

Maths Skills progression

EYFS (Foundation stage 2)

Autumn	Spring	Summer
Sort objects by colour, size or shape.	Begin to compare numbers and quantities up to 10 using vocabulary more than, less than, fewer, greater than, the same as and equal to.	Recognise when a quantity is greater than, less than or the same as other quantities. (ELG)
		Compare quantities up to 10 in different contexts. (ELG)
Begin to continue, copy and create AB patterns.	Continue, copy and create AB, ABB and ABBC patterns.	Represent patterns within numbers up to 10 including evens and odds. (ELG)
Begin to compare the size of different objects using terminology- shorter, taller, large, small, big and little through play and with natural representations.	To be able to measure and compare length using non-standard measures and mathematical language such as shorter/longer/taller	Use mathematical language when comparing length, weight and capacity: 1. Length- Long/short, longer/shorter, tall/short 2.Weight – heavy/light, heavier than, lighter than 3.Capacity full/empty, more than, less than, half full. 4.Time – quicker, slower, before, after.
To be able to join in with number rhymes such as 5 currant buns	To know that there are 7 days in a week and 12 months in a year. To have an understanding of which day and month it is.	
Follow prepositional instructions through games and songs like Simon Says and the Hokey Cokey.	Begin to recall number bonds to 5 and some to 10.	Automatically recall some number bonds to 10 including double facts. (ELG)
	Begin to subitise amounts on a dice and on a tens frame.	Automatically recall (without reference to rhymes or other aids) number bonds to 5 including subtraction facts. (ELG)
	Use a whole, part, part model with concrete objects to partition and recombine an amount.	
Represent numbers 1-5 in a variety of ways For example: 5 frame, Numicon, cubes, digit, a tally, a picture, dots on a dice.	Show the composition of numbers up to 10 e.g I can make 6 with 3 + 3 or 4 + 2.	Subitise up to 5. (ELG)
Begin to subitise 1-3 items	Combine 2 groups of concrete objects and write addition number sentences with support.	Have a deep understanding of number to 10 including the composition of each number. (ELG)
Order numbers 1-5	Double numbers 5 to 10 using concrete objects	Able to solve practical problems by sharing into equal groups.
	Double numbers 1 to 5 and begin to recall some double facts from memory.	
Know that the last number reached when counting is the total.	Partition amounts into equal groups.	Add 2 single digit numbers using known number facts or number line/fingers.
Begin to use a 5 frame model. Begin to count objects, actions and sounds to 10 accurately.	To be able to make representations of number rhymes. Show me 5 currant buns but 1 is taken away.	
To begin to explain composition of numbers (numbers within numbers) with the support of visual aids such as tens frames and Numberblocks characters.	To begin to work out 1 more and 1 less using a number line.	To begin to work out one more and one less than a number up to 20 using a preferred method: mentally, using objects or on a number line.
To begin to understand the concept of 1 more or 1 less with concrete objects	To begin to recognise some coins and their value. Count 1p coins in 1s and 2p coins in jumps of 2 with support.	
Link each number with its cardinal number value.	Use a tens frame model to represent numbers to 10 and some addition and subtraction sums with support.	Write addition and subtraction number sentences.
Select, rotate and manipulate shapes to develop spatial reasoning skills through learning through play e.g Small world.	Begin to count beyond 10 by rote and using objects.	Verbally count beyond 20. (ELG)
	Begin to count in 2s with support.	Exposed to counting in jumps of numbers like 5s and 10s.
	Order numbers to 10.	Recognise numbers 1-20 in and out of order.
	Able to complete jigsaw puzzles independently.	Name some 3D shapes explain their properties using informal and mathematical language such as faces, curved, flat.
	Name some 2D and explain their properties using informal and mathematical language such as sides, corners, straight, flat and round.	
	Understand some prepositional language such as in front of and behind.	Follow instructions using prepositional language e.g Put the teddy inside the box.