



Ringway Primary School

Maths

Early Years Progression

Grid



The progression grid outlines the specific knowledge which pupils are expected to learn in each foundation stage .

Maths in the Early Years Foundation Stage

ASPECT: NUMBER

2 to 3 year olds	3 and 4 year old	Reception
<ul style="list-style-type: none"> • Begin to notice numerals • Compare amounts saying 'lots', 'more' or 'same'. • Can give out objects to other children for the purpose of sharing although not equally. E.g. has a box of cars and gives one to a friend and keeps the rest. • Takes 2 or 3 objects from a group • Know they have two hands. 	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually (subitising) • Recite numbers past 10 • 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) • Know they have five fingers on each hand • Show 'finger numbers' up to 5. • Know that 5 fingers and 5 fingers make 10 fingers. • Recognise numerals to 5 • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Beginning to link numerals and amounts: for example, showing the right number of objects to match the numeral , up to 10 • Separates a small group of objects in different ways, beginning to recognise that the total is still the same. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. 	<ul style="list-style-type: none"> • Subitise numbers to 5. • Link the number symbol (numeral) with its cardinal number value. • Explore the composition of numbers to 10 • Automatically recall number bonds for numbers 0 – 10. • Can count and order numbers from 1 – 10 and beyond with confidence. • 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.

	<ul style="list-style-type: none"> • Knows that when some objects are taken away there are less. • Knows that when more objects are added there are a greater amount. • Knows that different things can be counted e.g. jumps and steps. 	
ASPECT: NUMERICAL PATTERNS		
2 to 3 year olds	3 and 4 year old	Reception
<ul style="list-style-type: none"> • Develop counting- like behaviour, such as making sounds, pointing or saying some numbers in a sequence. • Count in everyday contexts, sometimes skipping numbers e.g. 1,2,3,5 • Rote count to 2 • Can recite number names with the intention of counting. These are not always in the correct order. • Understands the concept of first and second. E.g. telling you who is the winner after a race using cars. • Begins to count on fingers and take part in finger rhymes. • Joins in and anticipates repeated sound and action patterns. • Is interested in what happens next in the pattern of everyday routines. 	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare sets of 1 – 4 by subitising (recognising by sight) when items in each set are the same or similar in size or type. E.g. compare 3 bears and 2 bears. • Compare quantities using language 'more than', 'fewer than' and 'less than'. • Compare two groups of objects, saying when they have the same number. • Can share up to 4 objects between 2 people by dealing out 1 for 1. 	<ul style="list-style-type: none"> • Count objects, actions and sounds • Count beyond ten • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers. • 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 with numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
ASPECT: UNDERSTANDING OF SHAPE, SPACE AND MEASURES		
2 to 3 year olds	3 and 4 year old	Reception
<ul style="list-style-type: none"> • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Chooses puzzle pieces and tries to fit them. • Recognises that two objects have the same shape • Compare sizes, weights etc using gesture and language. E.g. bigger, little/smaller, high/low, tall, heavy • Moves body and toys around objects and exploring fitting into spaces. 	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes using formal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Understand position through words alone. For example, 'The bag is under the table.' – with no pointing. • 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. 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare size, position, distance, length, weight and capacity. • Compare and talk about quantities and objects. E.g. say which may be longer or heavier or if a set is more or less than another set.

<ul style="list-style-type: none">• Begins to remember their way around familiar environments.• Responds to some spatial and positional language.• Explores differences in size, length, weight and capacity.• Beginning to understand some talk about immediate past and future.• Beginning to anticipate times of the day. E.g. home time and meal time.	<ul style="list-style-type: none">• Combine shapes to make new ones – an arch, a bigger triangle etc.• Talk about and identifies the patterns around 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'.	
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