

EYFS-Y1 Mathematics Progression

Callowell Primary School





EYFS-Y1 Mathematics Progression

Jumping Beans Overview	
Core Focus	Additional Focus
All about Me	Seasons Festivals
Transport	
Story Time	
Exploring and Investigating	
Animals	
The world around us	

Reception Overview	
Core Focus	Additional Focus
All about Me	Seasons Festivals
People who help us	
Exploring the Past	
Butterflies and Beanstalks	
Seaside	
Around the world in 80 days	

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	Development Matters Birth to three	Development Matters 3 and 4 year olds	Development Matters Children in Reception	EYFS Framework Early Learning Goal (ELG)	Y1 National Curriculum
Objectives	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite number 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 tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to	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. Automatically recall number bonds for	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	Number and Place Value Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to,

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	Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. Notice patterns and arrange things in patterns.	match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Understand position through words alone –	numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	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.	more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. Addition and Subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.
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		for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identify the patterns around			Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Multiplication and Division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Fractions Recognise, find and name a half as one of two equal parts of an
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		them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'			object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Measurement Compare, describe and solve practical problems for: -lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. -mass/weight [for example, heavy/light, heavier than, lighter than]. -capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].
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					-time [for example, quicker, slower, earlier, later]. Measure and begin to record the following: -lengths and heights. -mass/weight. -capacity and volume. -time (hours, minutes, seconds). Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Recognise and use language relating to dates, including days
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					of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Geometry: Properties of shapes Recognise and name common 2-D and 3-D shapes, including: -2-D shapes [for example, rectangles (including squares), circles and triangles]. -3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Geometry: Position and direction Describe position, direction and
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					movement, including whole, half, quarter and three-quarter turns.
EYFS Vocabulary	Number, numeral, count, sequence, pattern, subitise, order, amount, altogether, total, group, repeat, compare, shape, 2D, 3D, measure, length, weight, capacity, double, even, odd, number bonds, number sentence, add, subtract, equals, share. Sequencing and position (to include but not be limited to): first, then, next, before, after, next to, in front of, behind, above, below, under. Quantities to start with 'lots', 'more', 'less', 'same' but to progress to include 'more than' or 'greater than', 'less than' or 'fewer than' and 'equal to'.				