EYFS progression – links to Maths

Relevant Early Learning Goals	Y1 National Curriculum Objective - Maths
Number • Have a deep understanding of number to 10, including the composition of each number; • 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 Patterns** • 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 **Shape Space and Measure** There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure (see Educational Programme)	**Number and Place Value** • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words. **Addition and Subtraction** • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [] - 9. **Multiplication and Division** • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects. **Measurement** Compare, describe and solve practical problems for: • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) Measure and begin to record: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. **Position and Direction** • Describe position, directions and movements, including half, quarter and three-quarter turns. **Shape** • Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).

Maths – Specific Termly Goals for Reception						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number		Find 1,2,3, 4, 5 Subitise up to 5 Represent 1 to 5 What is the composition of 1 to 5?	Make and grow the numbers 6,7 and 8 Find and represent 1 to 8 Odds and evens, using pairs Doubles up to 8	**Find and compare numbers within 10 Subitise to 10** The composition of, and number bonds within 10 **Doubles Evens and odds**	Play with and build doubles.	
Early Learning Goals	• **Have a deep understanding of number to 10, including the composition of each number;** • **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. their provision.**					
Numerical Patterns	Match Objects Match pictures and objects Explore different ways to sort Create sorting rules Compare amounts Explore simple patterns Create simple patterns.	Count 1 more or 1 less	Count up and down, 1 less and 1 more. Combine 2 groups Explore and compare different measurements and times. Doubles up to 8	Add 1 more or take away 1 less within 10. Doubles Evens and odds	Build numbers and continue patterns up to 20 Count up to and beyond 20 Describe how many more a number is. Describe how many have been taken away.	Identify, create and explore with pattern rules.
Early Learning Goals	• 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					
Shape, Space and Pattern	Compare size Compare mass Compare capacity	Identify and name circles, triangles and quadrilaterals. Compare these shapes. Find these shapes in our environment. Describe the position of objects in our classroom and our school. Understand the difference between night and day.	Compare mass and use balance scales. Explore and compare capacity. Explore and compare lengths Explore and compare heights. Talk about time Order and sequence time.	Recognise 3D shape within our environment. Find 2D shapes within 3D shapes. Find and make patterns with 3D shapes.	Put together and take apart different shapes. Manipulate and move shapes. Copy out 2D shape drawings. Find 2D shapes in 3D shapes	Identify, create and explore with pattern rules. Describe positions Understand, draw and use maps.
Early Learning Goals	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure (see Educational Programme)					