EYFS Maths Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Number Songs and Rhymes** **Colours** *Name, identify and sort* **Matching** *Matching Pairs* **Sorting Objects** *By Colours, Shape, Size etc.* **Odd One Out**	**The Number 1** *Representing, recognising and counting* **The Number 2** *Representing, recognising and counting* **Subitising to 3** **Patterns** *Describe patterns in the environment e.g stripy, spotty* *Continue and create simple repeating patterns (ABAB)*	**The Number 3** *Representing, recognising and counting* **Subitising to 3** **The Number 4** *Representing, recognising and counting* **Composition of Number 4**	**The Number 5** *Representing, recognising and counting* **Composition of Number 5** **Consolidation of Numbers 1-5** *Incorporating Nursery Key Skills*	**Sequencing** *e.g Daily Routines, Days of the Week, Practical Instructions* **Positional Language** *Understanding where an object is without visual reference* **More than / Fewer** *Comparing groups of objects* **2D Shape** *Name, talk about and explore 2D shapes* **3D Shape** *Identify appropriate properties of shapes to use practically e.g a flat face for stacking blocks*	**Number Composition (1-5)** **Number Order** *What comes next?* **Number order** *What comes before?* **Consolidation of Numbers 1-5** *Incorporating Nursery Key Skills, deepening and broadening experiences*
Nursery Key Skills *Worked on throughout each half term and incorporated into starter activities and daily provision*	• *Counting songs and rhymes* • *Say numbers to 5, then 10 (and beyond) in order – Counting by rote* • *Counting forwards and backwards* • *Subitising to 3* • *Representing numbers to 5 on fingers* • *Counting objects using one to one correspondence* • *Saying the number of objects that are in a set using the last number counted- The Cardinal Principle* • *Matching numerals and quantities to 5* • *Making marks to represent numbers e.g a score in a game* • *Familiarity and frequent use of a variety of manipulatives* • *Use of mathematical language relating to number and shape, space and measure* • *Practical day to day maths e.g at snack time children may share out the cups, discuss how full their cup is using mathematical language, compare who has more raisins on their plate, count or subitise to say how many apples are in the fruit bowl etc.*					

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Reception	**Matching and Sorting** *Sorting objects in different ways, following and creating sorting rules, odd one out* **Comparing Amounts** **Comparing Size, Mass and Capacity** **Exploring Pattern** *Copy, continue and create repeating patterns* **Numbers 1,2,3** *Representing, Comparing and Composition*	**Circles and Triangles** *Recognising simple properties, shapes in the environment, building shapes* **Positional Language** *Describe how objects are positioned* **Representing Numbers to 5** **One More and One Less** **Shapes with 4 Sides** *Recognising simple properties, shapes in the environment, building shapes* **Time** *Night and day, daily routines, measuring time in simple ways e.g with a timer, vocabulary relating to time e.g before, after, tomorrow*	**Introducing Zero** **Comparing Numbers to 5** **Composition of 4 and 5** **6,7 and 8** **Making Pairs** **Comparing Mass** Describing objects e.g heavy/light/ the lightest *Addressing misconceptions related to size* **Comparing Capacity** *Describing containers e.g full, half full, empty* **Length and Height** *Measuring objects using standard and non-standard measures*	**Combining Two Groups** *Counting all to find a new total, counting on* **9 and 10** **Comparing Numbers to 10** *Including describing numbers as greater than, less than and equal to* **Number Bonds to 10** *Including quick recall of bonds to 5 and some to 10* **3D Shape** *Naming, comparing and exploring simple properties, shapes in the environment* **Repeating Patterns** *Identify, continue and create more complex repeating patterns*	**Building Numbers Beyond 10** **Counting Patterns** *Counting verbally beyond 20 and recognising the pattern of the counting system* **Beyond 10** **Addition** *Adding More* **Subtraction** *Taking away from a larger group* **Spatial Reasoning** *Manipulating shapes to create other shapes* **Match, Rotate and Manipulate**	**Doubling** *Including quick recall of doubling facts* **Sharing and Grouping** **Even and Odd** **Visualise and Build** *Replicating models using positional language* **Problem Solving** **Patterns and Relationships** *Exploring relationships between numbers and shapes* **Mapping** *Mapping out where things are in relation to others*
Reception Key Skills *Worked on throughout each half term and incorporated into starter activities and daily provision*	• *Singing number songs* • *Identifying numbers to 10, then 20 and beyond* • *Subitising to 5* • *Matching numerals and quantities* • *Counting objects, actions and sounds* • *Counting out a given number of objects from a larger group* • *Counting on or back from a given number* • *Making marks to represent numbers, including numerals e.g a score in a game* • *Familiarity and frequent use of a variety of manipulatives* • *Practical day to day maths e.g How many spaces are left at the snack table? How many more of you can go to snack?*					

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