



## ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

### Maths progression for EYFS

	Number	Numerical patterns
3-4 years	<p>Fast recognition of up to 3 objects, without having to count them individually (subitising). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tell you how many there are in total (cardinal principle). Show finger numbers up to 5. Link numerals and amounts. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p>	<p>Compare quantities using language 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes using informal and mathematical language. Understand position through words alone. Describe a familiar route. Discuss routes and locations. Make comparisons between objects relating to size, length, weight, capacity. Select shapes appropriately. Combine shapes to make new ones. Talk about and identify the patterns around them. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional.</p>
Reception	<p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal. Number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.</p>	<p>Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>
Early learning goals	<p>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.</p>	<p>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.</p>

**Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.**

*Be strong and courageous. Do not be afraid; do not be discouraged,  
for the Lord your God will be with you wherever you go. – Joshua 1:9*