**Maths Progression Map**

**EYFS**

|  |  |
| --- | --- |
|  | Mathematics |
|  | **Nursery: Number through Stories**1: The Gingerbread Man 2.Little Red Riding Hood 3. Goldilocks/Three Little Pigs 4.Wizard of Oz 5. Hungry Caterpillar 6. Jack and the Beanstalk 7. Snow White 8.The Enormous Turnip 9. The Train Ride 10.Ten Little Series **Reception: Following Power Maths Scheme**  | ***End of EYFS*** |
|  | **Number and Place Value**  | **Addition and Subtraction**  | **Properties of Shapes** | **Position, direction & pattern** |
| **Nursery** | * Says number names to count objects, not necessarily in the right order
* Begin to develop one to one correspondence and say one number name for each object.
* Move or touch objects to count them (1-5)
* Knows that the last number reached when counting tells you how many there is in total.
* Count out specific number of objects from larger group (1-10)
* Knows number names initially to 5 then 10.
* Subitise small amounts arranged in regular pattern
* Uses language ‘more than’ ‘fewer than’ in real world situations.
* Recognises amounts that have been rearranged, if nothing has been added or taken away, then the amount is the same.
* Show ‘finger numbers’ up to 5
* Experiment with their own symbols and marks as well as numerals.
 | * Explore ways that numbers 0-5 can be represented i.e. 4 and 1.
* Solve real world mathematical problems with numbers 0-5.
 | * Explore 2D and 3D shape and their attributes through play such as construction, puzzles, shape sorters.
* Describes shapes using informal language such as ‘fat’ ‘pointy’ ‘corners’ ‘straight’ ‘flat’ ‘round’
 | * Understands and describes position ‘in’ ‘on’ ‘under’
* Understands and uses direction words ‘up’ ‘down’ ‘across’
* Recognise and talk about an AB pattern i.e. red block, blue block, red block, blue block.
* Copy an AB pattern with range of features such as varying objects, size and orientation.
* Notice and correct an error in a repeating AB pattern
 | **Number** Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - 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.**Numerical Pattern** Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally |
| **Reception** | * Counts to 30, forwards and backwards.
* Counts things that cannot be seen, touched or moved.
* Can say number before or after a number, dropping back to one.
* Can stop and start counting in different places (forwards & backwards)
* Subitise small amounts of objects arranged in irregular pattern.
* use the language of: equal to, more than, less than (fewer), most, least
* Compare numbers i.e. 8 is a lot bigger than 2 but 3 is only a little bigger than 2.
* Represent numbers using objects and marks.
* Create marks to represent numerals (1-10 then 1-20)
 | * Automatically recall number bonds for numbers 0-10
* Explore the composition of numbers to 10.
* read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
* Record different ways a number can be partitioned (into 2 groups or more)
* solve additions and subtractions involving 1 digit numbers, using concrete objects and pictorial representations to support
 | * Explore properties of shapes through play including: curveness, numbers of sides/corners (2D) or edge, faces and vertices (3D)
* recognise and names some common 2-D and 3-D shapes.
 | * Understands and describes position ‘in front’ ‘behind’
* Understands and uses direction words ‘forwards’ ‘backwards’ ‘left & right’
* Recognise, talk about and continue an AB pattern then a more complex pattern such as ABC, ABB, ABBC, AABB.
* Notice and correct an error in a complex repeating pattern
 |