mathematics</p> <ul style="list-style-type: none"> • <i>Select, rotate and manipulate shapes to develop spatial reasoning skills.</i> • <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i> • <i>Continue, copy and create repeating patterns.</i> • <i>Compare length, weight and capacity</i> 		<ul style="list-style-type: none"> • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2-D shape pictures • Find 2-D shapes within 3-D shapes <p>Summer: Visualise, build and map</p> <ul style="list-style-type: none"> • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <p>Summer: Make connections</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships 	<ul style="list-style-type: none"> • Describe position, directions and movements, including half, quarter and three-quarter turns. <p>Shape</p> <ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).
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