



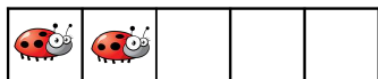
EYFS Progression of Maths Skills 2021-22



FS1

Counting / number sense

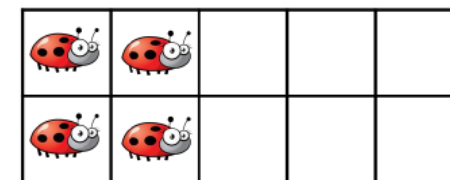
- Verbally count to 10
- Count out up to 5 objects or actions
- Understand the sequence of numbers up to 5
- Subitise up to 4
- Recognise representations of numbers up to 5 including numerals
- Explore the composition of numbers to 5
- Compare an amount of objects; use vocabulary more and fewer, same/equal to



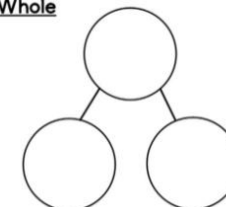
FS2

Counting / number sense

- Verbally count to 20
- Count out up to 10 objects or actions
- Understand the sequence of numbers up to 10
- Subitise up to 5/6
- Recognise representations of numbers to 10 including numerals
- Recognise and order numerals to 20
- Compare sets of objects up to 10; use language of more/fewer/equal to
- Explore patterns of numbers up to 10 including odds and evens, and counting in 2s and 10s
- Recall number bonds to 5, and some bonds to 10
- Recall doubles up to 5+5
- Represent numbers in a variety of ways including block graphs, pictograms and tally charts.



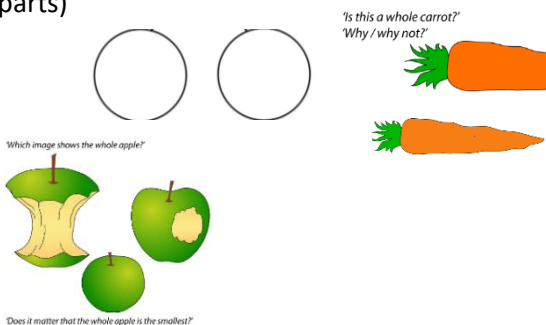
Part Whole



Adding/subtracting

- Begin to explore the composition of numbers to 5
- *Begin* to find the total number of objects in 2 groups by counting them all
- Differentiate between whole objects and parts of an object.
- Say how they know whether something is a part of an object or a whole object.

Putting objects into groups (introduction to two parts)



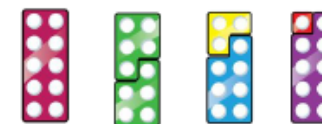
"Is this a whole carrot? Why / why not?"

Which image shows the whole apple?

Does it matter that the whole apple is the smallest?

Adding/subtracting

- Begin to read and understand equations.
- Understand and use the symbols + and =
- Begin to use the symbol -
- Solve addition and subtraction equations using concrete, pictorial or abstract methods as appropriate



"I know this because..."

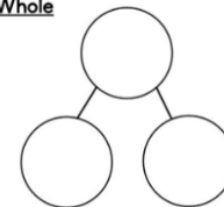


EYFS Progression of Maths Skills 2021-22



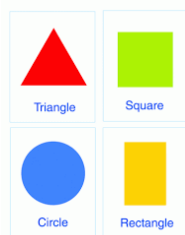
- Represent equations in different ways, e.g. using number lines with missing numbers, or blank
- Using a hundred square to support understanding where appropriate
- Articulate their understanding and reasoning to an adult or peers

Part Whole



Geometry

- Recognise, name and match colours
- Sort objects by size, colour, type and talk about why they have grouped them this way
- Continue AB and ABC repeating patterns
- Begin to create their own AB repeating patterns
- Talk about the properties of shapes in the environment e.g. straight, smooth, round
- Begin to name 2D shapes (circle, square, rectangle, triangle)



Geometry

- Sort objects by various attributes and explain their reasoning
- Copy, continue and create AABB, ABB, and AAB patterns.
- Name 2D (square, rectangle, circle, triangle, hexagon) and 3D shapes (cube, cuboid, sphere, cone, cylinder) and describe their properties (sides and faces)





EYFS Progression of Maths Skills 2021-22



Measures

- Use the language of size, length and height
- Compare 2 objects and use the language bigger/smaller, longer/shorter, taller/shorter
- Talk about the order of their day
- Use the language of light and heavy
- Compare 2 objects by their weight
- Use the language of full, half full empty
- Use the positional language of in, on, under, up, down, across, in front of, behind, on top of



We do the our maths learning and then it's playtime.



Measures

- Compare and order 3 objects by size, length, height
- Use non-standard units of measurement for length
- Order their day using the language first, next, last.
- Order the days of the week and months of the year.
- Use the language light, heavy, balanced and order 3 objects by weight
- Use the language full, nearly full, half full, nearly empty, empty
- Compare and order 3 containers of liquid by their capacity
- Use the language forward, backwards, left, right, in between, next to



First it's register, next is maths and after that it's play time. We do literacy last.



"The x is the heaviest. I know this because..."