

Woodseaves CE Primary Academy EYFS Maths Progression

Early Learning Goals					
Number			Numerical Patterns		
<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>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.</li> </ul>			<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>		
Strand/Half term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Stem Statements and vocabulary
<b>Autumn 1</b>	<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 more than stopping number fewer fewer than</p>
<b>Autumn 2</b>	<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 Whole, part, makes, subitising</p>

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<p><b>Spring 1</b></p>	<p>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. Experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns.</p>	<p>Continue to develop verbal counting to 20 and beyond. Continue to develop object counting skills, using a range of strategies to develop accuracy. Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10. 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. Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. 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. Continue to compare sets by matching, identifying when sets are equal. 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>
<p><b>Spring 2</b></p>	<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. 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. Begin to link even numbers to doubles. 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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<p><b>Summer 1</b></p>	<p>Continue to practice increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. 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. Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. 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. 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>	
<p><b>Summer 2</b></p>	<p>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.</p>				

