EYFS Progression of skills

Mathematics (number + numerical patterns)

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

	Number	Numerical Patterns
Pre-Nursery 0-3 years	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'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeezing selves 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.	

GRIFFIN SCHOOLS TRUST

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	Number	Numerical Patterns	Summer 2 prior to starting Reception
Nursery 3-4 years	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers 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. 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 – for example, "The bag is under the table," – with no pointing. 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 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.	**Number** Link numerals and amounts: for example, showing the right number of objects to 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. **Numerical Patterns** Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 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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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						

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Weeks 1-3 *Build trusting relationships* *Ensure children have good levels of well-being and involvement to be ready to learn.* I can match things that are the same. I can sort objects. I can compare objects. I can identify the odd one out. I am beginning to compare	I can represent numbers 1,2,3. I can compare numbers 1,2,3. I understand the composition of numbers 1,2,3. I am beginning to subitise. I can identify circles and triangles. I am developing spatial awareness I can use positional language. I can count and represent numbers 1-5. I can use numerical mark making.	I can identify 0. I can compare numbers to 5. I understand the composition of 4 and 5 I can compare mass. I can compare capacity. I can balance different numicon numbers. I am developing an awareness of number bonds to 10. I can represent, compose and compare numbers 1-10. Recap 1-5, focus 6, 7, 8.	I can represent and compose numbers 1-10. Recap 1-8, focus 9, 10. I can compare numbers to 10 I have memorised some number bonds to 10 I can identify some simple 3D shapes I can make and identify patterns I can subitise. I can count up to 20.	I can subitise. I can count with confidence up to 20. I understand composition of numbers to 20. I can confidently sort and match explaining why I can compare and order numbers to 20. I know my number bonds from 10-20. I can count in patterns beyond 10. I have spatial reasoning.	I can share equally. I can double numbers and objects. I can count to 100 I can recognise the counting system. I can add. I can take away. **ELG: 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

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amounts/size/mass/capacity. I can use balance scales. I can make simple patterns. I can represent the numbers 1,2,3	I can identify one more and one less. I can order numbers 1-5 hI can identify shapes with 4 sides I can combine shapes. I can order simple routines. I can use positional language.	I can make pairs. I can use a10 frame. Composition of 6,7,8 I can combine 2 groups I can identify length, width and height of objects. I am familiar with time and measuring	I am confident with number composition 0-10. I can confidently sort and match. I can compare and order numbers to 10.	I know adding is more. I know taking away is less.	subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns:** - 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 within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally