

# Barnfield EYFS Progression Map for Mathematical Development



	Nursery	Reception Autumn Term	Reception Spring Term	Reception Summer Term
Number	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts to amounts of 5</p>	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p>	<p>Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p> <p>Recalls some double facts to 10.</p>	<p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5/0-10.</p> <p><b>ELG Number</b> Have a deep understanding of number 10, including the composition of each number.</p> <p><b>ELG Number</b> Subitise (recognise quantities without counting) up to 5.</p> <p><b>ELG Number</b> Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5. Recall some number bonds to 10, including doubling facts.</p>
Numerical Patterns	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and identify the patterns around them.</p>	<p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>Become familiar with two digit numbers and start to notice patterns within them.</p> <p>Distribute items evenly from a group.</p> <p>Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting.</p> <p>Recognises patterns within number.</p>	<p><b>ELG Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><b>ELG Numerical Patterns</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p><b>ELG Numerical Patterns</b></p>

	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then</p>	<p>Recognises numbers to 10 and puts them in order.</p>		<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><b>Shape</b></p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: <i>sides, corners; straight, flat, round.</i></p> <p>Understand positional language through words alone.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Children can describe a familiar route and locations using words such as 'in front of' 'behind.</p> <p>Children can make comparisons between objects- size, length, weight and capacity.</p> <p>Children can select shapes appropriately- when building.</p> <p>Children can talk about and identify patterns around them - pointy, spotty, blobs and extend create patterns.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Uses some shape names appropriately and understands prepositional language.</p> <p>Creates a repeated pattern with colour and shape.</p>	<p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns.</p> <p>Uses mathematical language to compare and talk about shape and size.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p><b>No ELG relating to Shape and Space</b></p>

	Children can describe a sequence of real or fictional using words, <i>first</i> , <i>then</i> .			
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