



Bushbury Hill Primary School - EYFS Maths Skill Progression

Skills	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
	<p>Children will:</p> <p>Take part in finger rhymes with numbers</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Say some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Children will:</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>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'.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	<p>Children will:</p> <p>Show 'finger numbers' up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Children will:</p> <p>Count objects, actions and sounds. 1-1 correspondence to 10 Recognise the cardinal counting principle (say how many there are after counting)</p> <p>Count out up to 6 from a larger amount</p> <p>Subitise. Perceptual up to 5 including irregular arrangements</p> <p>Link the number symbol (numeral) with its cardinal number value. Up to 5 including dot quantities and tens's frame arrangement</p> <p>Count beyond ten. Count verbally up to 15 and beyond</p> <p>Compare numbers. Use amounts double or more</p> <p>Use words such as greater than/more than, less than/fewer than, same as/equal to. Up to 5</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers Up to 5</p> <p>Explore the composition of numbers to 10.</p> <p>Composition of 2,3,4 and 5</p>	<p>Children will:</p> <p>Count objects, actions and sounds. 1-1 correspondence to 10 and beyond including irregular amounts and amounts that cannot be moved Recognise the cardinal counting principle (say how many there are after counting) Count out up to 10 from a larger amount</p> <p>Subitise. Conceptual up to 8</p> <p>Link the number symbol (numeral) with its cardinal number value. Up to 10 including dot quantities and tens's frame arrangement</p> <p>Count beyond ten. Count verbally up to 20 and beyond</p> <p>Compare numbers. Use amounts closer together, recognise same Use words such as greater than/more than, less than/fewer than, same as/equal to. Up to 8</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers Up to 10</p> <p>Explore the composition of numbers to 10. Composition of 6,7 and 8</p>	<p>Children will:</p> <p>Count objects, actions and sounds. 1-1 correspondence to 10 and beyond including irregular amounts and amounts that cannot be moved Recognise the cardinal counting principle (say how many there are after counting) Count out up to 10 from a larger amount</p> <p>Subitise. Conceptual up to 10</p> <p>Link the number symbol (numeral) with its cardinal number value. Up to 10 including dot quantities and tens's frame arrangement</p> <p>Count beyond ten. Count verbally up to 20 and beyond</p> <p>Compare numbers. Use amounts closer together, recognise same Use words such as greater than/more than, less than/fewer than, same as/equal to. Up to 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers Up to 10</p> <p>Explore the composition of numbers to 10. Composition of number 0-10</p>

		<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>		<p>Automatically recall number bonds for numbers 0–5</p> <p>Explore and represent patterns of numbers up to 10 Recognise doubles of numbers to 5 Odd and even numbers to 5</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p>ELG <u>Number</u> Have a deep understanding of numbers to 5, including composition of each number Subitise up to 5 (regular arrangement) Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 3 (including subtraction facts) and some number bonds to 6, including double facts.</p> <p><u>Numerical Patterns</u> Verbally count beyond 15 Compare quantities up to 10 (double or more difference) Explore and represent patterns within numbers up to 10 (evens and odds, double facts up to 5)</p>	<p>Automatically recall number bonds for numbers 0-8 including subtraction facts 0-5</p> <p>Explore and represent patterns of numbers up to 10 Recognise doubles of numbers to 8 Odd and even numbers to 8 Explore how quantities can be distributed equally.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p>ELG <u>Number</u> Have a deep understanding of numbers to 8, including composition of each number Subitise up to 5 (Irregular arrangement) Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 4 (including subtraction facts) and some number bonds to 8, including double facts</p> <p><u>Numerical Patterns</u> Verbally count beyond 20 Compare quantities up to 10 (close difference) Explore and represent patterns within numbers up to 10 (evens and odds, double facts up to 8, explore how quantities can be distributed equally)</p>	<p>Automatically recall number bonds for numbers 0-10 including subtraction facts 0-5</p> <p>Explore and represent patterns of numbers up to 10 Recognise doubles of numbers to 10 Odd and even numbers to 10 Explore how quantities can be distributed equally.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p>ELG <u>Number</u> Have a deep understanding of numbers to 10, including composition of each number Subitise up to 5 (Irregular arrangement) 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.</p> <p><u>Numerical Patterns</u> Verbally count beyond 20 Compare quantities up to 10 (close difference) Explore and represent patterns within numbers up to 10 (evens and odds, double facts up to 10, explore how quantities can be distributed equally)</p>
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