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	