EYFS Knowledge Progression at Pickhill CofE VC Primary School

Our School Vision	"Let your light shine." We aim for our children to be aspirational, loving and resilient.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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Mathematics

Vision Links

Resilient: To have a go and not be afraid of making mistakes

Aspirational :To have goals and aspirations and work hard to meet own personal goals.

Nursery 3-4 year olds

Reception

Foundation Stage

NCETM Mastering Number Programme

White Rose Maths

For more information see NCETM Mastering Number Overview and White Rose Maths Scheme of Learning

To recognise colours including red, blue, yellow, green and purple. To recognise matching objects based on their properties including shape, colour, size and amount. To sort objects according to their properties including size, colour and shape. To identify how objects have been sorted. To perceptually subitise within 3, experiencing subitising in a range of contexts To identify subgroups in larger arrangements To create their own patterns for numbers within 4 To practise using their fingers to represent quantities which they can subitise To relate the counting sequence to Cardinality To develop their	To subitise 1 and 2 in varied presentations. To count up to 2 objects with one-to-one correspondence. To recognise the numerals 1 and 2. To link numerals and amounts up to 2. To describe, extend and create ABAB patterns and begin to apply this to simple colour ABC patterns. To notice and correct an error in a repeating pattern To subitise within 5 To explore the cardinality of 5 To begin to count beyond 5 To recognise numerals, relating these to quantities they can subitise and count To explore the concept of 'wholes' and 'parts' To explore the composition of numbers within 5 To compare sets using a variety of strategies To compare sets by matching,	To subitise 3 in varied presentations. To count up to 5, applying one-to-one correspondence and the cardinal principle. To recognise the numerals 3, 4 and 5. To link numerals and amounts up to 5. To explore the composition of numbers 3, 4 and 5. To recognise triangles, squares, rectangles and pentagons, identifying them by counting their sides. To increase confidence in subitising by continuing to explore patterns within 5 To explore a range of patterns made by some numbers greater than 5 To experience patterns which show a small group and 'I more' To continue to match arrangements to finger patterns To continue to develop verbal counting to 20 and beyond To continue to develop object counting skills, using a range of strategies to	To subitise counters on a 5 frame and objects arranged in dice patterns. To count up to 6 objects, applying oneto-one correspondence and the cardinal principle. To make comparisons between objects relating to size, length, weight and capacity. To explore symmetrical patterns, linking this to 'doubles' To continue to consolidate their understanding of cardinality, working with larger numbers within 10 To explore the composition of odd and even numbers To begin to link even numbers to doubles To begin to explore the composition of numbers within 10 To compare numbers, reasoning about which is more	To sequence pictures from nursery rhymes, familiar stories and their daily routine. To understand positional language including on, under, in, out, in front and behind. To compare quantities using the language 'more than' and 'fewer than'. To identify properties of 2D shapes including circles, triangles and rectangles. To identify 3D shapes including cubes, cuboids, cylinders and spheres and begin to talk about some of their properties. To use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number To subitise structured and unstructured patterns To identify when it is appropriate to count and when groups can be subitised To count 20 and beyond, including counting from different starting numbers	To further explore the composition of numbers 3, 4 and 5. To identify 'what comes after' a given number by use of number lines, number tracks and sequencing numerals. To identify 'what comes before' a given number by using a number track and number line. To begin to identify missing numbers by considering what comes before and what comes after. To solve real-world mathematical problems with numbers up to 5. To sequence numerals and counting cards to 5. To consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers To identify units of repeating patterns To create and explore own pattern rules To replicate and build scenes and constructions To visualise form different positions, describing positions To give instructions to build To explore mapping; representing maps with models and creating own maps from familiar places and from story situations

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		knowledge of the counting sequence To develop 1:1 correspondence To have an understanding that anything can be counted, including actions and sounds	seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts To find, subitise and represent number within 5	develop accuracy To continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 To order numbers, linking cardinal and ordinal representations of number	To explore and compare length and height To talk about time, including ordering and sequencing time To find, compare and represent numbers 9 and 10	To explore the composition of 10 To build numbers beyond 10 To continue patterns beyond 10 To verbally count beyond 20, identifying counting patterns To explore adding to and taking away from a number	To deepen understanding and consolidate concepts previously taught

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		To see that all numbers are made of ones To compare sets according to a range of attributes, including by their numerosity, using vocabulary such as 'more than' and 'fewer than' To match objects to other objects and to pictures To sort objects into groups, including by considering characteristics and creating own sorting 'rules' To compare size, mass and capacity To explore simple patterns, copying and continuing the patterns and creating own patterns	To identify one more and one less within 5 To explore the composition of numbers within 5 To identify, name and compare circles and triangles and shapes with 4 sides To combine shapes with 4 sides To identify shapes in the environment To describe position To talk about time events such as routines	To explore the composition of 6 To begin to see that numbers within 10 can be composed of '5 and a bit' To explore ways of making unequal sets equal To find, subitise and represent zero To conceptually subitise to 5 To compare mass including equal mass To explore and compare capacity To find and represent 7 and 8 To identify one more and one less than 7 and 8 To explore the composition of 6, 7 and 8 To make odd and even pairs To find and make doubles to 8 To combine 2 groups	To conceptually subitise to 10 To identify one more and one less than 9 and 10 To explore composition to 10, including bonds to 10 and arrangements of 10 To find and make doubles to 10 To explore even and odd To recognise and name 3D shapes To find 2D shapes within 3D shapes To find 3D shapes in the environment To identify more complex patterns, copying and continuing them To identify patterns in the environment	To select shapes for a purpose To rotate and manipulate shapes To explain shape arrangements To compose and decompose shapes To copy 2D shape pictures To find 2D shapes within 3D shapes To share and group objects, including into odd and evens To build doubles	

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Mathematics ELGs	<u>Number</u> 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. <u>Numerical Patterns</u> 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.