

Overview of progression in EYFS Knowledge and Skills

	Mathematics		
	Nursery	Reception	ELG
Number	- Recognise first familiar numerals then numerals 0-10. - Begin to learn that numbers are made up of smaller numbers. - Take up to 5 objects from a group correctly. - Begin to count on their fingers. - Subitise 1, 2 and 3 objects. - Use number names and number language in play.	- Recognise numbers beyond 10. - Show an interest in large numbers. - Know that numbers are made up of smaller numbers. - Explore partitioning numbers in different ways. - Estimate the number of things, then sometimes check by counting. - Count/take up to 10 objects from a larger group. - Gain confidence subitising and begin to do this with 4 and 5. - Begin to explore and work out mathematical problems using their own signs and strategies, including numerals, tallies + and -.	- 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.
Numerical Patterns	- Uses number names in order, to count to 5, then 10 and beyond. - Put numerals in order, 0-5 then begin to increase this. - Point/touch/tag an item as they count, saying one number name for each item. - Count up to 5 items. - Link/match numerals with amounts up to 5. - Beginning to compare and recognise changes in numbers of things, using words like 'more' 'lots' or 'same'.	- Use number names in order and counts to 20. - Counts back from 10-0, then 20-0. - Puts numerals in order 0-10, then 0-20. - Link/match numeral with amount of objects up to 10. - Begin to understand to one more/one less relationship between numbers. - Compare 2 groups of objects, saying when there are the same. - Explore partitioning numbers in different ways.	- Verbally count beyond 20, recognising the pattern of the number 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.
Shape, Space and Measures	- Begin to use some shape names correctly. - Show awareness of similarities in shapes. - Notice and comment on shapes in the environment. - Choose the correct puzzle piece and fits in in the correct place. - Make constructions using a range of materials and shapes, making enclosures and creating spaces. - Talk about patterns that they see. - Copy a simple repeated pattern. - Explore difference in size, weight, length and capacity. - Find longer or shorter, heavier or lighter object. - Begin to understand and talk about past and future. - Sequence daily events.	- Use mathematical terms to describe 2d and 3d shapes. - Use shape names correctly, 2d then 3d. - Learn what shapes combine to make other shapes. - Learn that 2d shapes are within 3d shapes e.g. A cube has squares on it. - Make models and constructions that increase in complexity. - Find patterns in the environment. - Create and recreate their own repeated patterns. - Predict and discuss length, weight, height and capacity. - Begin to measure time using calendars and timers. - Begin to show awareness of time on a clock. - Order and sequence daily events and routines correctly.	N/A
	Learning does not move forward in a straight forward way for all children. All children may not follow progression models in the same way, but we have mapped it out to show a general pattern of child development.		