



# **Bryn St Peter's Primary School – EYF's Progression Map**

## **Mathematics**

Area of Learning Mathematics	September Checkpoints (Baseline)	Autumn	Spring	Summer
Numbers	<ul style="list-style-type: none"> <li>- Subitise to 3.</li> <li>- Represent 1 - 3 on fingers, on a tens frame and with objects.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Subitise to 4.</li> <li>- Discuss composition of numbers to 4, showing some automatic recall of number facts.</li> <li>- Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2"</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss composition of numbers to 4, showing some automatic recall of number facts.</li> <li>- Confidently subitise rather than count small groups of objects.</li> <li>- Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers)</li> </ul>	<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- 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.</li> </ul>
Numerical Patters	<ul style="list-style-type: none"> <li>- Join in with number songs, attempting to represent numbers using fingers where appropriate.</li> <li>- Recite numbers to 10 or beyond.</li> <li>- Demonstrate understanding that we use one number for each item, when counting.</li> <li>- Attempt to count objects, actions and sounds.</li> <li>- Use and understand the term "more" in practical contexts.</li> </ul>	<ul style="list-style-type: none"> <li>- Recite numbers to 20 confidently.</li> <li>- Count back from 10.</li> <li>- Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects.</li> <li>- Use and understand the terms more and fewer/less in practical contexts.</li> <li>- Understand the term equal when comparing two groups of objects.</li> </ul>	<ul style="list-style-type: none"> <li>- Recite numbers to 20 and back from 20.</li> <li>- Count on from a given number to 20 and back from a given number 0 - 10.</li> <li>- Show accuracy when counting a group of objects, showing 1 to 1 correspondence &amp; confident application of the cardinal principle.</li> <li>- Say the number one more/less than a given number 1 - 10.</li> <li>- Explore sharing into equal groups in practical contexts, commenting on what they notice.</li> </ul>	<ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>

<p>Shape, Space and Measure (taught but not a statutory ELG)</p>	<ul style="list-style-type: none"> <li>- Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/small, round/straight.</li> <li>- Time - understand first/next</li> <li>- Sorting/matching - sort groups of objects according to different criteria</li> </ul>	<ul style="list-style-type: none"> <li>- Time - Understand yesterday/today/tomorrow. Recite days of the week.</li> <li>- Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape</li> <li>- Use shapes to make pictures/models.</li> <li>- Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind.</li> <li>- Time - Use and understand before/after</li> <li>- Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns.</li> <li>- Pattern - continue a simple AB, ABC pattern</li> </ul>	<p>Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.</p> <p>Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</p> <p>Shape - Know some common 2D and 3D shapes.</p> <p>Pattern - create, copy and continue a simple pattern</p>
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## Statutory End of EYFS Assessment: Mathematics Early Learning Goals

Children at the expected level of development will:

Number	Numerical Patterns	Shape, Space and Measure (No ELG)
<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	<p>Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.</p> <p>Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</p> <p>Shape - Know some common 2D and 3D shapes.</p> <p>Pattern - create, copy and continue a simple pattern</p>

Those working at Greater Depth may:

Number	Numerical Patterns	Shape, Space and Measure
<ul style="list-style-type: none"> <li>- Be able to “conceptually subitise” to 10 or beyond.</li> <li>- Know number bonds to 10 or beyond.</li> <li>- Link subtraction and addition in meaningful ways, e.g. when exploring the part-whole model.</li> <li>- Make strong links between areas of their learning, e.g. doubling/halving.</li> </ul>	<ul style="list-style-type: none"> <li>- Make estimations based on their “number knowledge/sense”, e.g. that number must be greater than 20 because I can see two full tens and a part finished ten.</li> <li>- Apply their number knowledge to solve problems, e.g. It takes 3 eggs to make a cake so I must need 6 for two cakes.</li> </ul>	<ul style="list-style-type: none"> <li>- Pattern - create patterns of increasing complexity, e.g. ABCCABCC or spot errors in a given pattern.</li> <li>- Shape - confidently discuss the properties of common and irregular 2D and 3D shapes, e.g. giving clues.</li> <li>- Make predictions and link their knowledge of number to their work on measures, e.g. The red car weighed 4 cubes and the green one is heavier so it might weigh 6 cubes.</li> </ul>