



EYFS Maths progression of skills and Knowledge

Nursery and Pre-school	Reception	Year One
<p align="center"><u>Autumn Term- I am learning to/ the....</u></p> <p>Sing a range of number songs. Say number names to 5 in order. Time can be measured using days. Talk about what happened today, yesterday and tomorrow. Show an understanding of 1:1 counting to 3. Use concrete objects to show different combinations of 3. Know that the last number you count represents the total number of objects. Know that a group of objects can also be represented by a number. Compare amounts using the language lots, more or same. Complete puzzles.</p>	<p align="center"><u>Autumn Term- I am learning to/ the....</u></p> <p align="center">Just like me</p> <p>Match and sorting objects Compare amounts Explore patterns Compare size, mass and capacity It's Me 1, 2, 3!</p> <p>Represent 1, 2 and 3 Compare 1, 2 and 3 Composition of 1, 2 and 3 Properties of 2D shape- Circle and triangle focus Describe Positional Language Light and Dark</p> <p>Represent numbers to 5 Recognise One more, one less Shapes with 4 sides</p>	<p align="center"><u>Autumn Term- I am learning to.....</u></p> <p>Identify and represent numbers using objects and pictorial representations including the number line and use language of equal to, more than, less than (fewer), most, least. Solve one step problems that involve addition and subtraction, sing concrete objects and pictorial representations and missing number problems. Read, write and interpret mathematical statement involving addition, subtraction and equals signs. Given a number, identify one more and one less Read and write numbers from 1 to 20 in numerals and words.</p> <p align="center">I know.... Place Value to 10 Addition and Subtraction within 10 Geometry Shape Place Value within 20</p>
<p align="center"><u>Spring Term- I am learning to.....</u></p> <p>Show an awareness of how numerals are formed and experiments with own mathematical mark making and symbols. Show fast recognition of up to three objects, without counting (subitising) Show an understanding of 1:1 counting to 5. Compare quantities using language more than, fewer than. Vocabulary linked to describing size. Talk about size using language bigger/ little/ smaller. Make comparisons between objects relating to length and weight. Remember the order in which things happen. Show an awareness of positional language.</p>	<p align="center"><u>Spring Term- I am learning to/ the....</u></p> <p align="center">Alive in 5</p> <p>Introduce Zero- comparing numbers to 5, composition of number 4 and 5. Compare Mass, Comparing Capacity Growing 6, 7 and 8</p> <p>Represent 6, 7 and 8 Compare 6, 7 and 8 Composition of 6, 7 and 8 Make Pairs Combe 2 Groups Compare length and Height, Time Building 9 and 10</p> <p>Represent 9 and 10 Compare 9 and 10 Composition of 9 and 10 Compare Numbers to 10 Number Bonds to 10 3D Shapes and Patterns Consolidate all previous learning.</p>	<p align="center"><u>Spring Term- I am learning to.....</u></p> <p>Recognise the place value of each digit in two-digit number. Represent and use number bonds and related facts to 20 Add and subtract one-digit and two-digit numbers to 20, including zero. Count in multiples of twos, fives and tens. Compare, describe and solve practical problems for length/height, weight/mass. Measure and begin to record length/ height, weight/mass.</p> <p align="center">I know about.... Addition and Subtraction within 20 Place Value within 50 Length and Height Weight and Volume</p>

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<p style="text-align: center;"><u>Summer Term- I can.....</u></p> <p>Recite numbers past 5. Show understanding of part or whole by gathering objects together and separating them into smaller groups. Start to identify, describe and compare groups of objects. Notice patterns and arrange things in patterns. Select and use shapes appropriately in play, combining them to make models and enclosures. Name some common 2D shapes and properties. Talk about and explore 2D shapes, using mathematical vocabulary such as flat/ sides/ round/ straight/ corners. Recognise and name common 2D shapes. Make comparisons between objects relating to capacity.</p>	<p style="text-align: center;"><u>Summer Term- I am learning to/ the....</u> To 20 and beyond</p> <p>Build numbers beyond 10 Count numbers beyond 10 Spatial Reasoning 1- Match, Rotate, Manipulate First, Then and Now</p> <p>Add more, Taking away Spatial Reasoning 2- Compare and decompose Find my Pattern</p> <p>Double, Share and Group Even and Odd numbers Spatial Reasoning 3- Visualise and Build On the Move</p> <p>Deepen my understanding of Patterns and relationships Spatial Reasoning 4- Mapping ELG- I know how to.....</p> <ul style="list-style-type: none"> • understand number to 10, including the composition of each number. • subitise (recognise quantities without counting) up to 5. • automatically recall number bonds up to 5 and some number bonds to 10, including double facts. • 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. 	<p style="text-align: center;"><u>Summer Term- I am learning to.....</u></p> <p>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. 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. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for capacity/volume and time. Measure and begin to record capacity/ volume and time. Recognises and know the value of different denominations of coins and notes. Sequences events in chronological order using language. 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 the clock face to show these times. Describe position, direction and movement, including whole, half and quarter and three- quarter turns.</p> <p style="text-align: center;">I know..... Multiplication and Division Fractions Geometry Position and Direction Place Value within 100 Measurement- Money Measurement- Time</p>