North Clifton Primary School – EYFS Maths progression model

Taught in F1, Recapped in F2-

Taught in F2-

		Key learning	Small steps of progress					Links to KS1 curriculum
Counting and ordinality	Reciting numbers	Recite numbers forwards from 1	Join in with number rhymes that count forwards and know that some of the words in number rhymes are numbers	Recite numbers past 5	Recite numbers from 1 to 10	Recite numbers from 1 to a given number up to 10, stopping at the correct number	Recite numbers from 1 to 20 and beyond	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count in multiples of twos, fives and tens
		Recite numbers forwards from any given starting points	Recite numbers from 1 to 5	Know that you can start reciting numbers from numbers other than 1	Recite numbers from any given number to up 10 .	Recite numbers from one number to another number, starting and stopping at the correct number	Recite numbers from any given number up to 20	
		Recite numbers backwards from 20	Join in with number rhymes that count backwards and know that some of the words in number rhymes are numbers	Recite numbers backwards from 5 to 1	Recite numbers backwards from 10 to 1	Recite numbers backwards from 10 to a given number to 1, stopping at the correct number	Recite numbers backwards from 20 to 1	

North Clifton Primary School – EYFS Maths progression model

Taught in F1, Recapped in F2-

Taught in F2-

		Recite numbers backwards from 20 from any given starting point	Recite numbers backwards from 5 to 1	Know that you can start reciting numbers backwards from numbers other than 5	Recite numbers backwards from any given number to up 10	Recite numbers backwards from one number to another number, starting and stopping at the correct number	Recite numbers backwards from any given number up to 20	
	Subsitising	Subitise amounts up to 10	React to changes of amount in a group of up to three items	**Fast recognition of up to 3 objects (subitising)**	Fast recognition of up to 5 objects (subitising)	Subitise Fast recognition of up to 10 objects by using their knowledge of number bonds (subitising)		
	Counting amounts	Count moveable objects.	Develop counting like behaviours by pointing to one object while saying one number name (one to one correspondence) and **understand that the last number said is**	Count up to 5 objects by saying one number for each object. Move each object as they are counted	Understand that objects can be counted in any order and the amount will be the same	Count up to 10 objects by saying one number for each object. Move each object as they are counted **Count beyond 10**	Count up to 20 objects by saying one number for each object. Move each object as they are counted **Link the number symbol (numeral) with its cardinal number value**	

			the number in the set (cardinality)				
		Count pictures	Count up to 5 pictures, marking each one off as they are counted **Show finger numbers up to 5**	Count up to 10 pictures, marking each one off as they are counted.	**Count objects, actions and sounds** Count up to 20 pictures, marking each one off as they are counted		
		Counting sounds/ actions	**Say one number for each item in order**	Count up to 10 sounds or actions, keeping track of each as they are counted	Count up to 20 sounds or actions, keeping track of each as they are counted.		
	Numerals	Recognise numerals to 20	Recognise numerals 1 to 3	Recognise numerals 1 to 6	Recognise numerals 0 to 10	Recognise numerals 0 to 20	Count, read and write numbers to 100 in numerals
	Match numeral to quantity to 20	Match numeral to quantity to 20.	**Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5**	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10, including zero	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 20, including zero.		
		Order numerals to 20	Put the numerals 1 to 3 in order where all are given.	Put the numerals 1 to 6 in order where all are given	Put the numerals 0 to 10 in order where all are given	Find the numeral that comes between two other numerals	

North Clifton Primary School – EYFS Maths progression model

Taught in F1, Recapped in F2-

Taught in F2-

	Number sense	Represent numbers to 20	Understand and represent numbers using objects and pictorial representations to 5	Understand and represent numbers using objects and pictorial representations from 0 to 10	Understand and represent numbers using objects and pictorial representations from 0 to 20, including the number line.	Identify and represent numbers using objects and pictorial representations including the number line
			Show 'finger numbers' up to 5.		Show 'finger numbers up to 10'	
			Experiment with their own symbols and marks as well as numerals.			
Comparison	Comparing quantities	Compare quantities beyond 10	**Compare quantities using the language 'more', and 'fewer'.**	Compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer'	Compare amounts up to 5 using the language 'more' and 'fewer' when the objects are of different sizes and take up different amounts of surface space.	**Compare numbers** Compare amounts up to and beyond 10 using the language 'more' and 'fewer' when the objects are of different sizes and take up different amounts of surface space.	Use their knowledge of the value of numbers and comparison to make choices and explain their reasoning.	Use the language of: equal to, more than, less than (fewer), most, least

North Clifton Primary School – EYFS Maths progression model

Taught in F1, Recapped in F2-

Taught in F2-

		Identify equal and unequal groups	Check to see if two groups are equal and have the 'same' amount by matching objects on a one to one basis	Identify equal and unequal groups Identify when two groups have equal amounts using the language 'same'.	Covert two unequal groups into equal groups	Use the language 'equal' to describe when two amounts are the same	
Composition	One more and one less	Find one more and one less of a given number	Using practical objects explore one more than numbers to 5	Using practical objects explore one less than numbers to 5	Find one more and one less of a given number Begin to understand the 'one more than/one less than' relationship between consecutive numbers and that if you add one more you will get the next number and if you have one less you will get the previous number.	Use their understanding of one more and one less to recognise that the quantity does not match the number and identify that this is not right Understand the 'one more than/one less than' relationship between consecutive numbers	Given a number, identify one more and one less
Composition	Whole and part	Understand whole and part	Understand that a whole can be represented by a group of objects and that if some of the objects are missing it is not a whole group	Understand whole and part Understand that whole object can be split into two parts and that each part will be smaller than the whole and that the two parts together make a whole	Understand that a whole can be represented by one object and that if part of the whole object is missing then it is not whole		

North Clifton Primary School – EYFS Maths progression model

Addition and subtraction	Combine amounts to find a total	Knows that the quantity changes when something is added	Understand that add means to combine quantities	Combine two groups and count all of them to see how many there are altogether up to 5	Combine two groups and count all of them to see how many there are altogether up to 10	**Explore the composition of numbers to 10** Combine two groups and count on from the first quantity to see how many there are altogether up to 10	Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and twodigit numbers to 20, including zero. Solve onestep problems that involve addition and subtraction, using concrete objects
	Takeaway an amount from a larger amount	Knows that the quantity changes when something is taken away	Understand that subtract/ takeaway means to take a quantity away	Takeaway a given amount from a larger amount and count to see how many are left up to 5.	Takeaway a given amount from a larger amount and count to see how many are left up to 10.		

Taught in F1, Recapped in F2-

Taught in F2-

		Partition quantities into smaller quantities	Separates a group of 3 or 4 objects in different ways	Identify smaller numbers within a number (conceptual subitising)	Partition an amount up to 5 into two groups and understand that if you put the two groups back together to make the same total	Explore the composition of numbers to 10 by partitioning the amount into two groups	Understand that an amount can be partitioned into more than two parts
		Explore and recall number bonds	**Automatically recall number bonds to 0-5**	**Automatically Explore and recall some number bonds to 10**	Recall number bonds to 20	Use this knowledge of number bonds to solve problems and reason	
Composition	Doubling and halving	Double quantities	Understand that doubling is adding the same amount twice	Explore doubling to 5 using practical objects	Recall doubling facts up to double 5	Use doubling fact knowledge to solve problems and reason	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
		Halve and share quantities	Understand that halving is dividing something into two equal parts.	Halve shapes and objects	Halve quantities by sharing them equally into two groups using practical objects	Share amounts into different amounts of groups by sharing them equally	Understand that an even number can be shared into two equal groups and that an odd number	Explore whether numbers are odd or even to 10.

Taught in F1, Recapped in F2-

Taught in F2-

						cannot be shared into two equal groups	
Pattern	Colours	Name colours	Can name primary colours		Can name secondary colours		
	Matching and sorting	Match and sort	Match two objects that are identical (same colour, item, shape, size, orientation)	Sort objects into two groups (by colour, item, shape, size)	Sort objects into three or more groups (by colour, item, shape, size)	Create and explain their own criteria for sorting	
Pattern	Matching and sorting	Use language to describe patterns	Notice patterns and arrange things in patterns.	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	Use informal language like 'pointy', 'spotty', 'blobs' etc.	Use the language AB, ABC, AAB, ABB etc. to describe repeating patterns	
	Repeating patterns	Continue, copy, create and spot and fix errors in AB repeating patterns	**Extend and create ABAB patterns -stick, leaf, stick, leaf**	Continue an AB pattern mid unit repeat	**Name and correct an error in a repeating pattern**	**Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'**	
		Continue, copy, create and spot and fix errors in	Continue an ABC/ AAB/ ABB pattern end unit repeat	Continue an ABC/ AAB/ ABB pattern mid unit repeat	Copy an ABC/ AAB/ ABB pattern Create an ABC/ AAB/ ABB pattern	Spot and correct an error in an ABC/ AAB/ ABB pattern	

		other repeating patterns					
		Apply knowledge of repeating patterns	Explore which type of repeating patterns you can make in an un-fixed border pattern		**Continue, copy and create repeating patterns** Explore which type of repeating patterns you can make in a fixed border pattern.		
Measuring	Height/ length/ width	Understand and use language to compare height/ length	Understand and use the language 'tall' and 'short' (height) 'long' and 'short' (length) and 'narrow' and 'wide' (width) to describe size	Find objects that are taller/shorter (height) or longer/shorter (length) or narrower/wider (width) than a given reference item.	Order two objects by height from shortest to tallest. Order two objects by length from shortest to longest. Order two objects by width from narrowest to widest	Order three objects by height from shortest to tallest. Order three objects by length from shortest to longest. Order three objects by width from narrowest to widest	Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume Measure and record lengths and heights, mass/weight, capacity and volume
		Understand the concept of the conservation of length/width/height	Recognise that the length / width / height of an item does not change when the item is moved to another place.		Recognise that the length / width / height of an item does not change when its orientation changes, e.g. the length of a pencil does not change when you stand it up vertically		
		Use uniform nonstandard units to measure length/width/height	Understand that the length / width / height of an item can be represented by a number.	Use non-standard units which are not uniform (such as pine cones) to measure length / width / height to recognise that different results may be	Recognise that the number of uniform nonstandard items (such as Multilink cubes) must span from one end of the dimension being measured to the other with	

Taught in F1, Recapped in F2-

Taught in F2-

				obtained when measuring the same item	no gaps between the non-standard items	
Measurement	Weight and mass	Understand how to use balance scales	Explore what happens when two objects are placed on each side of a balance scale	Use a balance scale to compare the weights of two objects understanding that the lower side contains the heavier object and the higher side contains the lighter object	Understand that if the balance scale is level, the objects being compared are equal in weight	
		Compare weight.	Understand and use the language 'heavy' and' light'	Find objects that are heavier and lighter than a given reference item	**Compare length, weight and capacity** Order two objects by weight from heavy to light	Order three objects by weight from heavy to light.
		Understand the concept of the conservation of weight	Recognise that the weight of an item does not change when the item is moved to another place		Recognise that the weight of an item does not change when its orientation changes.	
		Use uniform nonstandard units to measure weight	Understand that the weight of an item can be represented by a number,	Understand that to measure the weight of an object using a balance scale, the object needs to be placed on one side and counting items placed on the other side until the balance is level.	Use non-standard units which are not uniform (such as pine cones) to measure weight to recognise that different results may be obtained when measuring the same item	

Taught in F1, Recapped in F2-

Taught in F2-

Measurement	Volume/ capacity	Use language to describe the measurement of volume and capacity	Use the language full and empty to describe volume		Use the language half-full to describe volume		Use the language nearly empty and nearly full to describe volume.
		Order by volume (how much liquid is in the container)	Compare two identical containers holding different amounts saying which has more and which has less	Order two identical containers holding different amounts from least full to most full	Compare three identical containers holding different amounts saying which has more and which has less	Order three identical containers holding different amounts from least full to most full.	
		Order by capacity (how much liquid a container can hold)	Compare the capacity of two different containers by counting how many cups of liquid they can hold.	Order two containers by capacity from can hold the least to can hold the most by measuring how many cups of liquid they can hold	Compare the capacity of three different containers by counting how many cups of liquid they can hold	Order three containers by capacity from can hold the least to can hold the most by measuring how many cups of liquid they can hold	
	Time	Know the names of the days of the week	Join in with rhymes for the days of the week order	Know that some of the words in the days of the week rhymes are days	Name the days of the week (not necessarily in order)	Name the days of the week in order	
		Understand and use language – before, after, yesterday. Use the word 'after',	Use the word 'before', understanding that it refers to preceding a particular time or event	Use the word 'after', understanding that it refers to following a particular time or event	Use the word 'today', understanding that it refers to the current day.	Use the word 'yesterday', understanding that it refers to the day before today	Use the word 'tomorrow', understanding that it refers to the day after today.

Taught in F1, Recapped in F2-

Taught in F2-

		understanding today, tomorrow.						
Measurement	Time	Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower	Understand that we can compare time durations using words such as 'longer' and 'shorter'	Use the word 'longer' to compare two events, understanding that it refers to the event which takes more time.	Use the word 'shorter' to compare two events, understanding that it refers to the event which takes less time.	Understand that we can compare speeds using words such as 'faster' and 'slower.'		
		Begin to measure time	Count how many sleeps there are until an event such as a trip or Christmas. Understand that as the number gets less, this event is sooner.	Experience specific time durations (seconds)- 1 second, 10 seconds, 30 seconds	Experience specific time durations (minutes)- 1 minute, 10 minutes, 30 minutes	Experience specific time durations (hours)- 1 hour, 3 hours, 6 hours		
		Begin to tell the time	Know that a clock tells us the time.	Know that there are digital and analogue clocks	Identify the hour hand and minute hand on an analogue clock	Begin to tell the time to the hour using o'clock		
	Money	Understand that we need to pay for goods and talk about different ways we can pay for things	Understand that we need to pay for goods	In roleplay, exchange goods for coins.	Understand that items can have different prices	Understand that money can be in the form of coins or notes	Understand that money can be paid in other ways such as bank card/ the internet/ on a mobile phone.	Recognise and know the value of different denominations of coins and notes.

North Clifton Primary School – EYFS Maths progression model

Measurement	Money	Recognise that there are different coins	Recognise that there are different coins.	Identify the properties of a 1p coin e.g. brown/ copper, small, round.	Select the 1p coin from a large group of mixed coins.	Sort coins based on properties.	
		Use 1p coins to pay for objects	Select a set of objects to match a given numeral on a price tag e.g. a box of 6 chocolates for 6p.	Recognise the prices may have 'p' after them that represents pence.	Pay for items using 1p coins, by understanding that the amount of 1p coins needs to match the amount on the price tag.	Use 1p coins to pay for objects.	
Shape	2d and 3d shapes	**Talk about and explore 2Dand 3Dshapes** (circle, triangle, square, rectangle, pentagon, hexagon)	Select shapes appropriately	Talk about and explore 2Dand 3D shapes using informal and mathematical language.	Recognise and name a square. Select a square from a selection of 2d shapes.	Recognise and name a rectangle. Select a rectangle from a selection of 2d shapes.	Recognise and name a pentagon Select a pentagon from a selection of 2d shapes.	Recognise and name a hexagon Select a hexagon from a selection of 2d shapes.	Recognise and name common 2- D and 3- D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-
			Recognise and name a circle Select a circle from a selection of 2d shapes	Recognise and name a triangle (any shape with 3 sides). Select a triangle from a selection of 2d shapes.				**Select rotate and manipulate shapes so that children recognise a shape can have other shapes within it, just**	

North Clifton Primary School – EYFS Maths progression model

									as numbers can	
			Name common 3-D shapes (sphere, cube, cone, cuboid, cylinder, pyramid)	Recognise and name a sphere. Select a sphere from a selection of 3d shapes.	Recognise and name a cube. Select a cube from a selection of 3d shapes	Recognise and name a cone. Select a cone from a selection of 3d shapes	Recognise and name a cuboid. Select a cuboid from a selection of 3d shapes	Recognise and name a cylinder. Select a cylinder from a selection of 3d shapes.	Recognise and Recognise and name a pyramid Select a pyramid from a selection of 3d shapes	D shapes [for example, cuboids (including cubes), pyramids and spheres
			Build and make models with 3d shapes	Recognise that some 3d shapes roll and some do not.		Understand that some shapes such as cubes and cuboids are better for building.		Understand that cylinders can be used for building if positioned in the correct orientation		
			Know that shapes can appear in different ways and be different sizes	Find pairs of shapes that are identical (same shape, size, orientation)	Find pairs of shapes that are the same despite being different sizes.	Find pairs of shapes that are identical (same shape, size, orientation)		Find pairs of shapes that are the same despite being different sizes Find pairs of shapes that are the same despite being different sizes.	Sort shapes by their type despite being different in size or orientation	

		Talk about shapes using mathematical language (straight, curved, sides, flat, solid)...	Understand and use mathematical language to describe shapes- straight, curved, round, flat, solid.	Understand and use mathematical terms to describe shapes	Use the words 'sides' and 'corners' to describe 2d shapes and 'faces', 'edges' and 'corners' to describe 3d shapes	Using mathematical language, say what is the same and what is different about given shapes	
Position	Position and direction	Understand and use positional language in everyday situations			Understand and use the positional language in front of, behind and next to.	Understand and use the positional language above and below	Describe position, direction and movement, including whole, half, quarter and three quarter turns
		Understand and use the language of movement/direction	**Describe a familiar route.** **Discuss routes and locations, using words like, 'in front of', and 'behind'**	Uses the directional language forwards, backwards and turn	Understand and use left and right	
		Understand and use ordinal numbers when describing position	Understand and use the terms 'first' and 'last' to describe position in a line	Understand and use the terms 'first', 'second', 'third', 'fourth' and 'fifth' to describe position in a line	Understand and use the full range of ordinal numbers	

North Clifton Primary School – EYFS Maths progression model

Taught in F1, Recapped in F2-

Taught in F2-