

Early Years Maths progression

Maths area	3 to 4 year old (F1)	Reception (F2)
Number	<p>Develop fast recognition of up to 3 objects, without having to count them individually. ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p><u>Early Learning Goals:</u> Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as.</p>
Calculation – addition and subtraction		<p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p><u>Early Learning Goals:</u></p> <p>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.</p>
Calculation – multiplication and division	<p>Talk about and identifies 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>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Continue, copy and create repeating patterns.</p> <p><u>Early Learning Goals:</u> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Measure	<p>Begin to describe a sequence of events, real or fictional, using</p>	<p>Compare length, weight and capacity.</p>

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	<p>words such as 'first', 'then...'</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	
Shape	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc</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>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>
Position and direction	<p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>	