

Burradon Community Primary School



Mathematics Progression Document in EYFS



The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help understand how the maths skills taught across EYFS feed into national curriculum subjects, specifically maths.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for mathematics within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for mathematics.

The most relevant statements for mathematics are taken from the following areas of learning:

- Communication and Language
- Mathematics

Mathematical Vocabulary		
Three and Four-Year-Olds	Communication and Language	
Reception	Communication and Language	
ELG	Communication and Language	Speaking

		<ul style="list-style-type: none">• Use a wider range of vocabulary.• Understand 'why' questions, like: "why do you think the caterpillar is so fat?"
		<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.
		<ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.



Number and Place Value

Counting

Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none">• Recite numbers past 5.• Say one number name 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 ('cardinal principle').
Reception	Mathematics		<ul style="list-style-type: none">• Count objects, actions and sounds.• Count beyond ten.
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system.

Identifying, Representing and Estimating Numbers

Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none">• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').• Show 'finger numbers' up to 5.• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.• Experiment with their own symbols and marks as well as numerals.
Reception	Mathematics		<ul style="list-style-type: none">• Subitise.• Link the number symbol (numeral) with its cardinal number value.



ELG	Mathematics	Number	<ul style="list-style-type: none"> • Subitise (recognising quantities without counting) up to 5.
Reading and Writing Numbers			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.
Reception	Mathematics		<ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value.
Compare and Order Numbers			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> • Compare quantities using language: 'more than', 'fewer than'.
Reception	Mathematics		<ul style="list-style-type: none"> • Compare numbers.
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Understanding Place Value			
Reception	Mathematics		<ul style="list-style-type: none"> • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.
ELG	Mathematics	Number	<ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number.
Solve Problems			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> • Solve real world mathematical problems with numbers up to 5.



Addition and Subtraction

Mental Calculations

Reception	Mathematics		<ul style="list-style-type: none">Automatically recall number bonds for numbers 0-5 and some to 10.
ELG	Mathematics	Number	<ul style="list-style-type: none">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.
Solve Problems			
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none">Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.

Measurement

Describe, Measure, Compare and Solve (All Strands)

Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none">Make comparisons between objects relating to size, length, weight and capacity.
Reception	Mathematics		<ul style="list-style-type: none">Compare length, weight and capacity.



Telling the Time

Three and
Four-Year-Olds

Mathematics

- Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'

Properties of Shapes

Recognise 2D and 3D Shapes and their Properties

Three and
Four-Year-Olds

Mathematics

- 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'.
- Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.

Reception

Mathematics

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compare and Classify Shapes

Reception

Mathematics

- Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.



Position and Direction

Position, Direction and Movement

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none">• Understand position through words alone – for example, “The bag is under the table,” – with no pointing.• Describe a familiar route.• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
Reception	Understanding the World	<ul style="list-style-type: none">• Draw information from a simple map.

Patterns

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none">• Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.• Extend and create ABAB patterns – stick, leaf, stick, leaf.• Notice and correct an error in a repeating pattern.
Reception	Mathematics	<ul style="list-style-type: none">• Continue, copy and create repeating patterns.

Statistics

Record, Present and Interpret Data

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none">• Experiment with their own symbols and marks, as well as numerals.
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EYFS Maths Overview

Coloured sections indicate the Mastering Number Programme and white sections indicate separate Shape, Measures and Patterns teaching.

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Subitising within 3	Counting, ordinality and cardinality - focus on counting skills	Composition - Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitising - subitise objects and sounds	Comparison - comparison sets Use of language	Match, sort and compare		Circles And triangles	Counting, ordinality and cardinality - focus on counting skills Focus on the 'five-ness'	Comparison - just by looking Use of language	Composition - Explore the concept of 'whole' and 'part'	Composition - Focus on the composition of 3, 4 and 5	Counting, ordinality and cardinality - Practise object counting skills - Match numerals to quantities within 10 - Verbal counting beyond 20	Talk about measure and patterns Shapes with four sides	
	Spring	Subitising within 5 focusing on die patterns	Counting, ordinality and cardinality Counting - focus on ordinality and the 'staircase' pattern See that each	Composition - focus on 5	Composition - focus on 6 and 7 as '5 and a bit'	Composition - Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal	Length, Height and Time Mass and Capacity		Counting, ordinality and cardinality - focus on the staircase pattern and ordering numbers	Comparison - Focus on ordering of numbers to 8 Use language of less than	Composition - focus on 7	Composition - Doubles, explore how some numbers can be made with two equal parts	Composition - Sorting numbers according to attributes - odd and even numbers		



		number is one more than the previous number			sets equal							
Summer	Counting, ordinality and cardinality Counting - larger sets and things that cannot be seen	Subitising Subitising - to 6, including in structured arrangements	Composition - '5 and a bit'	Composition - of 10	Comparison - linked to ordinality Play track games	Explore 3-D Shapes	Subitise to 5 Introduce the rekenrek	Review and assess Manipulate, Compose and Decompose	Review and assess Manipulate, Compose and Decompose	Review and assess Sharing and grouping	Review and assess Sharing and grouping	