



EYFS Maths Knowledge and Skills Progression

Maths Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let's Explore	Marvellous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On The Beach
Number					
*Have a deep understanding of number to 10, including the composition of each number *Subitise (recognise quantities without counting) up to 5 *Recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts					
Children will look at numbers 1-5 learning to; * Recognise them * Which number is more/less * Find the totals of numbers within 1-5 *Count items out within 5 * Use a 5 frame * Find 1 more/1less *Subitise number 1-5 * Learn the composition of numbers to 5 - 8 *Compare numbers within 5. * Learn and begin to use the language equal and unequal. *Learn numbers and counting within 5 through song.	Children will: Consolidate their numbers to 10: *Finding 1 more/ 1 less * Subitise *Compare numbers within 10 *Revise number bonds to 5. *Making numbers to 10	Children will look at: *Number patterns to 20. *Use 10 frames to look at the composition of numbers. *Find the unknown number in a number sentence.	Children will: *Begin to solve addition and subtraction number problems, using the language; first, then, now *Revise unknown numbers. *Begin to double numbers and learn that double means 'twice as much'.	Children will: *Consolidate their learning of numbers to 20 and beyond *Be given lots of opportunities to problem solve.	



Children will look at numbers 6-8 learning to; *Recognise them *Which number is more/less. * Find the totals of numbers within 6-8. *Count items out within 5. *Use a 10 frame. *Find 1 more/1less. Numbers 9-10 learning to: * Represent 9 &10 in different ways. *Learn numbers and counting within 10 through song. *Order numerals to 10. *Explore composition of 9&10. *Begin to count backwards from 10. *Compare numbers with 10. * Find different ways of making numbers to 10. *Begin to practise number bonds to 10. *Combine 2 groups and find the total.			*Share a number of objects equally. *Continue to subitise. *Begin to explore odd and even numbers.	
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Numerical Patterns					
*Verbally count beyond 20, recognising the pattern of the counting system. *Compare quantities up to 10 in different contexts *Explore and represent patterns within numbers up to 10, including odd/even, double facts and how quantities can be distributed evenly.					
Children will have the opportunities to:	Children will: *Consolidate their learning of comparing amounts and objects	Children will: *Look at rectangles and squares.	Children will: *Look at a selection of 3d shapes Sphere,	Children will: *Begin to verbally count first to 20, then 30, then 40.	Children will: *Use and make maps to represent places and



*Sort and match different objects by size, colour or shape. *Compare amounts and objects. Vocab; more, fewer, full, empty, taller, shorter, longer, longest, shortest, the same. *Look at routines of the day/night. * Explore how to make a 2 part repeating patterns. *Begin to order the days of the week.	using taught vocabulary. *Consolidate learning on days of the week and routines. *Consolidate 2 part repeating patterns.	*Compare height and length. *Measure using non - standard measurement. *Explore the measurement of time – what can they do in 1 minute	Cube, Cuboid, Cylinder, Cone. *Be given the opportunity to build and print with 3d shapes. *Look at 3 part repeating patterns. *Learn how to estimate. *Make a repeated pattern.	*Order numbers up to 20. *Have the opportunities to match pictures to the numerals. *Use number lines to look at numbers 11 -20 *Find missing numbers within 20. *Use templates and shapes and select the correct shapes, rotating them, when required to fit the outline. *Explore making new shapes with right angled triangles and squares.	use them to identify where things are. *Use positional language *Children are given lots of opportunity to problem solve *Children compare using rods
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