Claygate Primary School – EYFS Progression Map - Mathematics

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	Red Acorns	To begin to understand and enjoy daily routine To be able to join in with repeated actions in songs and stories	To be able to use number words, like one or two and sometimes responding accurately when asked to give one or two things	To enjoy filling and emptying containers To enjoy investigating fitting themselves inside and moving through spaces	To show an interest in size and weight To explore capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram	To begin to compare and recognise changes in numbers of things, using words like more, lots or 'same'	To begin to use mathematical language in their play e.g. big, small, heavy, light To show an awareness of number
	Blue Acorns	To say number names to 5 in order. To be able to sing a range of number songs. Show an interest in numbers and shapes in the environment.	To count out a group of up to 5 objects. To show an understanding of 1:1 counting to 5. To begin to use mathematical names for shapes	To develop fast recognition of numbers. Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners	To identify, describe and compare groups of objects. To say number names to 10 in order. To show an awareness of positional language such as under/behind/ next to/over/ on top of. To independently create and talk about own patterns using a range of objects and resources.	Practical problem solving with numbers up to 5. To select and use shapes appropriately in play, combining them to make models and enclosures. To begin to make sensible comparisons between objects relating to size, length, weight and capacity. To use relevant mathematical vocabulary when talking about learning.	To count, order and recognise numbers to 10, in and out of sequence. To name and describe 2D shapes. To compare and order objects according to their size. To begin to describe a sequence of events accurately.
	Reception	To count up to 10 objects with 1:1 correspondence. To match quantities to numeral. To begin to recognise numbers automatically on a dice/card to 5.	To find the total of 2 groups of objects. To order numbers to 10. To identify 2D shapes and talk about their properties.	To use non-standard units to measure length, weight and capacity. To use money during role play activities to buy items. To begin to explore number bonds to 5.	To use objects to solve addition and subtraction problems. To share objects between a group of people equally. To explore number bonds to 10.	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. To make observations of and compare length, weight, and capacity.	**Number ELG Children at the expected level of development will:** Have a deep understanding of number to 10, including the composition of each number.

			To be able to count to 10 independently using 1:1 correspondence.	To be able to say number names in order to 20 independently.	To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.	To read the time to O'Clock on a digital and analogue clock.	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 ELG **Children at the expected level of development will:**
							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.