



Maths Progression of Skills EYFS

	Number	Numerical Patterns
Caterpillars	<p>Take part in finger rhymes with numbers.</p> <p>React to changes of amount in a group of up to 3 items.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Compare sizes, weights etc using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Notice patterns and arrange things in patterns.</p>

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Nursery	<p>Develop fast recognition of up to 3 objects, without having to count them (subitising).</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts eg - showing the right number of objects to match the numeral up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language such as 'more than' and 'fewer than'.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone eg "The bag is under the table," - with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle, etc.</p> <p>Talk about and identify the patterns around them eg stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p>



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Reception

Count objects, actions and sounds.

Subitise (recognise quantities without counting) up to 5

Consistently match numeral with its value inc dot patterns and tallies.

Explore the composition of numbers to 10 through a range of visual models, using the language of part/whole.

Automatically recall number bonds for numbers 0-5 and some to 10, including double facts.

Verbally count beyond 20.

Compare quantities of up to 10 in different contexts using vocabulary of 'more than', 'less than', 'fewer', 'the same as', 'equal to'.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Continue, copy and create repeating patterns with varying rules eg - AB, ABB, ABBC

Select, rotate and manipulate shapes to develop spatial reasoning skills through tangrams, building blocks and other construction.

Compose and decompose shapes in order to recognise a shape can have other shapes within it, just as numbers can.

Compare length, weight and capacity using comparative language inc ;than'