St John's C of E Primary School
EYFS Mathematics Curriculum Progression

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	ELG
Number **(RLS 1, 10, 11, 12, 14)**	Recognising familiar patterns to subitise, noticing when the patterns are the same and different Making the same values in different patterns to subitise Noticing when something has a different value when subitising Identifying more or less when subitising Subitising to identify same, more or less when objects can move	Touching a small set of similar objects (more than one) one at a time and rehearsing the number names in the correct order Touching a small set of mixed objects one at a time and rehearsing the number names in the correct order Using number names to count a set of objects accurately when they could be moving Using number names to count a set of moving objects accurately when they cannot be touched and / or seen	Touching a small set of similar objects (more than one) one at a time and using counting to establish the value of the set Comparing sets of mixed objects by their values through counting and matching values in grids to numerals Using number names to count and compare sets of objects when their representations are not identical Understanding that counting is a tool to identify a quantity (not just a sequence of number names) and using this skill purposefully Use one to one correspondence to compare quantities Use counting to compare totals To count forward and backwards to identify a difference Recognise that a count starts with nothing (zero) and increases equally by one each time Order values in a linear way, noticing and comparing their positions to each other and key benchmarks Practice the count – 1	Regrouping subitisable parts to make subitisable totals Regrouping subitisable parts and counting all to find the total Recognise that regrouping different combinations of parts can make the same whole Subitising one part and then counting on the number in the other part to find the whole Counting on from either part makes the same whole Finding the missing whole Missing part – what could it and what couldn't it be? Subitising the missing part Missing part – how many more? Missing part – how many left? Missing part – finding the difference	Relating the numbers zero – ten to benchmarks of 0, 5 and 10 Finding ten – creating the unit of ten Making ten and some more Making ten and some more and writing them in digits Naming ten and some more Matching ten and some more, the number names and the number in digits Finding one more / one less than a given number Learning to identify equal and unequal groups Identify doubles and halves (including the context of pattern) Explore the relationship between doubles and halves Establish part, whole understanding where the parts are equal	Using counting to identify amounts Using counting to compare quantities and find a precise difference Maintaining an understanding of number magnitude with numbers beyond 20 Understanding that the pattern in consecutive numbers continues, using one more and one less Regrouping to find the parts and the whole in numbers beyond 20 Understanding the special grouping that organises collections into groups of ten	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 doubling facts.

			more, 1 less Estimate relative position using benchmark numbers Identify parts within a given whole using subitising Regroup a whole into two parts using subitising, recognising that when combined, they equal the whole Identify that a whole can be broken into many parts Use subitising to identify multiple parts within a given whole Using a mixed set of objects to create a given whole, identify parts and provide reasoning for the groupings				
Numerical Patterns **(RLS 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16)**	Recognising familiar patterns to subitise, noticing when the patterns are the same and different	Comparing patterns – what's the same/different? Continuing a pattern with a given unit of repeat Identifying the unit of repeat and describing in many contexts. Creating varied patterns and independently deciding upon the unit of repeat Identify objects that could be added to a set using given criteria Identify an attribute that enables a collection to be classified and then sort into those that belong and those that don't Identify an attribute that	Recognise that a count starts with nothing (zero) and increases equally by one each time Order values in a linear way, noticing and comparing their positions to each other and key benchmarks Practice the count – 1 more, 1 less Estimate relative position using benchmark numbers Identify parts within a given whole using subitising Regroup a whole into two parts using subitising, recognising that when combined, they equal the whole Identify that a whole can	Regrouping subitisable parts to make subitisable totals Regrouping subitisable parts and counting all to find the total Recognise that regrouping different combinations of parts can make the same whole Subitising one part and then counting on the number in the other part to find the whole Counting on from either part makes the same whole Finding the missing whole Missing part – what could it and what couldn't it be? Subitising the missing part Missing part – how many	Relating the numbers zero – ten to benchmarks of 0, 5 and 10 Finding ten – creating the unit of ten Making ten and some more Making ten and some more and writing them in digits Naming ten and some more Matching ten and some more, the number names and the number in digits Finding one more / one less than a given number Learning to identify equal and unequal groups Identify doubles and halves (including the	Using counting to identify amounts Using counting to compare quantities and find a precise difference Maintaining an understanding of number magnitude with numbers beyond 20 Understanding that the pattern in consecutive numbers continues, using one more and one less Regrouping to find the parts and the whole in numbers beyond 20 Understanding the special grouping that organises collections into groups of ten	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.

		enables a collection to be classified into multiple groups Create sets where some objects don't meet any criteria and some create an intersection by meeting both Compare the groups after being classified	be broken into many parts Use subitising to identify multiple parts within a given whole Using a mixed set of objects to create a given whole, identify parts and provide reasoning for the groupings	more? Missing part – how many left? Missing part – finding the difference	context of pattern) Explore the relationship between doubles and halves Establish part, whole understanding where the parts are equal Identify and recognise odd and even quantities by sharing into two groups Step 2: Recognise odd and even attributes in mathematical models Step 3: Explore the numerical pattern further in consecutive sequences of number	**Counting in 2s, 10s**	
Shape, Space/ Making Comparison	Introducing 2D shapes Shape tesselation	What makes objects similar and different: Explaining what we notice Using the language of longer/taller and shorter to compare length or height Using the language of wider/fatter/thicker and thinner to compare thickness Using the language of heavier and lighter to compare mass/weight. Exploring that bigger things might not be heavier Ordering a small set of objects by a given attribute	Knowledge and application of the language of position Knowledge and application of directional language in the real world Comparing routes Explaining routes and positions of objects in scaled versions of known environments Explaining routes and positions of objects in represented known environments where objects are replaced by abstract symbols			**Revisitng 2D shapes** **Exploring 3D shapes** **Symmetry**	There are no Early Learning Goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure