

EYFS Maths Progression Map

As a Federation, we adopt the White Rose scheme of learning. This document shows how our children progress through the Early Years Maths Curriculum in order to develop into confident mathematicians who are able to show a high level of fluency, problem solving skills and have a good understanding which is shown through their reasoning.

Preschool	EYFS	National Curriculum Objectives Year 1
<p style="text-align: center;">Number</p> <p>Through their exploration of number:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Show 'finger numbers' up to 5 and link numerals to amounts of 5 [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 Recite numbers up to 10 forwards and backwards 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 principal') recite numbers past 5 (up to 10) forwards and backwards Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 	<p style="text-align: center;">Number</p> <p>By the end of EYFS children should:</p> <p>ELG: Have a deep understanding of number to 10, including the composition of each number.</p> <p>ELG: Verbally count beyond 20</p> <p>To meet the early learning goals, children will be able to:</p> <ul style="list-style-type: none"> count objects, actions and sounds, up to 10' count beyond ten link the number symbol (numeral) with its cardinal number value, up to 10 Begin to represent number with own symbols Practise reading and writing numbers from 1 to 10 in numerals and words. Explore and notice patterns of the counting system Explore the composition of numbers to 10 	<p style="text-align: center;">Number and Place Value</p> <p>In Year 1 children will build on their previous knowledge on number in order to:</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.
<p>Through their exploration of number:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> develop fast recognition of up to 3 objects, without having to count them individually ('subitising') 	<p style="text-align: center;">Number</p> <p>By the end of EYFS children should:</p> <p>ELG: Subitise (recognise quantities without counting) up to 5.</p> <p>To meet the early learning goals, children will be able to:</p> <ul style="list-style-type: none"> subitise with patterns, 5 and 10 frames, dots on dice, fingers, etc 	<ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words.
<p>Through their exploration of number:</p>	<p style="text-align: center;">Number</p>	

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<p>Children will learn:</p> <ul style="list-style-type: none"> counting songs and rhymes to help embed number facts 	<p>By the end of EYFS children should:</p> <p>ELG: 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> <p>To meet the early learning goals, children will be able to:</p> <ul style="list-style-type: none"> Automatically recall number bonds for numbers to 5 Recall some number bonds to 10 Recall subtraction facts for number bonds to 5 To understand and recall some doubling facts up to 10. 	
	<p style="text-align: center;">Numerical Patterns</p> <p>By the end of EYFS children should:</p> <p>ELG: Verbally count beyond 20, recognising the pattern of the counting system.</p> <ul style="list-style-type: none"> Explore and notice patterns of the counting system Count beyond 10 	
<p>Through their exploration of number patterns:</p> <p>Children will be able to:</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p style="text-align: center;">Numerical Patterns</p> <p>By the end of EYFS children should:</p> <p>ELG: 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> <p>To meet the early learning goals, children will be able to:</p> <ul style="list-style-type: none"> compare numbers using vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' understand the 'one more than/one less than' relationship between consecutive numbers 	
<p>Through their exploration of number patterns:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Numerical Patterns</p> <p>By the end of EYFS children should:</p> <p>ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>To meet the early learning goals, children will be able to:</p> <ul style="list-style-type: none"> To be introduced to the concepts of sharing equally and doubling. 	<p>In Year 1 children will build on their previous knowledge on number patterns in order to:</p> <p style="text-align: center;">Addition and Subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+),

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<ul style="list-style-type: none"> • 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" • Notice and talk about properties of objects and patterns. 	<ul style="list-style-type: none"> • To understand concept of odd and even numbers. • Identifying missing numbers from number lines up to 10 • Exploring patterns of double facts • Explore patterns of odd and even numbers to 10 • Continue, copy and create repeating patterns 	<p>subtraction (-) and equals (=) signs.</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two digit numbers to 20, including zero.
<p>Through their exploration of number patterns:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Compare quantities using language: 'more than', 'fewer than'. 	<p style="text-align: center;">Number Patterns</p> <p>By the end of EYFS children should:</p> <p><i>ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i></p> <p>To meet the early learning goals, children will be able to:</p>	<ul style="list-style-type: none"> • 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.
<p>Through their exploration of shape, space and measures:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Use 2D/3D shapes purposefully to build/make and can talk about it using everyday language. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones. • Understand position through words alone eg "The bag is under the table" without pointing. • Discuss routes and locations, using words like 'in front of' and 'behind'. 	<p style="text-align: center;">Shape, Space and Measures ELG</p> <p><i>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.</i></p> <p>Through their exploration of shape, space and measures:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order 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. • Recognise and name common 2d and 3d shapes and talk about properties of sides, corners, edges, faces, curved and flat 	<p>Through rich opportunities to develop their special reasoning, children will build on these skills in order to achieve the Year 1 objectives:</p> <p>Geometry - properties of shapes</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

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<ul style="list-style-type: none"> Describe a familiar route. Using construction sets to create various models. Talk about and compare 2d and 3d shapes (eg circles, rectangles, triangles and cuboids) using everyday language Make comparisons between objects relating to size, weight, length and capacity. Compare quantities using language such as "more" and "fewer" Make comparisons between objects relating to size, length, weight and capacity Investigate measure using appropriate vocabulary Heavy/light/same as/heavier/lighter/tall/short/ long/longer/shorter/empty Full/nearly full/nearly empty 	<ul style="list-style-type: none"> Using various construction sets in sustained construction projects eg The Shard, The 3 bears beds and chairs Select, rotate and manipulate shapes in order to develop spatial reasoning skills Sort shapes into categories according to their properties, eg all 3 sided shapes, shapes with curved edges. Describe position, direction and movement including forwards, backwards, sideways, in front, behind, under, over, beside, next to, in between. Begin to learn left and right. Compare length, weight and capacity Use prior vocabulary and supplement with Lightest/heaviest/ Tallest/shortest/ Half full/quickest/ Slowest Compare, describe and solve practical problems for >length and heights. >weight >capacity >time Order and sequence 3 comparisons of measure Begin to use non -standard units to measure static objects. Begin to record findings during investigations. 	<p>Geometry - position and direction</p> <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns <p>Measurement</p> <ul style="list-style-type: none"> 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] measure and begin to record the following: lengths and heights mass/weight capacity and volume recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
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		<ul style="list-style-type: none">• 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
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