


EYFS Knowledge Progression at Leeming and Londonderry Community Primary School and Pickhill CofE VC Primary School

Our School Vision

"To be the best that you can be." We aim for our children to be inquisitive, kind and resilient.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics <u>Vision Links</u> Resilient: To have a go and not be afraid of making mistakes	 						
	Foundation Stage For more information see: Mastering Numbers Overview - EYFS.pdf Long Term Plan for EYFS Mathematics (1).pdf	To count out items to 5 using 1:1 correspondence and cardinality To understand that anything can be counted, including actions and sounds To match amounts within 10 To match pairs To sort objects into sets based on their attributes To compare amounts using the language of: more, fewer, the same To compare size, mass and capacity To copy, continue and create repeating patterns (AB) pictorially	To subitise numbers to 5 To identify different representations of 1-5 To represent 1-5 in various ways using concrete resources To know that as we count each number is 1 more than the number before. To write numerals 1 to 5, forming them correctly. To know that as we count back, each number is one less than the previous number To use positional language e.g. in front of, behind etc To name some 2D shapes: circle, triangle, square and rectangle and describe their characteristics (corners, sides)	To subitise numbers to 10 To count out items to 10 using 1:1 correspondence and cardinality To identify different representations of 6-10 To represent 6-10 in various ways using concrete resources To compare numbers/amounts within 10 To write numerals 6 to 10, forming them correctly. To know that zero or the numeral 0 represents 'nothing there' or 'all gone' To know that all numbers are composed of smaller numbers e.g. $5 = 4 + 1$	To explore number bonds to 10 using concrete resources To combine two groups to find a total To use the language of; heavy, light, heavier than, lighter than, heaviest, lightest To compare capacity using the language of; full, empty, nearly full, nearly empty and half full To use mathematical vocabulary to compare height, length and breadth To sequence times within a day e.g. now, before, later, soon etc. To copy, continue and create more complex repeating patterns (ABB, AAB, AABB, AABBB)	To identify different representations of 11-20 To count out items to 10 using 1:1 correspondence and cardinality To represent 11-20 in various ways using concrete resources To investigate the number 100 To use real objects to understand that the quantity of a group can be changed by adding more To use real objects to understand that the quantity of a group can be changed by taking away	To verbally count beyond 20 To recognising the pattern of the counting system To double numbers up to 10 To share items into even groups To automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10 To understand that some quantities will share equally into two groups and some won't (even and odd) To make simple maps and plans

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Mathematics ELGs

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.