

# Great Ellingham and Rocklands Primary Schools

## Maths – EYFS to Y1 progression



<b>Mathematics: Number</b>	
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul>
<b>In reception</b>	<ul style="list-style-type: none"> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> </ul>
<b>ELG</b>	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• 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.</li> </ul>
<b>Mathematics: Numerical Patterns</b>	
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'</li> <li>• 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'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>• 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.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>
<b>In reception</b>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>• Explore the composition of numbers to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>
<b>ELG</b>	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

### Mathematics: Y1

#### Number - Number and Place Value

- Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Read and write numbers from 1 to 20 in numerals and words
- Given a number, identify one more and one less

#### Number - Addition and Subtraction

- Represent and use number bonds and related subtraction facts within 20
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \_ - 9$ .
- Add and subtract one-digit and two-digit numbers to 20, including zero

#### Geometry - properties of shape

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- 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].
- Recognise and create repeating patterns with objects and with shapes.

### Measurement

- Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Measure and begin to record the following: lengths and heights
- Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]
- Measure and begin to record the following: mass/ weight
- Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Measure and begin to record the following: capacity and volume

### Number – multiplication and division

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- Non-statutory guidance: Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities

### Number - fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

### Geometry - position and direction

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.

### Measurement

- 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.
- Measure and begin to record the following: time (hours, minutes, seconds)
- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]
- Recognise and know the value of different denominations of coins and notes