EYFS Progression Map for Maths 2023-2024

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| Nursery Curriculum Endpoints | Verbally count numbers in order from 1-5.  • Know and use number names from 6-10.  • Count objects 1- 5, 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. |
| Reception Curriculum and **Reception Curriculum Endpoints** (in bold) | • Count objects, actions and sounds. • Count beyond ten.  • Develop understanding of increasing quantity.  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.  • Understand the one more than/one less than relationship between consecutive numbers. • Automatically recall number bonds for numbers 0–5 and some to 10.  **• 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.** | 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.  **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.** | | Select, rotate and manipulate shapesto 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.  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).** | 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).**  **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. | | | |