



# Laughton Junior & Infant School

Learning together, achieving together

EYFS Mathematics Progression Skills



	NURSERY and RECEPTION						LINKS TO KS1 Curriculum
<b>Counting and subitsing</b>	Sing some number rhymes & songs e.g. 1,2,3,4,5	Know 1,2,3 and can say one number for each item when counting  Subitise up to 3 objects  Compare amounts e.g. more/fewer  Knows numbers are not changed when rearranged  Recite number to 5	Counts 6 objects accurately and begin to subitise to 6  I can recognise numerals to 6  Can find 1 more and 1 less from a group of objects  I can recite numbers up to 10 Pretends to use money in play e.g. how much?	Knows number bonds up to 5 e.g. 3+2 is 5, 2+2=4  Understand the order of numbers to 10 and compare numbers  Understand the process of subtraction Can count back from 10 Counts coins to pay for an object	Can recognise numerals to 10 Begin to spot doubles Begin to partition numbers using different equipment such as 10's frame/Numicon Can count orally beyond 10 up to 20 Begins to share out groups of objects e.g. plate of buns Recognises numerals on coins	Knows number bonds to 10 Can recognise and recite numbers beyond 20 Knows double facts Understands halving a quantity and begin to halve some numbers using equipment such as cubes Begin to understand odd and even numbers and begin to count in 2's Shares out groups	Develop confidence and mental fluency with whole numbers, counting and place value
<b>Shapes</b>	I can match and sort objects	Play with 2d and 3d shapes and talk about them e.g. it's round, sides, corners Name 2d shapes circle, triangle, square.	Select appropriate shapes for a purpose e.g. circle for wheels Find shapes in the environment Can combine shapes to make different shapes	Begin to name 3d shapes cuboid, cube, sphere, cylinder, cone Find 3d shapes in the environment Find shapes within shapes	Understand shapes are the same when rotated/moved or manipulated Explain the properties of a shape e.g. it is triangle because...	Recognise and name common 2-D and 3-D shapes	
<b>Positional Language</b>	Understands some position words e.g. behind, next to	Uses some words in front, on top to describe position of an object	Describe a familiar route e.g. she went on top of the steps Can say the days of the week	Can listen to and find an object or describe the position using a sequence of positional words 'it is on top of the cupboard under the clock	Sequence events in chronological order using language		

<b>Patterns</b>	I can recognise a simple pattern such a stripes or spots	Copy a simple repetitive pattern e.g. shell, stick, shell stick	Begin to extend a repeating pattern using objects or pictures Begin to create their own simple repeating pattern	Describe an error in a pattern and create own more complex pattern using 3 or more objects/colours Describe a pattern or spot a less obvious pattern e.g. long hair, short hair etc.	They recognise and create repeating patterns with objects and with shapes
<b>Measures</b>	Use some words to describe size or weight e.g. big, small, heavy	Begin to compare 2 objects to describe size, weight or capacity e.g. which holds more?	Compare 3 or more objects to describe size, weight or capacity putting them in order Begin to use the related vocabulary for measures in their play independently: large, smaller, wide, narrow, thick, thin, longer, shorter, taller, heavier, lighter, full, half-full, empty	Solves problems involving measures such as finding the heaviest object  Begins to uses non-standard units to measure and understand the word 'uniform'	Compare, describe and solve practical problems for measures