**Maths Progression Map**

**EYFS**

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|  | 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 |