



Maths

| Subject area | Aspect | Nursery | Reception |
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| Number – Place Value | Numbers to 10 | <p>Numbers have an order that they follow. Each number is one more than the previous number. Count to five forwards and backwards, saying one number for each item in order.</p> <p>The last number reached when counting tells you how many there are in total. Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.</p> <p>Recite numbers in order to 10.</p> | <p>Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.</p> <p>Explore odd and even numbers to 10.</p> |
| | Numbers to 20 | <p>Adding objects makes the group bigger. Taking away objects makes the group smaller. Explore real-world addition and subtraction within their play, such as if they have two cars and a friend gives them one more, they will have three.</p> <p>Numbers to five can be made in different ways, but the total is the same each time. Explore the composition of numbers to five and compare numbers.</p> <p>A number of objects can be separated in different ways but the total is still the same. Explore the different ways that groups of three and four objects can be separated.</p> | <p>Find one more or one less than numbers to 10.</p> <p>Numbers to 10 can be made in different ways, but the total is the same each time. Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines.</p> <p>Numbers to 10 can be made in different ways but the total is the same each time. Explore the composition of numbers to 10 and compare numbers.</p> <p>There are different ways of separating numbers into two groups but the total is still the same. Recall number bonds to five and explore the different ways that groups of six–10 objects can be represented. Examples include, three and four together make seven, and seven take away four leaves three.</p> |
| | Numbers beyond 20 | <p>Numbers have an order that they follow. Each number is one more than the previous number. Recite numbers, in order, past five.</p> | <p>Numbers have an order and a pattern that they follow. Recite numbers, in order, to 20 and beyond.</p> |

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| | | <p>Three objects can be moved around but the total is always three. Identify and represent up to three objects, without counting, using concrete objects and pictorial representation.</p> <p>More means that there is a larger amount. A lot is a large amount of objects. Use and understand language of quantities, such as more and a lot.</p> | <p>However a group of objects is displayed, the total is still the same. Identify and represent up to five objects, without counting, using concrete objects and pictorial representation.</p> <p>The same as means that both quantities match. More than is a bigger amount. Less than is a smaller amount. Use and understand language related to adding and subtracting, including 'more than, less than' and 'the same as'.</p> |
| Number – Addition and Subtraction | Addition and Subtraction | <p>Adding objects makes the group bigger. Taking away objects makes the group smaller. Experiment with mathematical mark making when solving real-world addition and subtraction problems.</p> | <p>Adding means making a group larger and can be represented by the + symbol. Subtraction means making a group smaller and can be represented by the – symbol. Understand and use language and concepts relating to addition and subtraction. Be aware of the symbols related to addition and subtraction.</p> |
| Number – Multiplication and Division | Multiplication | <p>Sharing evenly means putting one object at a time into a group, until the groups have the same amount of objects. Explore sharing resources in their play with adult support.</p> | <p>Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. Double quantities within 10 and explore how to share amounts evenly using concrete resources.</p> |
| | Division | <p>Sharing evenly means putting one object at a time into a group until the groups have the same amount of objects. Explore sharing resources in their play with adult support.</p> | <p>Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. Explore how to share amounts evenly using concrete resources.</p> |
| Measurement – Measuring and Calculating | Length and Height | <p>Items can have different heights, lengths and weights. Containers hold different amounts. Explore length, height, capacity, weight, time and money in their play.</p> <p>Items can have different heights, lengths and weights. Containers hold different amounts. Explore length, height, weight and capacity in their play and begin to</p> | <p>Items can be measured to show how long, tall or heavy they are. Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.</p> <p>Items can be measured using non standard units to show how long or tall they are. Compare and order</p> |

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| | | <p>use language associated with this with support, such as long, short, tall, heavy, light, full and empty.</p> <p>Compare the length and height of everyday objects in their play and begin to use language associated with this with support, such as long, short and tall.</p> | <p>the length and height of two to three objects and use and understand the language tall, taller, tallest, long, longer, longest, short, shorter and shortest.</p> |
| | Problems (Measurement) | | <p>Items can be measured to show how long, tall or heavy they are. Capacity shows how much a container holds. Compare quantities and objects to solve problems.</p> |
| | Volume and Capacity | <p>Compare the capacity of everyday objects in their play, and begin to use language associated with this, such as full and empty.</p> | <p>The capacity of an object is how much it can hold. Compare and order the capacity of two to three items in sand and water play and use and understand the language full and empty.</p> |
| | Time | <p>There is a structure and routine to the day. Events happen in order. Be aware of when certain events take place.</p> <p>Events happen in an order and sometimes they have to wait for things to happen. Certain words, including 'later', show that they need to wait for an event to happen. Begin to describe a sequence of real or fictional events, using words, such as 'first' and 'then'.</p> <p>Be aware that timers and clocks are used to measure time.</p> | <p>Events can be sequenced using everyday words, such as first, then, next, morning and afternoon. Order and sequence familiar events, such as everyday routines.</p> <p>There are seven days in the week. School days are Monday to Friday. Saturday and Sunday are the weekend. Know the order of the days of the week.</p> <p>Use simple timers to measure periods of time.</p> |
| | Weight and Mass | <p>Explore length, height, weight and capacity in their play and begin to use language associated with this with support, such as long, short, tall, heavy, light, full and empty.</p> | <p>Items can be measured to show how long, tall or heavy they are. Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.</p> |

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| | | Compare the weight of everyday objects in their play and begin to use language associated with this, with support, such as heavy and light. | Items can be measured using non standard units to show how long or tall they are. Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest. |
| | Money | Money is used to buy objects. Explore coins and money in their play. | There are different types of coins. Each coin is worth a different amount. Use money, including coins, in role play situations. |
| Geometry – Shape, Position and Direction | Shape | <p>Shapes have different properties. They can be straight, long, curvy or short. Shapes are all around us in the environment. Explore shapes in the environment and use informal mathematical vocabulary to talk about the shape of everyday objects, such as round and tall.</p> <p>3-D shapes are solid shapes. They have different shaped faces. Select appropriate shapes for building and construction activities and combine shapes to make new ones.</p> | <p>3-D shapes are solid shapes. They have a different number of faces and edges. The faces are made up of different 2-D shapes. Use mathematical names for common 3-D shapes and use 3-D shapes in their play.</p> <p>2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes. They can also be put together to make other 2-D shapes. Use mathematical names for common 2-D shapes and explore shapes in their play.</p> |
| | Pattern and Symmetry | Extend and create ABAB patterns using a variety of objects, and notice and correct an error in a repeating pattern. Identify patterns in the environment. | Continue, copy and create repeating patterns using a variety of objects. |
| | Position, Direction and Coordinates | Positional language includes in, under, inside, behind, and on top. Use and understand positional language. | Positional language includes under, over, next to, behind, in front, above and through. Use and understand language that describes where objects are in relation to each other. |
| Statistics | Construct, read and interpret | | Data can be recorded in tables, pictograms and charts. Record data in simple tables, pictograms or block charts. |