



Lydiard Millicent CE Primary School

EYFS Skills Progression for Mathematics

The purpose of this document is to support the planning and assessment of Mathematics, ensuring full coverage of the curriculum and ensuring children at the end of the EYFS are well prepared for learning in KS1.

The Early Years Foundation Stage

Educational Programme

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.

Early Learning Goals

1.7 The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

1.9 Instead, the ELGs should support teachers⁸ to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

1.10 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Statutory Framework September 2021

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) 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 Patterns

Children at the expected level of development will:

- 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.

Curriculum link		EYFS knowledge and skills	KS1 readiness objectives *	KS1 progression
Mathematics	Number	<ul style="list-style-type: none"> - subitise up to five objects (without counting) - count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) - understand the 'one more than/one less than' relationship between consecutive numbers - explore the composition of numbers to 10. - link the number symbol (numeral) with its cardinal number value - match the numeral with a group of items to show how many there are - compare two small groups of up to five objects, saying when there are the same number of objects in each group - point or touch each item, saying one number for each item, using the stable order of 1,2,3,4,5 - automatically recall number bonds for numbers 0–5 and some to 10, including doubles facts - begin to use understanding of number to solve practical problems in play and meaningful activities - count out up to 10 objects from a larger group - begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three 	<ul style="list-style-type: none"> - To count confidently - To show a deep understanding of numbers up to 10 - To match numerals with a group of objects to show how many there are (up to 10) - To be able to identify relationships and patterns between numbers up to 10 - To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways - To add and subtract one in practical activities 	<ul style="list-style-type: none"> - 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 - use the language of: equal to, more than, less than (fewer), most, least - identify and represent numbers using objects and pictorial representations including the number line - read and write numbers from 1 to 20 in numerals and words. - represent and use number bonds and

		<ul style="list-style-type: none"> - count beyond 20, recognising the pattern of the counting system - begin to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-” 		<p>related subtraction facts within 20</p> <ul style="list-style-type: none"> - add and subtract one-digit and two-digit numbers to 20, including zero - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - 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 -
	Measurement	<ul style="list-style-type: none"> - order and sequence events using everyday language related to time - find the heavier, or lighter and more/less full of two items - find the longer or shorter, heavier, or lighter and more/less full of two items - be able to order and sequence events using everyday language related to time 	<ul style="list-style-type: none"> - To measure themselves and everyday objects using a mixture of non-standard and standard measurements - To develop spatial reasoning using measures - To begin to order and sequence events using 	<ul style="list-style-type: none"> - compare, describe and solve practical problems for: <ul style="list-style-type: none"> - lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] - mass/weight [e.g. heavy/light, heavier than, lighter than] - capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]

			<p>everyday language related to time</p> <ul style="list-style-type: none"> - To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars - To explore the use of different measuring tools in everyday experiences and play 	<ul style="list-style-type: none"> - time [e.g. quicker, slower, earlier, later] - sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - measure and begin to record the following: <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) - recognise and know the value of different denominations of coins and notes - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - recognise and use language relating to dates, including days of the week, weeks, months and years -
	Geometry	<ul style="list-style-type: none"> - identify a circle and triangle identifying some of their properties 	<ul style="list-style-type: none"> - To use informal language (e.g. heart-shaped, 	<ul style="list-style-type: none"> - recognise and name common 2-D and 3-D shapes, including:

		<ul style="list-style-type: none"> - use positional language to describe where an object/person is - identify and name four sided shapes e.g. square and rectangle, identifying some of their properties - respond to both informal language and common shape names - partition and combine shapes to make new shapes with 2D and 3D shapes - continue, copy and create repeating patterns - predict, move and rotate objects to fit the space or create the shape they would like - use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints 	<p>hand-shaped) and some mathematical language to describe shapes around them</p> <ul style="list-style-type: none"> - To use spatial language, including following and giving directions, using relative terms - To develop spatial reasoning with shape and space - To compose and decompose shapes, and understanding which shapes can combine together to make another shape 	<ul style="list-style-type: none"> - 2-D shapes [e.g. rectangles (including squares), circles and triangles] - 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. - describe position, direction and movement, including half, quarter and three-quarter turns. -
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*Many thanks to Stainsby Mill Education for the KS1 readiness objectives

