

# St Oswald's Catholic Primary School

## Maths Progression EYFS



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL <a href="#">VIEW</a>		Talk about measure and patterns <a href="#">VIEW</a>		It's me 1, 2, 3 <a href="#">VIEW</a>		Circles and triangles <a href="#">VIEW</a>	1, 2, 3, 4, 5 <a href="#">VIEW</a>		Shapes with 4 sides <a href="#">VIEW</a>
Spring term	Alive in 5 <a href="#">VIEW</a>	Mass and capacity <a href="#">VIEW</a>	Growing 6, 7, 8 <a href="#">VIEW</a>		Length, height and time <a href="#">VIEW</a>		Building 9 and 10 <a href="#">VIEW</a>		Explore 3-D shapes <a href="#">VIEW</a>			
Summer term	To 20 and beyond <a href="#">VIEW</a>	How many now? <a href="#">VIEW</a>	Manipulate, compose and decompose <a href="#">VIEW</a>		Sharing and grouping <a href="#">VIEW</a>		Visualise, build and map <a href="#">VIEW</a>		Make connections <a href="#">VIEW</a>		Consolidation	

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	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>White Rose Maths Units</b>	Match, sort and compare. Measures and Patterns 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8 Length, height and time. Building 9 and 10. Exploring 3D Shapes	To 20 and beyond. How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make Connections
<b>Nursery</b>	Sort and compare using colour and size Measures focus on big/small and long/short AB patterns using colour. Counting 1,2,3. Sorting circles and triangles. Using circles and triangles to make and create pictures/ patterns. Counting songs to 5 Touch counting to 5. Talking about numbers to 5- everyday practical problem solving- e.g. how many apples do we need? How many cartons of milk are left.	Touch counting to 5. Introduction of a 5 frame. Mass and capacity focus full and empty and heavy/light. Length focus tall and short, big and small. Using a 5 frame to show 5 independently. Practical exploration of 3D shapes. Talking about the things they notice. Can you see the circle? How many squares are there? Look at that big square, can you find the small one? Etc.	Rote counting to 10 using songs and rhymes. Subitising to 5. Combining two groups practically- everyday problem solving. Practical sharing between friends/ toys. Recreating patterns, spotting an error in an AB pattern. Make/ follow a simple map. Following instructions. Practical positioning. Can you get the pencil from underneath the table? Where is teddy? Describe an object using everyday vocabulary- pointy, spotty, etc.
<b>Reception</b>	Sort and compare shape, size, type and colour. ABC/ ABA /ABB patterns making and extending. Counting to 5. Representing numbers to 5. 1 more than using numbers to 5. Circles and triangles descriptions using mathematical vocabulary. Circles and triangles investigations.	Composition of numbers to 5. Capacity- full, empty, non-standard measures, equal. Using numbers to 10- counting, composition, manipulation. Non- standard units of measure, development of vocabulary, measuring and	Counting to 20 and beyond. Practical addition and subtraction of numbers to 10. Doubling and halving. Number bonds to 5 Comparison of numbers to 10. Recall number bonds to 5. One more than One less than.

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	<p>Using numbers 1,2,3,4,5 independently.          Showing different ways to represent numbers to 5.          Investigating, naming and describing 4 sided shapes.          Developing spatial reasoning and problem solving.          Continue, copy and recreate patterns.          Number patterns/ missing numbers to 5.</p>	<p>comparing height, exploration of time.          Comparison language- more than/ less than/ bigger/smaller/ the same/ equal.          Using numbers 9 and 10.          Compare, manipulate, compose.          Exploration of 3D shapes. Using 3D shapes to solve problems.          Compose and decompose shapes.          Continue, copy and create patterns- numbers to 10 and objects.</p>	<p>Number patterns to 20.</p>
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Birth to 3	3-4 years	In Reception	ELG
<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.            Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.            Compare amounts, saying 'lots', 'more' or 'same'.            Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.            Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').            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 ('cardinal principle').            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.</p>	<p>Count objects, actions and sounds. Subitise.            Link the number symbol (numeral) with its cardinal number value.            Count beyond ten.            Compare numbers.            Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.            Automatically recall number bonds for numbers 0-5 and some to 10.            Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p><b>Mathematics - Numbers</b>            Children should have a deep understanding of numbers up to 10, including the composition of each number.             Being able to subitise; recognising quantities without counting up to 5.             Be able to automatically recall without reference to rhymes, counting or other aids.</p>

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<p>Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.</p>	<p>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', 'fewer than'. 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'. 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'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies 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. Begin to describe a sequence or event.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Understand number bonds up to 5, including subtraction facts and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b> Be able to verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Be able to compare quantities of up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.</p> <p>Be able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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