

New Close Primary School EYFS
Maths progression of knowledge and skills

	Minimum Expectations for nursery (Bunnies)			Minimum expectations for reception (Rabbits)			ELG	Links to ks1 curriculum	
Number Counting	Says number names in an incorrect order	Count beyond 3	Count beyond 5	Count beyond 10	Count beyond 15	Count beyond 20	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system 	Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number	
	Says number names in an incorrect order	Count backwards from 3	Count backwards from 5	Count backwards from 10	Count backwards from 15	Count backwards from 20			
	Can recite a minimum of 3 number songs Uses number language in everyday contexts			Can recite a minimum of 5 number songs Uses number language in everyday contexts		Can recite 10+ number songs			
	Says some number names but not for each object	Counts objects to 3+	Count objects to 5+ <i>Understands that the last number tells you how many there are</i>		Count objects to 10+	Count objects to 20+	<ul style="list-style-type: none"> Subitise (recognise quantities without counting) up to 5. 		
			Count actions/sounds to 3+	Count actions/sounds to 5+	Count actions/sounds to 10+	Count actions/sounds to 20+			
	Subitise (to 1)	Subitise (to 2)	Subitise (to 3)		Subitise (to 5)	Make a sensible guess of quantities within 10			
Number Recognition	Recognises some numbers	Link numerals and amounts to 3	Links numerals and amounts to 5	Link numerals and amounts to 5+	Link numerals and amounts to 10+	Link numerals and amounts to 20		Begin to recognise place value in numbers beyond 20	
	Orders numbers to 3		Orders numbers to 5		Orders numbers to 10	Order numbers to 20			
Number sense				Partitions sets of objects using a part-part whole model, exploring composition to 3	Usually speaks using the correct tense		<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. 	Identify and represent numbers using objects and pictorial representations including the number line	
			Knows that when a five frame is full there are 5 objects and when empty there are 0	Knows that when a ten frame is full there are 10 objects and when one row is complete there are 5	Understands that teen numbers are 10 + ___				
				Recognises that after each unit of 10, we go back to 1 again	Recognises patterns such as 6, 7, 8 and 16, 17, 18	Can use the vocabulary of 'tens' and 'ones' to explain pattern			
				Knows that 5 + 5 and 10 + 0 make 10	Can recall some number bonds to 10	Can recall all number bonds to 10, explaining the pattern			
Number Graphics	Experiments with their own symbols and marks, as well as numerals. Is able to write numbers of personal significance.		Is able to write numbers 1-5		Can write numbers 1-10	Can write numbers 0-20		Read and write numbers from 1 to 20 in numerals (and words)	

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Calculating	Compares quantities using 'more than'	Compares quantities using 'more than', 'less than' and 'the same'	Compare numbers using 'more than', 'less than' 'fewer' 'equal to'		Children understand the difference between quantity and size	<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 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. 	Use the language of: equal to, more than, less than (fewer), most, least
			Children can find 1 more than	Children can find 1 less than	Children can find 1 more than and 1 less than in mixed problems		Given a number, identify one more or one less
			Understands that addition is the combining of sets of objects	Understands that subtraction is removing objects	Recognises that + means add and - means subtract		Read, write and interpret mathematical symbols
	Combines amounts and knows that they have 'more'		Adds two single digits totally up to 5	Adds two single digit numbers totalling up to 10	Adds two single digit numbers totalling more than 10		Add and subtract one-digit and two-digit numbers to 20, including zero
	Takes some away and knows that they have 'less'		Subtracts a single digit number from a number up to 5	Subtracts a single digit number from a number up to 10	Subtracts a single digit from a number greater than 10		
	Solves real world mathematical problems with numbers to 3	Solves real world mathematical problems with numbers to 5		Solves real world mathematical problems with numbers to 10	Solves real world mathematical problems with numbers to 10+		Solve one-step problems that involve addition and subtraction
Fractions	Children 'share' items by giving items to their friends or teachers		Understands that sharing is splitting an amount into equal parts		Understands that halving is sharing into two equal parts	<ul style="list-style-type: none"> 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. 	Recognise, find and name a half as one of two equal parts of an object, shape or quantity Compare, describe and solve practical problems for double/half facts
				Understands that doubling is adding the same number to itself			
Shape	Combines shapes to make pictures Select shapes appropriately - triangular roof, square house...		Talks about and explores 2D shapes using informal and mathematical language - corners, sides Combines shapes to make other shapes	Explores how many corners and sides basic 2D shapes have. Is beginning to explain if the sides are 'straight' or 'curved'	Explores how many corners and sides other 2D shapes have.	Compose and decompose 2D shapes so that children recognise a shape can have other shapes within it, just as numbers can	Pupils should be taught to recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles
	Can identify a star and a heart	Can identify a circle, square, triangle, rectangle		Can identify a pentagon, octagon and hexagon			
	Combines shapes to make pictures Selects shapes appropriately - cube/cuboid for a house		Talks about and explores 3D shapes using informal and mathematical language - corners, faces Combines shapes to make other shapes	Explores which shapes will roll and which will slide and is beginning to explain why using the vocabulary 'curved' and 'flat'	Children recognise that the faces on a 3D shape often comprise of 2D shapes	Recognises that a cube and cuboid have very similar properties. Uses language such as faces, vertices, edge	Pupils should be taught to recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres
		Can correctly match some 3D shapes	Can correctly recognise and name cones and spheres	Can recognise and name sphere, cube, cuboid, cylinder, cone	Is beginning to explore other shapes such as pyramids and triangular prisms		

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Space	<i>Recognises 2D shapes in the environment</i>		<i>Recognises 3D shapes in the environment</i>						
	Copies and continues repeated patterns with colour (AB)		Creates repeated patterns with colour (AB)		Continue, copy and recreate repeated patterns (ABB)	Continue, copy and recreate repeated patterns (ABBC)	Recognise and complete complex repeated patterns (ABBCA)		
Talks about pattern in the environment (spotty, stripy...)	Can sort items by their colour or pattern	Creates repeated patterns with shape (AB)							
Copies and continues repeated patterns with number (AB)		Creates repeated patterns with number (AB)					Describe position, direction and movement, including whole, half, quarter and three-quarter turns.		
Uses the ordinal vocabulary of 'first' and 'last'	Uses the vocabulary 'in', 'on', 'under', 'behind', 'next to'	Can follow an instruction using positional language		Uses the vocabulary 'in-between', 'over' 'above', 'beneath', 'beside'					
Completes 5-piece puzzles	Completes 10-piece puzzles	Completes 16-piece puzzles	Completes 24-piece puzzles	Completes 35-piece puzzles	Completes 49-piece puzzles				
Discusses locations	Describes a familiar route with basic directional language - 'around', 'this way', 'that way' and positional language		Describes a familiar route using directional language - 'forwards', 'backwards', 'right' and 'left'		Design a route and explain to a friend				
Uses 'big' and 'small', 'short' and 'tall to compare size		Make simple comparisons using 'bigger' and 'smaller', 'shorter' and 'taller'		Can order three items by length/height using non-standard measures Uses 'biggest', 'smallest', 'shortest' and 'tallest'		Uses standard measures whilst measuring size			Compare, describe and solve practical problems for lengths and heights
Uses 'heavy' and 'light'		Make simple comparisons using 'heavier' and 'lighter'		Can order three items by weight using non-standard measures Uses 'heaviest', 'lightest'		Uses standard measures whilst measuring weight			Compare, describe and solve practical problems for mass/weight
Uses 'full' and 'empty' to compare capacity		Make simple comparisons using 'more' and 'less'		Can order three items by capacity using non-standard measures Uses 'full', 'empty', 'half empty'		Uses standard measures whilst measuring capacity		Compare, describe and solve practical problems for capacity and volume	
Begins to understand the vocabulary 'first', 'last' and 'soon'	Begins to describe sequences of events using next, after, later		Children can talk about significant times of the day, home time, lunch time etc... and then sequence them	Children can identify if it takes a shorter or longer time to do something	Children can use language before, after, yesterday, today, tomorrow		Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]		
Knows some of the days of the week			Says the days of the week in order		Can tell you which day comes before/after a given day		Recognise and use language relating to dates, including days of the week, weeks, months and years		
Understands that we need to pay for items in a shop and can talk about what they would like to buy			Talks about the different ways we can pay for things	Recognises that there are different coins	Can pay for items using 1p coins		Recognise and know the value of different denominations of coins and notes		
Measurement									