St. Gregory's Catholic Primary School

Together, in Jesus, we Love, Learn, Create and Celebrate!

EYFS Mathematics Progression of Knowledge & Skills

Statutory Guidance from the EYFS Framework for Mathematics:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

At St. Gregory's, Nursery children have 1 explicit mathematics teaching input per week, Reception children have 3 explicit teaching inputs per week, and both classes have mathematics reinforced throughout provision every day.

During 2005-26, Reception class are part of a Maths trial run by the Education Endowment Foundation, in partnership with White Rose Maths and the NFER. Staff receive training and a school visit from a White Rose Maths Specialist once per half term. The NFER provides a baseline assessment and an end of year assessment to monitor children's progress. Result will then be published by the EEF.

Maths Early Learning Goals

Number ELG

Children at the expected level of development will:

- 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 f

Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations & Experiences	Starting School 3rd September 2025, Harvest, Autumn September - November Diwali 20th October 2025,	Halloween 31st October 2025, Bonfire Night 5th November 2025, Remembrance Day 11th November 2025, Christmas 25th December 2025	New Year 1st January 2026 Valentine's Day 14th February 2026 Pancake Day 17th February 2026,	Chinese New Year 17th February – 3rd March World Book Day 5th March 2026, Mother's Day 15th March 2026, St. Patrick's Day 17th March 2026, Eid 20th March Easter 5th April 2026	Earth Day 22nd April 2026, St. George's Day 23rd April 2026, Cinco de Mayo 5th May 2026, day	World Cup 11th June – 29th July 2026 Father's Day 21st June 2026, Wimbledon 29th June-12th July
NURSERY - INTENT						
White Rose Maths EYFS Coverage for the Year:	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Comparison 1 More than, fewer than, same **Shape, space and measure 1** Explore and build with shapes and objects **Pattern 1** Explore repeats Counting 1 Hear and say number names **Counting 2** Begin to order number names **Subitising 1** I see 1, 2, 3	**Pattern 2** Join in with repeats **Shape, space and measure 2** Explore position and space **Subitising 2** Show me 1, 2, 3 **Counting 3** Move and label 1, 2, 3 **Shape, space and measure 3** Explore position and routes	**Pattern 3** Explore own first patterns **Counting 4** Take and give 1,2,3 **Shape, space and measure 4** Match, talk, push and pull **Subitising 3** Talk about dots **Comparison 2** Compare and sort collections	**Pattern 4** Lead on own patterns **Shape, space and measure 5** Start to puzzle **Pattern 5** Making patterns Together **Subitising 4** Make games and actions **Counting 5** Show me 5	**Pattern 6** My own pattern **Counting 6** Stop at 1,2,3,4,5 **Comparison 3** Match, sort, compare	Consolidation of Children's Learning
Key Vocabulary:	More, fewer, few, same, 'there are a lot of...', 2d and 3d shape names, number names, 'I can see' 'I can hear', pattern, 'I am using', 'this is...' big/small, 'count	Number names,, pattern, position words; on, under, between, through, over, 'I can see' 'I can how' 'there are 1/2/3'	Number names, take, give, sort, collection, large, small, 'I can see', 'this collection has...' 'there are...dots', 'I can see', 'I have 1/2/3' 'there are', 'I have',	Number names, 'I can see', 'now there are', count, 'I can see', 'there are', 'I can hear', 'I need 1/2/3', pattern, 'I need a...' 'I can see', 'I have used', 'this	Match, sort, same, different, more, less, count, stop, number names, 'there are', pattern, now, first, next, then	

	with me' 'say with me'		pattern	pattern is...'		
Implementation (in addition to Maths whole class input)	Hunt for collections of large/small amounts of objects. Compare and talk about large/small amounts of objects. Make collections of objects that are the same. Insert puzzles/shape sorters. Join children as they explore shapes/ blocks in construction. Listen to/ join in with repeats in songs and stories. Join children in construction area to build roads and towers. Model and encourage use of loose parts to make simple line patterns. Listen for and say number names in songs and rhymes in order working forwards and backwards. Count actions and use fingers numbers during songs and rhymes. Draw attention to 1, 2, 3 in pictures,	Join in with repeated actions, words in songs and stories. Encourage children to say what happens 'next' in familiar routines. Use loose parts to recreate patterns. Explore/ sort a variety of shapes and objects. Sing songs/play games exploring positional language. Use finger numbers to show/identify 1, 2, 3 in songs and stories. Outdoor games; jumping/hopping while saying counting words. Use stories such as Goldilocks to explore counting up to 3 objects. Games matching numeral to quantity up to 3. Make arrangements /pictures with numicon. Explore more complex insert puzzles. Positional language games. Obstacle courses	Go on a pattern walk. Peg boards,nail and hammer boards. Identify patterns and shapes in stories such as Cave Baby. Model taking/giving up to 3 objects in provision during snack etc. Encourage children to take/give up to 3 objects during simple games. Use stories to model counting up to 3 objects using 1-1 correspondence. Make 'magic potions' asking children to count and add up to 3 objects. Shape matching games. Join construction play modelling making simple arrangements; bridges/tunnels etc. Follow simple routes using positional language instructions. Push and pull blocks together to build walls. Introduce and play games using dot	Encourage children to lead songs and rhymes. Add art work with simple patterns for children to recreate when painting. Encourage children to create repeating patterns with mark making/paint resources to include circles, grids and sun like shapes. Shape match puzzles, jigsaws, object to picture matching. Object to shadow matching. Clap in time to the beat when singing. Create large movement patterns with ribbons. Introduce AB patterns for children to copy/continue. Dice games using a large 1 to 3 dice. Copy sets of sounds. Represent sounds using fingers. Move props to and back from 5 in songs and rhymes. Show finger numbers to 5 during songs	Create own AB patterns using beads etc. Correct errors in modelled AB patterns. Use construction resources to make enclosures for animals. Sing a variety of songs exploring counting to 5 in different ways. Numeral/quantity matching. Verbally count to given numbers. Model making marks to represent numbers. Make sets of objects by matching. Play 'find my match' games. Matching games such as pairing socks based on colour/pattern.	

	books and provision. Share stories such as The Three Billy Goats, The Three Little Pigs.	encouraging movement through different positions; Use simple stories to explore and follow simple routes, eg: Rosie's Walk.	patterns with up to 3 dots. Make collections of small and large objects that are the same. Encourage children to talk about their own collections.	and rhymes. Model counting to 5 using 1-1 correspondence. Match numeral to quantity during songs and rhymes.		
RECEPTION - INTENT						
White Rose Maths EYFS Coverage for the Year:	**Getting to Know you**: Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn. **Match, Sort and Compare :** -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts **Talk about Measures and Patterns:** Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns	**It' me 1,2,3!:** Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less -Composition of 1, 2 and 3 **Circles and Triangles** : -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position **1, 2, 3, 4, 5 :** Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1 – 5 **Shapes with 4 sides :** Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment	**Alive in 5:** Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 **Mass and Capacity** Compare mass -Find a balance -Explore capacity -Compare capacity	**Growing 6,7,8 (Continued):** -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8 **Length, Height and Time** : Explore Length -Compare Length -Explore Height -Compare Height **Building 9 and 10** Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10 **Explore 3D shape** -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment	**To 20 and Beyond:** -Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) **How Many Now?** -Add more -How many did I add? -Take away -How many did I take away? **Manipulate, compose and decompose** - Select shapes for a purpose - Rotate shapes -: Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes (2 lessons) - Checkpoints	**Sharing and grouping** - Explore sharing - Explore grouping - Even and odd sharing - Play with and build doubles -Checkpoints **Visualise, build and map** - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations - Checkpoints Make connections

		-My day and night				- Deepen understanding - Patterns and relationships - Consolidation
Key Vocabulary:	Measure, Wider Narrow, Compare Longer, Shorter, length Seasons Time Quicker Slower Earlier Later Before After, First Next Today Yesterday Tomorrow Morning Afternoon Evening Day, Week Hour Minutes	Number, None, Zero, After, Count, Subitise, Order, Compare, Forwards, Backwards, Numerals, Digit, One more, One less Many, Equal to/same as, More than, Less than (Fewer), 2d shapes, Rectangle, Square Circle, Triangle,	Height, Long, Short Weight, Capacity Heavy/light, Heavier than Lighter than Full/empty More than Less than Half/half full	Characteristics 3d shapes Cuboids Cubes Cone Spheres Curved Straight Flat	Add, Plus, Altogether, Total Take away/minus Number bonds Part Whole, Digit, Over Under, Between Around, Through On, Into, Next to Behind Beneath Order, Repeat, Patterns, On top of	Double Half Twice as many Equal Unequal Share Group Odd Even
Implementation (in addition to Maths whole class input)	Using a visual timetable to explain the day, exploration using items in continuous provision eg pinecones, conkers, stones etc, singing number rhyme songs daily including props and actions – fingers.	Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with. 2d shapes in provision and around the classroom for children to find,	Dot cards to subitise with, number lines in the classroom for children to model one more and one less, starter activities to recap prior learning. Capacity water tray exploration, different types of capacity and measuring in provision eg. Rice.	Dot cards to subitise with, tens frames with numbers to 8 for children to use, exploration of each number – working systematically to find all the ways to make each number. 2D and 3D shapes in provision. Blocks/lego to measure each other's height.	Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.	Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Mathematical skills developed throughout the Reception year	• Routines, comparing measures, verbally counting including when singing rhymes. • Linking the number symbol with its cardinal number value. • Counting beyond ten. • Comparing numbers. • Understanding the 'one more/one less than' relationship between consecutive numbers. • Comparing length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.					
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Where are they going? **Y1 Expectations:**						
Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line **Addition and subtraction (within 20)** (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign. Read and write numbers from 1 to 20 in numerals and words **Number and place value (within 100):** Begin to recognise the place value of each digit in a two-digit number (tens, ones) **Fractions:** Recognise, find and name a half as one of two equal parts of an object, shape or quantity **Fractions:** Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity **Multiplication and Division:** count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations **Comparing & Estimating:** compare, describe and solve practical problems for: lengths and heights , mass/weight, time **Number Bonds**: Represent and use number bonds and related subtraction facts within 20 **Shape:** Recognise and name common 2-D and 3-D shapes, **Positional Language:** Describe position, direction and movement, including half, quarter and three quarter turns **Money:** Recognise and know the value of different denominations of coins and notes **Time:** Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years					