



EYFS PROGRESSION - Mathematics

East Harptree Church of England school and Ubley Church of England school



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths - Number and Numerical patterns What we are doing and how we are achieving it?</p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Count objects, sounds and actions. Recite numbers past 5. Say one number for each item in order. Know number names to five. Subitise – numbers to three. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link the numeral with its cardinal number value up to 5 (<i>match the number symbol with a number of things</i>)</p> <p><i>Early Years 'Number sense' – Subitising quantities to 3.</i></p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Count objects, sounds and actions. Recite numbers past 10. Show 'finger numbers' up to 5. Represent numbers to 5. Composition of numbers to 5 (emphasise the parts within the whole). Compare numbers to 5. Subitise – numbers to five. Order numbers to 5. Compare quantities using language: more than, fewer than. Link the numeral with its cardinal number value beyond 5.</p> <p><i>Early Years 'Number sense' - Subitising quantities to 5.</i></p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Recite numbers past 20. Represent numbers 6-9. Composition of numbers 6-9 (emphasise the parts within the whole). Compare numbers 6-9. Use vocabulary 'more than', 'less than' 'fewer' 'the same as' and 'equal to'. Explore the one more/one less relationship between consecutive numbers. Introduce zero. Making pairs. Link the numeral with its cardinal number to 10.</p> <p><i>Early Years 'Number sense' – Enumerating between 6 and 10 items.</i></p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Composition of numbers to 10. Represent numbers to 10 Order numbers to 10 Compare numbers to 10 Understand the one more/one less relationship between consecutive numbers. Count objects to 20. Count out up to 20 objects from a larger group. Count actions or objects which cannot be moved. Count an irregular arrangement of up to 20 objects. Estimate amount of objects up to 20 and check by counting.</p> <p><i>Early Years 'Number sense' – Partitioning 2, 3, 4, 5 and 10 and 'Number bonds' for these numbers.</i></p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Automatically recall number bonds for numbers 0-5 Understand the composition of numbers to 10. Recall number bonds for numbers 0–10. Explore addition and subtraction by counting on and counting back. Explore doubling: Understand that doubling is adding the same number to itself. Explore halving and sharing: Understand that sharing is splitting an amount into equal parts. Understand that halving is sharing into two equal parts.</p> <p><i>Early Years 'Number sense' – Composition of 6 – 9 and comparison of numbers to 10.</i></p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Automatically recall number bonds for numbers 0-10 Count beyond 20 knowing the multiple of 10 and what comes next e.g 19,20,21. Understand the concept of odd and even numbers. Consolidate doubling. Consolidate halving and sharing. Be confident in comparing numbers to 10. Consolidate addition and subtraction by counting on and counting back. Sharing and grouping. Odds and evens.</p> <p><i>Early Years 'Number sense' - Patterns in numbers to 10.</i></p>
<p>Maths - Shape, Space and Measure What we are doing and how we are achieving it?</p>	<p>Match and sort Compare mass, size and capacity Explore pattern: Continue an AB pattern, copy an AB pattern, make own AB pattern. Spot an error in an AB pattern.</p>	<p>Use everyday language to talk about position such as 'behind' or 'next to'. Explore 2D shapes Time – Night and Day</p>	<p>Comparing mass and capacity. Length and height.</p>	<p>Time – Use everyday language related to time. Order and sequence familiar events. Measure short periods of time in simple ways. Explore 3D shapes Explore pattern: Continue an ABC, ABB patterns. Make own ABC, ABB patterns. Spot an error in ABC, ABB patterns.</p>	<p>Spatial reasoning: Select, rotate and manipulate shapes. Compose and decompose shapes, recognising that shapes can have other shapes within them.</p>	<p>Explore pattern: Make a pattern which repeats around a circle. Make a pattern around a border with a fixed number of spaces. Spatial reasoning: Visualise and build. Mapping.</p>