North Ferriby CE Primary School – EYFS Progression of Skills

Mathematics – Number and Numerical Pattern

Our Vision for Word Reading Children to have a fluid and flexible approach to mathematics and the ability to share their mathematical thoughts and processes.	
Milestone 1 Children understand the concept of 'the same' and 'different', explaining that things that are the same match. They use their knowledge of the same and different to sort objects based on size, colour and shape. They can compare sets of sorted items stating: more, fewer, the same. They copy, continue and create ABAB patterns in a range of contexts including shape, colour, size, action and sound. Children understand the cardinality and conservation of 1 to 5 through subitising and counting. They match amounts to numerals and use their own mark making to represent the amounts. They begin to understand that as we count up we get 1 more and as we count down we get 1 fewer and are beginning to apply this principle to 1 more and 1 fewer. They represent up to 5 objects on a 5 frame and know that when it's full there's 5. Children begin to understand that all numbers are made of smaller numbers. They explore and notice the composition of 2 and 3.	White Rose Mathematics Curriculum long term plan followed. Regular whole class maths inputs to teach new concepts and skills and then to help them to be retained. Enhanced provision across all areas of provision to embed concepts and knowledge. A range of teaching strategies involving concrete objects used. i.e. subitising dots on dice, then random dots, then counters on 5 frame. Counting out loud and putting up fingers to see the one more and fewer relationship. Making sets of 1 to 5, counting out quantities from larger quantities. Matching amounts to numerals. Separating quantities and drawing around them to help with the understanding that numbers are made up of smaller numbers. The use of natural resources wherever possible e.g. conkers, leaves, twigs etc. for matching, sorting and pattern making.
Milestone 2 Children know that the number name zero and the numeral 0 means there's nothing. Children understand the cardinality and conservation of 6 to 10 through perceptual subitising and counting. They match amounts to numerals and use their own mark making to represent the amounts. They understand that as we count up we get 1 more and as we count down we get 1 fewer and can apply this principle to 1 more and 1 fewer. They represent up to 10 objects on a 10 frame and know that when it's full there's 10 and if 1 row is full there's 5. Children understand that a pair is 2. They arrange quantities into pairs and know that some quantities will have an odd one out. They begin to use their 5-	White Rose Mathematics Curriculum long term plan followed. Regular whole class maths inputs to teach new concepts and skills and then to help them to be retained. Enhanced provision across all areas of provision to embed concepts and knowledge. Children given time to practise, consolidate and become masters of their mathematics so that they can reason and explain their thought processes as much as possible. Link to topic wherever possible e.g. children counting snowflakes, placing arctic animals on icebergs or mountains. Use and compare a range of mathematical resources and equipment so that children have a wide range of mathematical images to draw upon e.g. 5 and 10

wise and pair-wise knowledge of 6-10 on a 10 frame to subitise. Children will explore and notice the composition of 4 to 10. Children will begin to combine 2 groups to find how many altogether, using their subitising knowledge where possible. Children's knowledge of where numbers sit in relation to each other continues to develop and they can now order 3 or more quantities. Children explore number bonds of 10.	frames, part, part whole, fingers, bead strings, cube towers, dice and dominoes. The use of natural resources wherever possible e.g. conkers, leaves, twigs etc. for matching, sorting and pattern making.
Milestone 3 Children build and recognise numbers to 20, knowing that they are 10 and 1 more or 2 more etc… They begin to understand that 1 to 9 repeats after every 10. Children use the first, then and now structure to see that a quantity of a group can be changed by adding more or taking away. They can represent this on a 10 frame and use subitising to see how the amount has changed. Children know that double means twice as many and can instantly recall some doubles. Children understand that some quantities can be shared equally and they are even and some cannot and they are odd.	White Rose Mathematics Curriculum long term plan followed. Regular whole class maths inputs to teach new concepts and skills and then to help them to be retained. Enhanced provision across all areas of provision to embed concepts and knowledge. Children given time to practise, consolidate and become masters of their mathematics so that they can reason and explain their thought processes as much as possible. Link to topic wherever possible e.g. children counting snowflakes, placing arctic animals on icebergs or mountains. Use and compare a range of mathematical resources and equipment so that children have a wide range of mathematical images to draw upon in order to teach concepts such as doubling sharing, adding and taking away. The use of natural resources wherever possible e.g. conkers, leaves, twigs etc. for matching, sorting and pattern making.

Early Learning Goals

Number

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 facts.

Numerical Pattern

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.