Ghost Hill Infant and Nursery School

Eastfield, Taverham, Norwich, NR8 6PJ

Curriculum Progression Map for EYFS-Mathematics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go. Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do. Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving.					
Themes	Guess Who?	Winter Wonderland	Roars and Claws	Eye Spy	Telling Tales	What a Splash!
Nursery SPECIFIC AREA Mathematics (M) - Number -Numerical patterns	Number. Shapes. Sorting. Counting and matching. Sets of objects to compare. Recite past 5. Subitising. Cardinal number. Count objects reliably. Count forwards to 10.	Shapes in environment. Arrangements with shapes. Language of size. Comparing sets. Patterns. Solving simple problems. Subitising. Cardinal number. Recognise numerals to 5. Count forward to 10 confidently.	Counting, recite past 5. Numicon. Counting objects. Sounds. Positional language. Days of week/months. Separating groups. Shape pictures. Subitising. Cardinal number. Recognise and count numbers to 5. Begin to count backwards from 10 using rhymes.	Counting sets. Castle pictures. Shapes in environment. Patterns around them. Repeating patterns. Comparing sizes- link to Goldilocks. Subitising. Cardinal number. Recite to 10. Recognise and count numbers to 10. Count forwards and backwards to/from 10 confidently.	Numbers- begin to recognise and write. Counting games. Counting sets. More/less. Symmetrical patterns- ladybird. Subitising. Cardinal number. Recite to 10. Shape-walk. Subitise numbers to 5. Begin to represent numbers to 5 in different ways.	Money- shopping in role-play. Counting. Assessments. Positional language. Building with shapes. Teen numbers. Subitising. Cardinal number. Recite to 20. Length, weight, and capacity in play. Number bonds to 5. Begin to count beyond 10.

Reception SPECIFIC AREA Mathematics (M) - Number -Numerical patterns <u>NUMBER</u> 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. <u>NUMERICAL PATTERNS</u> 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.	**Getting to know you –** *Time to play and get to know the children* **Match and Compare** - *Matching and sorting.* **Talk about Measure and Patterns** - *Compare size.* - *Compare mass.* - *Compare capacity.* - *Exploring, copying, and creating simple patterns.* - **It's Me – 1, 2, 3!** - *Representing 1, 2 and 3* - *Comparing 1, 2 and 3* - *Composition of 1, 2 and 3* - *Circles and triangles* - *Exploring pattern*	**Circles and Triangles** - *Identifying and naming.* - *Comparing.* - Shapes in the environment. - Describe position. **1,2,3,4,5** *-Finding, subitising, representing 4 and 5.* *-1 more* *-1 less* - *Composition of 4 and 5.* - *Composition of 1-5.* **Shapes with 4 sides** - *Identifying and naming.* - *Combine shapes with 4 sides.* - *Shapes in the environment.* *My day and night.*	**Alive in 5!** - *Introducing zero.* - *Find 0 to 5.* - *Subitise 0 to 5.* - *Represent 0 to 5.* - *1 more* - *1 less* - *Composition* - *Conceptual subitising to 5.* **Mass and Capacity** - *Compare mass.* - *Find a balance.* - *Explore capacity.* - *Compare capacity.* **Growing 6, 7, 8** - *Find 6, 7, 8.* - *Representing 6, 7, 8* - *1 more* - *1 less* - *Composition of 6, 7, 8* - *Making pairs odd and even.* - *Double to 8 (find a double)* - *Double to 8 (make a double)* - *Combine 2 groups.* - *Conceptual subitising.*	**Length, Height and Time** - *Explore length.* - *Compare length.* - *Explore height.* - *Compare height.* - *Talk about time.* - *Order and sequence time.* **Building 9 and 10** - *Find 9 and 10.* - *Compare numbers to 10.* *Represent 9 and 10* - *Conceptual subitising to 10.* - *1 more* - *1 less* - *Composoition to 10.* - *Bonds to 10 (2 parts)* - *Make arrangements of 10.* - *Bonds to 10 (3 parts)* - *Doubles to 10 (find a double)* - *Explore even and odd.*	**To 20 and Beyond:** - *Build numbers beyond 10.* - *Continue patterns beyond 10.* - *Build numbers beyond 10.* - *Verbal counting beyond 20.* - *Verbal counting patterns.* - **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.*	**Sharing and Grouping:** - *Explore sharing.* - *Sharing* - *Explore grouping.* - *Grouping.* - *Even and odd sharing.* - *Play with and build doubles.* **Visualise, build, and map.** - *Identify units of repeating patterns.* - *Create own pattern rules.* - *Explore own pattern rules.* - *Replicate and build scene and constructions.* - *Visualise from different scenes and constructions.* - *Describe positions.* - *Give instructions to build.* - *Explore mapping.*

				Explore 3D shapes - *Recognise and names 3-D shapes.* - *Find 2-D shapes within 3-D shapes.* - *Use 3-D shapes for tasks.* - *3-D shapes in the environment* - *Identify more complex patterns* - *Copy and continue patterns.* *Patterns in the environment*	- *Copy 2-D shape pictures.* *Find 2-D shapes within 3-D shapes*	- *Represent maps with models.* - *Create own maps from familiar places.* - *Create own maps and plans from story situations.* **Make connections.** *-Deepen understanding* *-Patterns and relationships.*