

East Dene Primary school

EYFS Maths Progress Model

Taught in F1, Recapped in F2-

Taught in F2-

| | | Key learning | Small steps of progress | | | | Links to KS1 Curriculum | |
|---------------------------------|-------------------------|--|--|--|---|---|---|---|
| Counting and Cardinality | Reciting numbers | Recite numbers forwards from 1 | Join in with number rhymes that count forwards and know that some of the words in number rhymes are numbers | Recite numbers from 1 to 5 | Recite numbers from 1 to 10 | Recite numbers from 1 to a given number up to 10, stopping at the correct number | Recite numbers from 1 to 20 and beyond | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count in multiples of twos, fives and tens. |
| | | Recite numbers forwards from any given starting points | Recite numbers from 1 to 5 | Know that you can start reciting numbers from numbers other than 1 | Recite numbers from any given number to up 10 | Recite numbers from one number to another number, starting and stopping at the correct number | Recite numbers from any given number up to 20 | |
| | | Recite numbers backwards from 20 | Join in with number rhymes that count backwards and know that some of the words in number rhymes are numbers | Recite numbers backwards from 5 to 1 | Recite numbers backwards from 10 to 1 | Recite numbers backwards from 10 to a given number to 1, stopping at the correct number | Recite numbers backwards from 20 to 1 | |
| | | Recite numbers backwards from 20 from any given starting point | Recite numbers backwards from 5 to 1 | Know that you can start reciting numbers backwards from numbers other than 5 | Recite numbers backwards from any given number to up 10 | Recite numbers backwards from one number to another number, starting and | Recite numbers backwards from any given number up to 20 | |

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| | | | | | | stopping at the correct number | | |
| Subitising | Subitise amounts up to 10 | React to changes of amount in a group of up to three items | Fast recognition of up to 3 objects (subitising) | Fast recognition of up to 5 objects (subitising) | Fast recognition of up to 10 objects by using their knowledge of number bonds (subitising) | | | |
| Counting amounts | Count moveable objects | Develop counting like behaviours by pointing to one object while saying one number name (one to one correspondence) and understand that the last number said is the number in the set (cardinality) | Count up to 5 objects by saying one number for each object. Move each object as they are counted | Understand that objects can be counted in any order and the amount will be the same | Count up to 10 objects by saying one number for each object. Move each object as they are counted | Count up to 20 objects by saying one number for each object. Move each object as they are counted | | |
| | Count pictures | Count up to 5 pictures, marking each one off as they are counted | Count up to 10 pictures, marking each one off as they are counted | Count up to 20 pictures, marking each one off as they are counted | | | | |
| | Counting sounds/actions | Count up to 5 sounds or actions, keeping track of each as they are counted | Count up to 10 sounds or actions, keeping track of each as they are counted | Count up to 20 sounds or actions, keeping track of each as they are counted | | | | |
| Numerals | Recognise numerals to 20 | Recognise numerals 1 to 3 | Recognise numerals 1 to 6 | Recognise numerals 0 to 10 | Recognise numerals 0 to 20 | | | Count, read and write numbers to 100 in numerals. |
| | Match numeral to quantity to 20 | Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 | Link numerals and amounts: for example, showing the right number of objects to | Link numerals and amounts: for example, showing the right number of objects to | Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 20, including zero. | | | |

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| | | | | match the numeral, up to 10, including zero. | | | | |
| | | Order numerals to 20 | Put the numerals 1 to 3 in order where all are given | Put the numerals 1 to 6 in order where all are given | Put the numerals 0 to 10 in order where all are given | Find the numeral that comes between two other numerals Order a random set of numerals up to 20 | | |
| | Number sense | Represent numbers to 20 | Understand and represent numbers using objects and pictorial representations to 5 | Understand and represent numbers using objects and pictorial representations from 0 to 10 | Understand and represent numbers using objects and pictorial representations from 0 to 20, including the number line. | Identify and represent numbers using objects and pictorial representations including the number line | | |
| | | | Show 'finger numbers' up to 5. | | Show 'finger numbers up to 10' | | | |
| Comparison | Comparing quantities | Compare quantities beyond 10 | Compare clearly different amounts up to 5 using the language 'more', and 'fewer'. | Compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer' | Compare amounts up to 5 using the language 'more' and 'fewer' when the objects are of different sizes and take up different amounts of surface space. | Compare amounts up to and beyond 10 using the language 'more' and 'fewer' when the objects are of different sizes and take up different amounts of surface space. | Use their knowledge of the value of numbers and comparison to make choices and explain their reasoning. | Use the language of: equal to, more than, less than (fewer), most, least |
| | | Identify equal and unequal groups | Check to see if two groups are equal and have the 'same' amount by matching objects on a one to one basis | Identify when two groups have equal amounts using the language 'same'. | Covert two unequal groups into equal groups. | Use the language 'equal' to describe when two amounts are the same | | |
| | One more | Find one more and one less of a given number | Using practical objects explore one more than numbers to 5 | Using practical objects explore one less than numbers to 5 | Begin to understand the 'one more than/one less than' relationship between consecutive numbers | Use their understanding of one more and one less to recognise that the quantity does not match | Given a number, identify one more and one less | |

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| | | | | | | and that if you add one more you will get the next number and if you have one less you will get the previous number | the number and identify that this is not right. | |
| Composition | Whole and Part | Understand whole and part | Understand how numbers can be composed of 1's | Understand that a whole can be represented by a group of objects and that if some of the objects are missing it is not a whole group | Understand that whole object can be split into two parts and that each part will be smaller than the whole and that the two parts together make a whole | Understand that a whole can be represented by one object and that if part of the whole object is missing then it is not whole | | Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and |
| | Addition and Subtraction | Combine amounts to find a total | Knows that the quantity changes when something is added | Understand that add means to combine quantities | Combine two groups and count all of them to see how many there are altogether up to 5 | Combine two groups and count all of them to see how many there are altogether up to 10 | Combine two groups and count on from the first quantity to see how many there are altogether up to 10 | |
| | | Takeaway an amount from a larger amount | Knows that the quantity changes when something is taken away | Understand that subtract/ takeaway means to take a quantity away | Takeaway a given amount from a larger amount and count to see how many are left up to 5. | Takeaway a given amount from a larger amount and count to see how many are left up to 10. | | |
| | | Partition quantities into smaller quantities | Separates a group of 3 or 4 objects in different ways | Identify smaller numbers within a number (conceptual subitising) | Partition an amount up to 5 into two groups and understand that if you put the two groups back together to make the same total | Explore the composition of numbers to 10 by partitioning the amount into two groups | Understand that an amount can be partitioned into more than two parts | |

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| | | Explore and recall number bonds | Explore and recall number bonds to 5 | Explore and recall number bonds to 10 | Recall number bonds to 20 | Use this knowledge of number bonds to solve problems and reason | | |
| | Doubling and Halving | Double quantities | Understand that doubling is adding the same amount twice | Explore doubling up to double 5 using practical objects | Recall doubling facts up to double 5 | Use doubling fact knowledge to solve problems and reason | Solve one-step problems by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. | |
| | | Halve and share quantities | Understand that halving is dividing something into two equal parts. | Halve shapes and objects | Halve quantities by sharing them equally into two groups using practical objects | Share amounts into different amounts of groups by sharing them equally | Understand that an even number can be shared into two equal groups and that an odd number cannot be shared into two equal groups. | Explore whether numbers are odd or even to 10. |
| Pattern | Colour s | Name colours | Can name primary colours | | Can name secondary colours | | | |
| | Match ing | Match and sort | Match two objects that are identical (same colour, item, shape, size, orientation) | Sort objects into two groups (by colour, item, shape, size) | Sort objects into three or more groups (by colour, item, shape, size) | Create and explain their own criteria for sorting | | |

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| | | Use language to describe patterns | Notice patterns and arrange things in patterns. | Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. | Use informal language like 'pointy', 'spotty', 'blobs' etc. | Use the language AB, ABC, AAB, ABB etc to describe repeating patterns | |
| | Repeating patterns | Continue, copy, create and spot and fix errors in AB repeating patterns | Continue an AB pattern end unit repeat | Continue an AB pattern mid unit repeat | Copy an AB pattern | Create an AB pattern | Spot and correct an error in an AB pattern |
| | | Continue, copy, create and spot and fix errors in other repeating patterns | Continue an ABC/ AAB/ ABB pattern end unit repeat | Continue an ABC/ AAB/ ABB pattern mid unit repeat | Copy an ABC/ AAB/ ABB pattern | Create an ABC/ AAB/ ABB pattern | Spot and correct an error in an ABC/ AAB/ ABB pattern |
| | | Apply knowledge of repeating patterns | Explore which type of repeating patterns you can make in an un-fixed border pattern | | | Explore which type of repeating patterns you can make in a fixed border pattern | |
| Measures | Height/ Length/ Width | Understand and use language to compare height/ length | Understand and use the language 'tall' and 'short' (height) 'long' and 'short' (length) and 'narrow' and 'wide' (width) to describe size | Find objects that are taller/shorter (height) or longer/shorter (length) or narrower/wider (width) than a given reference item | Order two objects by height from shortest to tallest Order two objects by length from shortest to longest Order two objects by width from narrowest to widest | Order three objects by height from shortest to tallest Order three objects by length from shortest to longest Order three objects by width from narrowest to widest | Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume Measure and record lengths and heights, mass/weight, |

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| | | Understand the concept of the conservation of length/width/height | Recognise that the length / width / height of an item does not change when the item is moved to another place | | Recognise that the length / width / height of an item does not change when its orientation changes, e.g. the length of a pencil does not change when you stand it up vertically | | capacity and volume | |
| | | Use uniform nonstandard units to measure length/width/height | Understand that the length / width / height of an item can be represented by a number | Use non-standard units which are not uniform (such as pine cones) to measure length / width / height to recognise that different results may be obtained when measuring the same item | | Recognise that the number of uniform nonstandard items (such as Multilink cubes) must span from one end of the dimension being measured to the other with no gaps between the non-standard items | | |
| | Weight/ Mass | Understand how to use balance scales | Explore what happens when two objects are placed on each side of a balance scale | Use a balance scale to compare the weights of two objects understanding that the lower side contains the heavier object and the higher side contains the lighter object | | Understand that if the balance scale is level, the objects being compared are equal in weight | | |
| | | Compare weight | Understand and use the language 'heavy' and 'light' | Find objects that are heavier and lighter than a given reference item. | Order two objects by weight from heavy to light | Order three objects by weight from heavy to light | | |

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| | Understand the concept of the conservation of weight | Recognise that the weight of an item does not change when the item is moved to another place | | Recognise that the weight of an item does not change when its orientation changes | |
| | Use uniform nonstandard units to measure weight | Understand that the weight of an item can be represented by a number | Understand that to measure the weight of an object using a balance scale, the object needs to be placed on one side and counting items placed on the other side until the balance is level | | Use non-standard units which are not uniform (such as pine cones) to measure weight to recognise that different results may be obtained when measuring the same item |
| Volume/ Capacity | Use language to describe the measurement of volume and capacity | Use the language full and empty to describe volume | | Use the language half-full to describe volume | Use the language nearly empty and nearly full to describe volume |
| | Order by volume (how much liquid is in the container) | Compare two identical containers holding different amounts saying which has more and which has less | Order two identical containers holding different amounts from least full to most full | Compare three identical containers holding different amounts saying which has more and which has less | Order three identical containers holding different amounts from least full to most full |
| | Order by capacity (how much liquid a container can hold) | Compare the capacity of two different containers by counting how many cups of liquid they can hold | Order two containers by capacity from can hold the least to can hold the most by measuring how many cups of liquid they can hold | Compare the capacity of three different containers by counting how many cups of liquid they can hold | Order three containers by capacity from can hold the least to can hold the most by measuring how many cups of liquid they can hold |

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| Time | | Know the names of the days of the week | Join in with rhymes for the days of the week order | Know that some of the words in the days of the week rhymes are days | Name the days of the week (not necessarily in order) | Name the days of the week in order | Compare, describe and solve practical problems for time. Measure and record time. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
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| | | Understand and use language - before, after, yesterday, Use the word 'after', understanding today, tomorrow | Understand night and day | Use the word 'before', understanding that it refers to preceding a particular time or event. | Use the word 'after', understanding that it refers to following a particular time or event. | Use the word 'today', understanding that it refers to the current day. | Use the word 'yesterday', understanding that it refers to the day before today | Use the word 'tomorrow', understanding that it refers to the day after today | |
| | | Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower | Understand that we can compare time durations using words such as 'longer' and 'shorter' | Use the word 'longer' to compare two events, understanding that it refers to the event which takes more time | Use the word 'shorter' to compare two events, understanding that it refers to the event which takes less time | | Understand that we can compare speeds using words such as 'faster' and 'slower' | | |
| | | Begin to measure time | Count how many sleeps there are until an event such as a trip or Christmas. Understand that as the number gets less, this means that the event is sooner | Experience specific time durations (seconds)- 1 second, 10 seconds, 30 seconds | Experience specific time durations (minutes)- 1 minute, 10 minutes, 30 minutes | Experience specific time durations (hours)- 1 hour, 3 hours, 6 hours | | | |
| | | Begin to tell the time | Know that a clock tells us the time | Know that there are digital and analogue clocks | Identify the hour hand and minute hand on an analogue clock | Begin to tell the time to the hour using o'clock | | | |
| | Money | Understand that we need to pay for goods and talk about different ways we can pay for things | Understand that we need to pay for goods | In roleplay, exchange goods for coins. | Understand that items can have different prices | Understand that money can be in the form of coins or notes | Understand that money can be paid in other ways such as bank card/ the internet/ on a mobile phone | Recognise and know the value of different denominations of coins and notes. | |

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| | | Recognise that there are different coins | Recognise that there are different coins | Identify the properties of a 1p coin eg brown/copper, small, round | Select the 1p coin from a large group of mixed coins | Sort coins based on properties | | | |
| | | Use 1p coins to pay for objects | Select a set of objects to match a given numeral on a price tag eg a box of 6 chocolates for 6p. | Recognise the prices may have 'p' after them that represents pence | Pay for items using 1p coins, by understanding that the amount of 1p coins needs to match the amount on the price tag | Use 1p coins to pay for objects | | | |
| Shape and space | 2d and 3d shapes | Name common 2-D shapes (circle, triangle, square, rectangle, pentagon, hexagon) | Recognise and name a circle Select a circle from a selection of 2d shapes | Recognise and name a triangle (any shape with 3 sides) Select a triangle from a selection of 2d shapes | Recognise and name a square Select a square from a selection of 2d shapes | Recognise and name a rectangle Select a rectangle from a selection of 2d shapes | Recognise and name a pentagon Select a pentagon from a selection of 2d shapes | Recognise and name a hexagon Select a hexagon from a selection of 2d shapes | Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres |
| | | Name common 3-D shapes (sphere, cube, cone, cuboid, cylinder, pyramid) | Recognise and name a sphere Select a sphere from a selection of 3d shapes | Recognise and name a cube Select a cube from a selection of 3d shapes | Recognise and name a cone Select a cone from a selection of 3d shapes | Recognise and name a cuboid Select a cuboid from a selection of 3d shapes | Recognise and name a cylinder Select a cylinder from a selection of 3d shapes | Recognise and name a pyramid Select a pyramid from a selection of 3d shapes | |
| | | Build and make models with 3-D shapes | Recognise that some 3d shapes roll and some do not | | Understand that some shapes such as cubes and cuboids are better for building | | Understand that cylinders can be used for building if positioned in the correct orientation | | |
| | | Know that shapes can appear in different ways and be different sizes | Find pairs of shapes that are identical (same shape, size, orientation) | Find pairs of shapes that are the same despite being different sizes | Find pairs of shapes that are the same despite being in different orientations | Find pairs of shapes that are the same despite being in different sizes and orientations | Sort shapes by their type despite being different in size or orientation | | |

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| | | Talk about shapes using mathematical language (straight, curved, sides, flat, solid) | Understand and use mathematical language to describe shapes- straight, curved, round, flat, solid. | Understand and use mathematical terms to describe shapes. Use the words 'sides' and 'corners' to describe 2d shapes and 'faces', 'edges' and 'corners' to describe 3d shapes. | Using mathematical language, say what is the same and what is different about given shapes. | |
| Position and Direction | Understand and use positional language in everyday situations | Understand and use the positional language in, next to, on top and under(neath). | Understand and use the positional language in front of, behind and next to. | Understand and use the positional language above and below | Describe position, direction and movement, including whole, half, quarter and three quarter turns. | |
| | Understand and use the language of movement/direction | Use the directional language up and down | Uses the directional language forwards, backwards and turn | Understand and use left and right | | |
| | Understand and use ordinal numbers when describing position | Understand and use the terms 'first' and 'last' to describe position in a line | Understand and use the terms 'first', 'second', 'third', 'fourth' and 'fifth' to describe position in a line | Understand and use the full range of ordinal numbers | | |