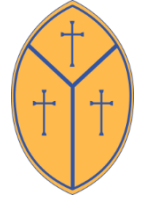# Cookridge Holy Trinity C of E Primary School – EYFS Progression

Mathematics

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.

Prior Learning (Development Matters 3-4)

- Develop fast recognition of up to 3 objects, without having to count them individually (subitise)
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5
- Know that the last number reached when counting a small set of objects tells you how many there are in total.
- Show finger numbers up to 5. Link numerals to amounts up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language more than and fewer than.
- Talk about and explore 2D and 3D
- Understand position through words alone with no pointing.
- Describe a familiar route.
- Discuss routes and locations
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately.
- Combine shape to make new ones.
- Talk about the patterns around them.
- Extend and create ABAB patterns.
- Notice and correct an error in repeating pattern.
- Begin to describe a sequence of events, real and fictional, using words such as 'first', 'then'.

Reception – Autumn 1	Reception – Autumn 2	Reception – Spring 1	Reception – Spring 2	Reception – Summer 1	Reception – Summer 2
To recognise numbers 1-3 and match numerals to quantities. To subitise to 3 To find one more of numbers to 3 To find one less of number to 3 To explore composition of 2 and 3. To say which group has more. To say which group has fewer. To compare quantities. To count to 5, applying counting principles. To match and sort objects. To compare capacity, length, height and size. To finish a repeating pattern.	To recognise numbers 1-5 and match numerals to quantities. To subitise to 5 To confidently use 5 frames. One more and one less relationship between consecutive numbers within 5. Composition of numbers within 5. To compare quantities to 5. To compare equal and unequal groups. To count to 10. To recognise and name square and oblong. To recognise 5p.	To recognise numerals and match quantities 0-8. To subitise to 5. One more, one less relationship between consecutive numbers within 8. Number bonds (including subtraction facts) of 5. To explore composition of 6, 7 and 8. To apply counting principles to count beyond 10. To compare quantities using vocabulary greater than, fewer than and equal. To combine two groups of objects using vocabulary linked to addition. To order objects by height and length, and begin to use non-standard unit of measure. Verbally order days of week.	To recognise numerals and match quantities 0-10. To order numbers within 10. To begin to develop conceptual subitising using known composition facts. To explore composition of 9 and 10. To use ten-frames confidently, using deep knowledge of number e.g. 5 and 1 is 6, one less than 10 is 9 etc. Begin to recall number bonds to 10. One more, one less within 10. To estimate number of objects. To apply counting principles to 20. To compare quantities to 10 using accurate language.	To recognise numbers to 20. Automatic recall of number facts (including subtraction) to 5. To explore place value and counting system using tens and ones. Confidently use ten-frames to represent numbers beyond 10. To count beyond 20, demonstrating a good understanding of counting system. To add numbers by counting on. To take away quantities. To find the difference. To order numbers to 20, using good understanding of counting system. Begin to find missing numbers.	To solve simple number problems. To automatically recall number facts (including subtraction) to 5. Deep understanding of composition within 10. To understand 'double' and recall some double facts. To begin to understand 'odd' and 'even'. To say whether groups are equal or not equal. To share quantities equally. To begin to understand term 'half'.

To recognise and name circle, semi-circle and triangle. To recognise 1p and 2p.			To combine two groups of objects, beginning to use count on method. To take away objects and count how many are left. To recognise 10p. To begin to explore properties and name 3D shapes.	To combine and manipulate shapes to create new shapes. To begin to explore properties and name 3D shapes.	

Early Learning Goals	Cookridge Holy Trinity – Curriculum Goals
ELG: Number • Have a deep understanding of number to 10, including the composition of each number. • Subitise 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 Pattern** • 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 disturbed equally.	**To become a Mathematician** • To gain a deep understanding of numbers within 10. • To recognise patterns within the number system and shapes. • To have a secure understanding of how numbers can be represented and the compositions within them. • To recall number bonds to 5. • To begin to solve simple number problems and give reasoning.

Future Learning – Year 1

Number and Place Value	Addition and Subtraction	Measurement	Position and Direction
• 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. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words	• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [] - 9. **Multiplication and Division** • Solve one-step problems involving multiplication and division, by calculating the answer using concrete object	**Compare, describe and solve practical problems for:** • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) **Measure and begin to record:** • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • 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 a clock face to show these times	• Describe position, directions and movements, including half, quarter and three-quarter turns. **Shape** • Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).