

Maths Progression EYFS- KS1

EYFS

Year 1

Number

Taken from Mastering Number Overviews for Reception and Year 1
Year 1 – follow WR maths as main maths lesson.

| Autumn | Spring | Summer | Autumn | Spring | Summer |
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| <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison</p> | <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> | <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> | <p>Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system.</p> | <p>Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols).</p> | <p>Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'</p> |
| <p>To identify when a set can be subitised and when counting is needed To subitise different arrangements, both unstructured and structured. To make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> | <p>To continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals To begin to identify missing parts for numbers within 5 To explore the structure of the numbers 6 and 7 as '5 and a bit' and</p> | <p>To continue to develop their counting skills, counting larger sets as well as counting actions and sounds To explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame To compare quantities and numbers,</p> | <p>To subitise within 5, including when using a rekenrek, and re-cap the composition of 5. To develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure. To compare numbers within 10 and use precise mathematical language when doing so</p> | <p>To explore the composition of each of the numbers 7 and 9. To explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers. Can be composed of one odd part and one even part.</p> | <p>To explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 To connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15</p> |

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| <p>To spot smaller numbers 'hiding' inside larger numbers To connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers To hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number To develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that</p> | <p>connect this to finger patterns To focus on equal and unequal groups when comparing numbers To understand that two equal groups can be called a 'double' and connect this to finger patterns To sort odd and even numbers according to their 'shape' To continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern To order numbers and play track games To join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p> | <p>including sets of objects which have different attributes To continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 To begin to generalise about 'one more than' and 'one less than' numbers within 10 To continue to identify when sets can be subitised and when counting is necessary To develop conceptual subitising skills including when using a rekenrek.</p> | <p>To re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number. To explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) To explore the structure of the odd numbers as being composed of 2s and 1 more To explore the composition of each of the numbers 6, 8, and 10 To explore number tracks and number lines and identify the differences between them.</p> | <p>To identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number To explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes To explore the augmentation and reduction structures of addition and reduction</p> | <p>To compare numbers within 20 To understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) To practise retrieving previously taught facts and reason about these</p> |
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| <p>anything can be counted, including actions and sounds To compare sets of objects by matching To begin to develop the language of 'whole' when talking about objects which have parts.</p> | | | | <p>using number stories, including introducing the 'first, then, now' language structure,</p> | |
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| Key Vocabulary | | | | | |
| EYFS | | | Year 1 | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer |
| <p>Number, numeral, zero, one, two, three.... Twenty. Twenty one, twenty two ... Count, subitise, order, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than, fewer, add, plus, altogether, total, take away, number bonds, part, whole, digit, double, half, twice as many, equal, unequal, share, group, odd, even.</p> | | | <p>Number, numeral, zero, one, two, three.... Twenty. Twenty one, twenty two... one hundred. None, count on, count back, count up, forwards, backwards, count in ones, count in twos, count in fives, count in tens, sequence, equal to, equivalent to, is the same as, more, less, most, least, many, odd, even, multiple, few, pattern, pair. Ones, digit, tens, greater, fewer, smaller, fewest, biggest, largest, greatest, one more, ten more, one less, ten less, compare, sort, order, size, first, second, third... twentieth, last, last but one, before, after, next, in between, half way between, above, below, column, (non-statutory < > =) Estimate, roughly, nearly, close to, just under, just over, too many, too few, not enough, enough, value. Taken from addition and subtraction progression document: Addition, add, more, and, make, plus, sum, total, partition, part-whole model, part, whole, commutative, altogether, double, near double, half, halve, one more, two more, ten more, subtract, take away, left, left over, gone, one less, two less, ten less, fewer than, difference, number bonds, missing numbers.</p> | | |

Take from multiplication and division progression document:

Groups of, equal groups, unequal groups, total, array, columns, rows, double, sharing,

Geometry

EYFS

Year 1

| Autumn | Spring | Summer | Autumn | Spring | Summer |
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| <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>Notice circles and triangles around them</p> <p>Use informal and mathematical language to describe properties of circles and triangles.</p> <p>Compare circles and triangles</p> | <p>Recognise and name 3D shapes</p> <p>Find 2D shapes within 3D shapes</p> <p>Use 3D shapes for tasks- rolling and stacking</p> <p>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'.</p> <p>Explore 3D shapes in the environment</p> | <p>Select shapes for a purpose</p> <p>Rotate shapes</p> <p>Manipulate shapes</p> <p>Explain shape arrangements</p> <p>Compose shapes and decompose shapes</p> <p>Copy 2-D shape pictures</p> <p>Find 2-D shapes within 3-D shapes</p> | <p>Recognise and name common 2-D shapes: rectangles, squares, triangles and circles</p> <p>To recognise and name 3-D shapes: cubes, cuboids, pyramids, sphere, cones, cylinders.</p> <p>To know how many faces a 3D shape has.</p> <p>To know that 3D shapes are made up of 2D shapes.</p> | | |

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| <p>Notice squares and rectangles around them</p> <p>Begin to use informal and mathematical language to describe squares and rectangles.</p> <p>Compare squares and rectangles</p> <p>Describe 2D shapes using vocabulary 'sides' 'straight' 'curved' 'corners'</p> <p>Compose and decompose shapes and combine to make different shapes eg. 2 triangles to make a square, 2 squares to make a rectangle</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> | <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> | | | | |
| Key Vocabulary | | | | | |
| EYFS | | | Year 1 | | |

| Autumn | Spring | Summer | Autumn | Spring | Summer |
|---|--|--|--|--------|--------|
| Sides, straight, corners, round, circles, triangles, rectangles, squares, curved | Cubes, cuboids, cylinders, pyramids, cones, spheres. Sides, corners, straight, flat, round. | Turning, rotating, flipping. Positional language to describe shape arrangements- next to, in front of, behind, around, under, over, smallest, largest | Cube, cylinder, cuboid, pyramid, cone, sphere properties, flat faces, curved surface, Triangles, squares, rectangles, circles. | | |
| Pattern | | | | | |
| EYFS | | | Year 1 | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer |
| Continue, copy and create repeating patterns. Explore simple patterns (visual and auditory) Recognise a simple AB pattern Copy and continue basic patterns (AB patterns) Create own simple patterns (AB patterns) | Identify, copy and continue more complex patterns (ABB, ABC, AAB) Notice and describe patterns in the environment Make pairs Identify odd and evens | Identify units of repeating patterns Explore and create own pattern rules Replicate and build scenes and constructions Visualise from different positions | To create patterns with 2-D and 3-D shapes. To create repeating patterns with 3D and 2D shapes (ABAB) *don't need to know the name of this. To create symmetrical patterns with 2D and 3D shapes (ABBCBBA) * don't need to know the name of this. | | |

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| <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern</p> <p>Understand concept of a pair (2 objects that match/go together)</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> | | | <p>To recognise the rule within a pattern and use this to continue it in any direction.</p> | | |
| Key vocabulary | | | | | |
| EYFS | | | Year 1 | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer |

| Pattern, repeat, copy, continue, next | | Rule | | | |
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| Measure | | | | | |
| EYFS | | | Year 1 | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer |
| <p>Know that objects can be compared and ordered by size.</p> <p>Know that objects can be compared and ordered by their mass.</p> <p>Know that objects can be compared and ordered by their capacity.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> | <p>Compare length, weight and capacity</p> <p>Know that objects can be compared and ordered by their mass using language of heavy and light</p> <p>Compare by mass and find a balance</p> <p>Know objects can be balanced by adding more or taking some away</p> <p>Know objects can be compared and ordered by capacity using language of full and empty</p> <p>Know that objects can be compared by length using language of long and short</p> | <p>Consolidation</p> <p>Begin to become familiar with non-standard and standard units of measurement</p> <p>Time- o'clock</p> | | <p>Compare, describe and solve practical problems for:</p> <p>lengths and heights mass/weight capacity and volume time</p> <p>Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)</p> <p>To know that length is measured in centimetres.</p> | <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>To know that the smaller number of seconds, minutes or hours is the quicker time.</p> |

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| | <p>Know that objects can be compared by height using language of tall and short.</p> <p>Talk about time.</p> <p>Order and sequence events Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> | | | | <p>To know that the hour hand is shorter than the minute hand.</p> <p>To know that when the minute hand is pointing directly to 12, they need to look at the shorter hand to see which hour it is.</p> <p>Recognise and know the value of different denominations of coins and notes</p> |
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Key vocabulary

| EYFS | | | Year 1 | | |
|---|--|---------|--------|--|--|
| Autumn | Spring | Summer | Autumn | Spring | Summer |
| Big, little, large, small, More, fewer, same, less, shorter, taller, most, fewest, mass, heavy, light, lighter, heavier, 'this holds the most' ' this holds the least' capacity | Long, short, length, longest, shortest, longer than, shorter than, short, tall, tallest, taller, full, empty, mass, heavy, light , lighter, heavier Minute, yesterday, tomorrow, evening, next week, next year, next month, last month, last week, last year, morning, | O'clock | | Longer than, taller than, shorter than, is equal to, centimetres (cm) mass, heavier, lighter, heaviest, lightest, empty, nearly empty, full, nearly full, more than, less than, capacity | Before, after, next, first, finally, morning, afternoon, evening, today, yesterday, tomorrow, days of the week, months of the year, hours, minutes, seconds, quicker, slower, hour, o'clock, half- past Coins, value, 1 pence, 2 pence, 5 pence, 10 pence, 20 |

| | weekend, before, after, first, then, after | | | | pence, 50 pence, 1 pound |
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| Position and Direction | | | | | |
| EYFS | | | Year 1 | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer |
| <p>Begin to use positional language such as 'in' 'on' 'under' 'over' 'beside' 'between' 'in front of' 'around' 'through' and 'behind'</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> | <p>Begin to use language such as forwards, backwards, sideways, turn, left, right</p> | <p>Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> | | | <p>To describe position, direction and movement, including half, quarter and three-quarter turns.</p> |
| Key vocabulary | | | | | |
| EYFS | | | Year 1 | | |
| Term 1 | Term 2 | Term 3 | Term 1 | Term 2 | Term 3 |
| <p>Begin to use positional language such as 'in' 'on' 'under' 'over' 'beside' 'between' 'in front of' 'around'</p> | <p>forwards, backwards, sideways, turn, left, right</p> | <p>In front of, next to, behind,</p> | | | <p>Full, half turn, quarter turn, three-quarter turn Left, right, forwards, backwards, above, below, top, bottom</p> |

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| 'through' and 'behind' | | | | | |
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