Ivington CE Primary & Pre-school

Reaching together… with the fruits of the spirit

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**
Nursery Curriculum	• 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).	• 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.	• 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.	• 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	• 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).	

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				(different or larger shape).		
Nursery Curriculum Endpoints	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.

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Reception Curriculum	• Count objects, actions and sounds. Count beyond ten. Develop understanding of increasing quantity.	• 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.	• 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.	• 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.	• 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).	

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Reception Curriculum Endpoints	• 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.	• 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.	• 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.	• 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).	• 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.	• 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	**ELG: Number** • 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.			**ELG: Numerical Patterns** • 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. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		