Maths Curriculum Year EYFS

Key areas of maths		Progression charts
1	Cardinality and Counting	Cardinality and counting progression chart
2	Comparison	Comparison progression chart
3	Composition	Composition progression chart
4	Pattern	Pattern progression chart
5	Shape and Space	Shape and space progression chart
6	Measures	Measures progression chart

NCETM Early Years guidance. Teaching teams should organise the repetition of key areas around their existing provision as they see fit. The table below is an example of how teachers may wish to organise the key areas of maths across the year. The focus should be on repetition so that children are exposed to each key area through whole class sessions, adult-led learning in small groups, continuous provision and the use of manipulatives and provocations.

Mastering Number to be delivered daily in addition to the above mastery provision.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cardinality and counting	Counting: saying number words in sequence Counting: tagging each object with one number word	Counting: knowing the last number counted gives the total so far	Subitising: recognising small quantities without needing to count them all Numeral meanings	Conservation: knowing that the number does not change if things are rearranged (so long as none have been added or taken away)	Subitising: recognising small quantities without needing to count them all Numeral meanings	Counting: saying number words in sequence
Comparison	More than/less than	Identifying groups with the same number of things	Comparing numbers and reasoning	Knowing the 'one more than/one less than' relationship between counting numbers	More than/less than	Comparing numbers and reasoning

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Composition	Part–whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total)	Part–whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total)	Inverse operations	A number can be partitioned into different pairs of numbers	A number can be partitioned into more than two numbers	Number bonds: knowing which pairs make a given number
Pattern	Continuing, copying, making own and spotting an error in an AB pattern	Identifying the unit of repeat Continuing an ABC pattern Continuing a pattern which ends mid-unit	Making their own ABB, ABBC patterns Spotting an error in an ABB pattern	Symbolising the unit structure Generalising structures to another context or mode	Making a pattern around a border with a fixed number of spaces Making a pattern which repeats around a circle	Pattern-spotting around us
Shape and Space	Developing spatial awareness: experiencing different viewpoints	Developing spatial vocabulary Representing spatial relationships	Shape awareness: developing shape awareness through construction	Identifying similarities between shapes	Showing awareness of properties of shape	Describing properties of shape
Measures	Recognising attributes	Comparing amounts of continuous quantities	Showing awareness of comparison in estimating and predicting Comparing indirectly	Recognising the relationship between the size and number of units Beginning to use units to compare things	Beginning to use time to sequence events	Beginning to experience specific time durations
Opportunities for assessment						

Learning outcomes organised into their key areas of maths

Cardinality & counting	Comparison	Composition	Pattern	Shape & space	Measures
Counting: saying number words in sequence Counting: tagging each object with one number word Counting: knowing the last number counted gives the total so far Subitising: recognising small quantities without needing to count them all Numeral meanings Conservation: knowing that the number does not change if things are rearranged (so long as none have been added or taken away)	More than/less than Identifying groups with the same number of things Comparing numbers and reasoning Knowing the 'one more than/one less than' relationship between counting numbers	Part–whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total) Inverse operations A number can be partitioned into different pairs of numbers A number can be partitioned into more than two numbers Number bonds: knowing which pairs make a given number	Continuing an AB pattern Copying an AB pattern Make their own AB pattern Spotting an error in an AB pattern Identifying the unit of repeat Continuing an ABC pattern Continuing a pattern which ends mid-unit Making their own ABB, ABBC patterns Spotting an error in an ABB pattern Symbolising the unit structure Generalising structures to another context or mode Making a pattern which repeats around a circle Making a pattern around a border with a fixed number of spaces Pattern-spotting around us	Developing spatial awareness: experiencing different viewpoints Developing spatial vocabulary Representing spatial relationships Shape awareness: developing shape awareness through construction Identifying similarities between shapes Showing awareness of properties of shape Describing properties of shape	Recognising attributes Comparing amounts of continuous quantities Showing awareness of comparison in estimating and predicting Comparing indirectly Recognising the relationship between the size and number of units Beginning to use units to compare things Beginning to use time to sequence events Beginning to experience specific time durations