Mathematical Development Skills Progression- EYFS

Skills		Nursery Progression			Reception progression			Links to KS1 Curriculum
Number	**Subitise**	Perceptual subitising – recognise values	Subitise objects up to 3	Know that the quantity is the same however it is arranged.	Group objects and know amounts in groups without counting	Subitise objects up to 5	Conceptual subitising – recognising smaller amounts within larger ones (parts/whole)	Identify and represent numbers using objects and pictorial representations.
	Composition	Can talk about the different numbers within a number. E.g. There are 5 spots and I can see 4 and a 1.	Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total.		Know numbers can be partitioned into different pairs of numbers.	Know that a number can be partitioned into more than 2 numbers. (Parts/whole)	Number bonds: Know which pairs make a given number.	Identify and represent numbers using objects and pictorial representations Read and write numbers to 20 in numerals and words
	Addition and subtraction	Solve real world maths problems with numbers up to 5.	Know which groups of objects have more, less and the same.	Know that a group of things changes in quantities when something is added or taken away.	Recall subtraction and addition facts to 5 and some to 10.	Use some addition and subtraction mathematical vocabulary.		Represent and use number bonds and related facts within 20. Represent and use number bonds Solve one-step number problems involving addition, subtraction, division and multiplication.
					Double numbers with concrete objects.	Begin to recall some double facts.		

Numerical patterns	**Counting**	Say number words in sequence. (initially 5, then 10 and then extending to larger numbers.)	Tag each object with one number word.	Know that the last number counted gives the total so far.	Count objects, actions and sounds. Count beyond 10.	Links numeral with cardinal number value. .	Know that a number does not change if objects are rearranged	Begin to count beyond 20	Count to and across 100 Count, read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals.
	Comparison	More than/less than. Compare collections and begin to talk about which group has more.	Identify groups with the same number of things.	Use vocabulary more, less, fewer and same to compare quantities	Compare numbers and reasoning: compare numbers that are far apart, near to and next to each other. For example, 8 is a lot more that 2 but 3 is only a little bit bigger.		Knows the 'one more than/one less than' a given number.		Given a number, identify one more or less. Solve one-step number problems
	Pattern in numbers	Explore numbers with concrete objects - grouping and sharing.	Understand fair and unfair when objects are shared between them. Understand equal parts and whole of shapes.		Share fairy through practical activities. Split objects into two equal groups.	Use vocabulary of sharing and halving	Be aware that the original quantity remains unchanged, but it has been shared or halved equally	Begin to solve problems involving sharing and halving.	Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity.
		Begin to sequence numbers.			Sequence numbers up to 10	Begin to count in 2s and 10s.	Begin to understand odds and even numbers by using concrete objects and beginning to see the pattern.		
Not represented as ELG	**Measure**	Recognising attributes. E.g. Length – that stick is long, adults are tall	Comparing amounts of continuous quantities. E.g. Can find something longer/shorter/ heavier/light than a given reference	Show an awareness of comparison in estimating and predicting.	Comparing indirectly – using one thing to compare with two others.	Recognise the relationship between the size and number of units.	Begin to use units to compare things.	Begin to use time to sequence events. Begin to experience specific time durations. E.g. Number of sleeps.	To compare length, weight, time and capacity.	Compare, describe and solve practical problems for: length, mass/weight, capacity
	Pattern (Link to patterns in numbers)	Talk about and identify the patterns around them.	Copy and continue an ABAB pattern	Create own ABAB patterns.	Notice and correct an error in an ABAB pattern.	Identify the unit of repeat.	Continue an ABC pattern that ends mid unit.	Continue and create more complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns.	Can record the patterns they make by symbolising the unit structure.	Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Explore and identify patterns

										in the number system.
	Shape	Develop spatial awareness: experiencing different viewpoints.	Develop spatial vocabulary to describe position and direction. E.g. In, on, under, up, down	Explores shapes (2d and 3d) and the attributes of particular shapes through play.	Begin to show awareness of the properties of shapes, identifying similarities. Use informal and mathematical language to describe them.	Combine shapes to create new ones – select, rotate and manipulate shapes.	Describe the properties of 2d and 3d shapes.	Develop an awareness of the relationships between shapes. E.g. Compose and decompose shapes to see the shapes within shapes.	Use spatial reasoning skills to create and solve problems.	Recognise and name common 2d and 3d shapes.

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