



# EYFS- Maths Progression

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Nursery	Children say one number for each item in order: 1,2,3,4,5.	Children to show 'finger numbers' up to 5.	Children can recite numbers past 5.	Children develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Children continue to develop fast recognition of up to 3 objects, without having to count them individually	Children to solve real world mathematical problems with numbers up to 5.
		Children experiment with their own symbols and marks as well as numerals.	Children to begin to show amounts to numbers 3 using objects, fingers and natural objects.	Children say one number for each item in order: 1,2,3,4,5.	Children link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Children link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Children to compare quantities using language: 'more than', 'fewer than'
		Children make comparisons between objects relating to size, length, weight and capacity.	Children experiment with their own symbols and marks as well as numerals.	Children can experiment with their own symbols and marks as well as numerals.	Children can begin to form recognisable numbers to 5.	Children 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.	Children to select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  Children combine shapes to make new ones – an arch, a bigger triangle, etc.



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	Reception	<p>Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p>Children will represent, compose and compare numbers to 5.</p> <p>Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language Including under, on top of, next to, in front and behind.</p> <p>Children will identify one more and one less within 5.</p>	<p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p>Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p>Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p>Children will count forwards and backwards within 10.</p> <p>Children will build and identify numbers to 20.</p> <p>Children will match patterns using varying shapes.</p> <p>Children will add more and take away within 20.</p>	<p>Children will double within 10.</p> <p>Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will recall number bonds to 5.</p>
		<p>In Early Years we aim for our children to have a strong grounding in numbers up to 10, the relationships between them and the patterns within those numbers.</p>					