

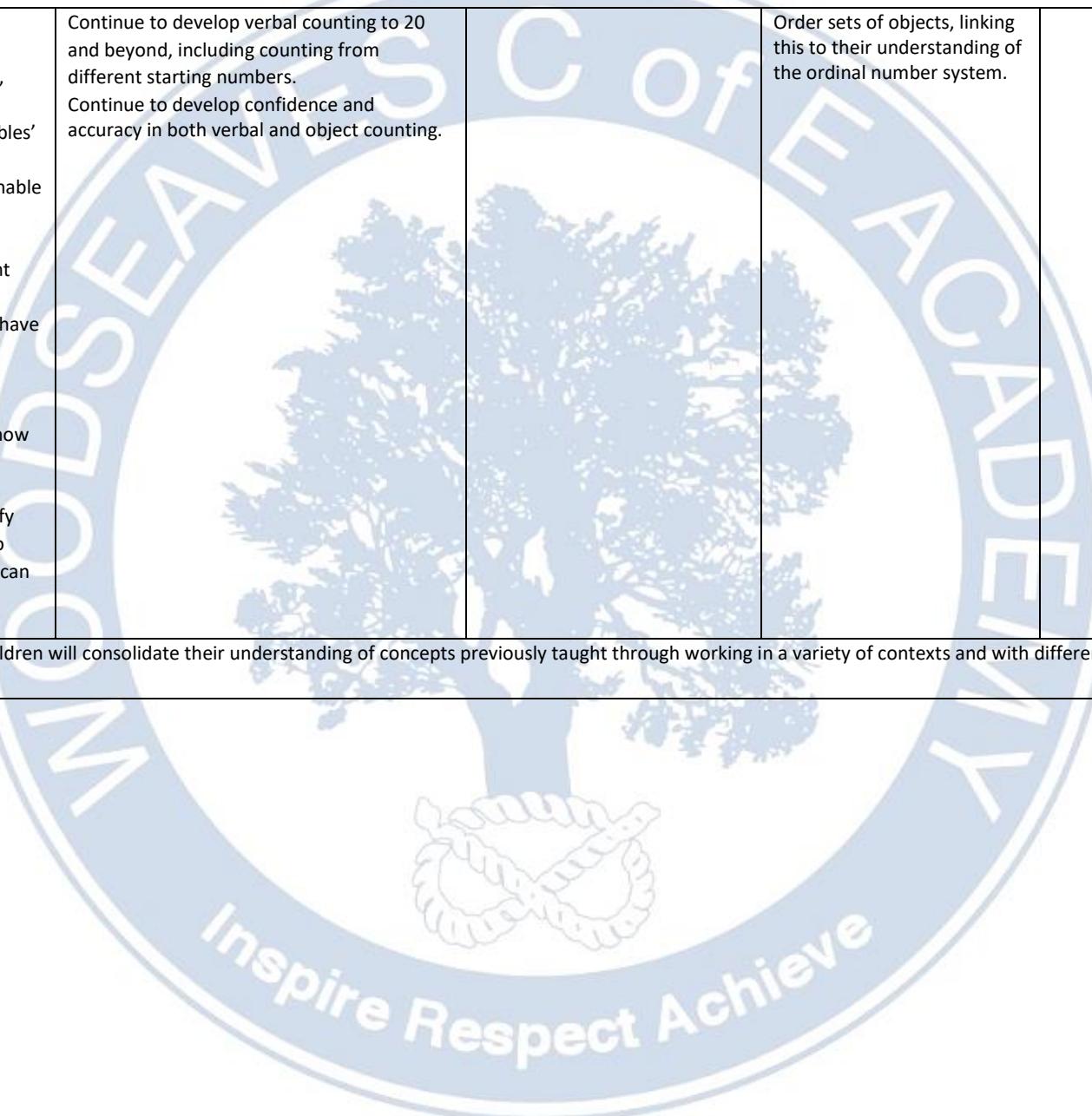
Woodseaves CE Primary Academy EYFS Maths Progression

Early Learning Goals					
Number			Numerical Patterns		
Strand/Half term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Stem Statements and vocabulary
Autumn 1	<p>Perceptually subitise within 3 identify sub-groups in larger arrangements.</p> <p>Create their own patterns for numbers within 4.</p> <p>Practise using their fingers to represent quantities which they can subitise.</p> <p>Experience subitising in a range of contexts, including temporal patterns made by sounds.</p>	<p>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set.</p> <p>Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song.</p> <p>Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting.</p> <p>Have opportunities to develop an understanding that anything can be counted, including actions and sounds.</p> <p>Explore a range of strategies which support accurate counting.</p>	<p>See that all numbers can be made of 1s.</p> <p>Compose their own collections within 4.</p>	<p>Understand that sets can be compared according to a range of attributes, including by their numerosity</p> <p>Use the language of comparison, including 'more than' and 'fewer than'.</p> <p>Compare sets 'just by looking'.</p>	<p>1 and another 1 is 2.</p> <p>1 and 1 and 1 makes 3.</p> <p>[Teddy/Monkey] has more ____ than [Teddy/ Monkey].</p> <p>____ has more than ____ .</p> <p>More</p> <p>more than</p> <p>stopping number</p> <p>fewer</p> <p>fewer than</p>
Autumn 2	<p>Continue from first half-term:</p> <p>Subitise within 5, perceptually and conceptually, depending on the arrangements.</p>	<p>Continue to develop their counting skills.</p> <p>Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.</p> <p>Begin to count beyond 5.</p> <p>Begin to recognise numerals, Relating these to quantities they can subitise and count.</p>	<p>Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot.</p> <p>Explore the composition of numbers within 5.</p>	<p>Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching.</p> <p>Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>There are 5 fingers on my hand.</p> <p>There are 5 spots on my die pattern.</p> <p>5 and 5 makes 10 altogether</p> <p>My [...] is a part of me and the whole of me is [name].</p> <p>____ and ____ make 5 altogether.</p> <p>Altogether</p> <p>Whole, part, makes, subitising</p>

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Spring 1	<p>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements.</p> <p>Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part.</p> <p>Experience patterns which show a small group and '1 more'</p> <p>continue to match arrangements to finger patterns.</p>	<p>Continue to develop verbal counting to 20 and beyond.</p> <p>Continue to develop object counting skills, using a range of strategies to develop accuracy.</p> <p>Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10.</p> <p>Order numbers, linking cardinal and ordinal representations of number.</p>	<p>Continue to explore the composition of 5 and practice recalling 'missing' or 'hidden' parts for 5.</p> <p>Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns.</p> <p>Begin to see that numbers within 10 can be composed of '5 and a bit'.</p>	<p>Continue to compare sets using the language of comparison, and play games which involve comparing sets.</p> <p>Continue to compare sets by matching, identifying when sets are equal.</p> <p>Explore ways of making unequal sets equal.</p>	<p>5 is made from 4 and 1. 5 is made from 3 and 2. _____ has more than _____ ; _____ has fewer than _____. More, more than, stopping number, fewer, fewer than made</p>
Spring 2	<p>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p>	<p>Continue to consolidate their understanding of cardinality, working with larger numbers within 10.</p> <p>Become more familiar with the counting pattern beyond 20.</p>	<p>Explore the composition of odd and even numbers, looking at the 'shape' of these numbers.</p> <p>Begin to link even numbers to doubles.</p> <p>Begin to explore the composition of numbers within 10.</p>	<p>Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>5 and 1 more makes 6 altogether, 5 and 2 more... etc. 5 is 1 more than 4; 5 is 1 less than 6; 4 is 1 less than 5; 6 is 1 more than 5. 5 is 1 more than 4. 5 is 1 less than 6. 5 is more than _____. _____ is more than _____. My _____ is a part of me and the whole of me is [name]. 7 is made of 5 and 2. [Use gestures to emphasise the different parts.] 2 is made of 1 and 1, double 1 is 2. 4 is made of 2 and 2, double 2 is 4. 4 is made of 2 and 2, double 2 is 4. 4 is made of 2 and 2, double 2 is 4. 6 is made of 3 and 3, double 3 is 6. ____ is made of _____ and _____ ; double _____ is _____. Double, more, more than, stopping number, less, less than, part, whole</p>

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Summer 1	<p>Continue to practice increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns.</p> <p>Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number.</p> <p>Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.</p> <p>Be encouraged to identify when it is appropriate to count and when groups can be subitised.</p>	<p>Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers.</p> <p>Continue to develop confidence and accuracy in both verbal and object counting.</p>		<p>Order sets of objects, linking this to their understanding of the ordinal number system.</p>	
Summer 2	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.				