EYFS Mathematics Progression Grid

Taught in 2 Year Provision and recapped in R3 and FS1	Taught in Rising Threes and FS1 and recapped in FS2	Taught in FS2	ELG	Y1 Link

		Steps of Progress								ELG	Y1 Links
Counting and Cardinality	Reciting Numbers	Show counting like behaviour e.g., making sounds, pointing, etc.	Start to use number names alongside the counting behaviour (out of sequence or skipping numbers).	Use number names and counting in play e.g. 1,2,3,5.	Recite numbers to 3.	Recite numbers to 5 and beyond.	Recite numbers to 10. Count backwards from 5.	Recite numbers to 10 and beyond.	Count to 20, knowing the teen numbers. Count backwards from 10.	NP Verbally count beyond 20, recognising the pattern of the counting system.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Counting and Cardinality	Subitising	React to changes in amounts up to 3 e.g. through songs "2 little birds".	Enjoy taking part in finger rhymes (particularly where the number of objects changes).	Start to subitise up to two.	See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting.	Quickly say how many there are (up to 3) in different arrangements.	Quickly say how many there are (up to 5).	N Subitise (recognise quantities without counting) up to 5.	

Counting and Cardinality	Counting Objects	Start to count e.g. saying "one" or giving each child one object each.	Say one number name for each item. Count 3 objects 1:1 (in a group, line and counting out).	Know to move objects as they count them. Count 5 objects 1:1 (in a group, line and counting out).	Count 10 objects 1:1 (in a group, line and counting out).	Count objects, claps, movements up to 10.	N Have a deep understanding of number to 10, including the composition of each number.	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.	

Counting and Cardinality	Representing Numbers	Enjoy taking part in finger rhymes and am starting to show amounts using my fingers.	Show 'finger' amounts to 3.	Show 'finger' numbers to 5.	Match numeral and quantity to 5. Show amounts to 5 using concrete resources and pictures/ drawings.	Show 'finger' numbers to 10. Show amounts to 10 using concrete resources and pictures/ drawings.	Match numeral and quantity (within 10).	Match numeral and quantity beyond 10.		Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to

		Start to become aware that numbers are represented by a symbol.	Recognise numbers 0-3. Order numbers to 3.	Recognise numbers 0-5. Order numbers to 5.	Begin to form numerals in sand, glitter, foam etc.	Write numerals 0-3.	Recognise numbers 0-10. Order numbers to 10. Write numerals 0-5.	Begin to recognise numbers to 20. Begin to order numbers to 20. Write numerals 0-10.		20 in numerals and words.

Comparison	Comparing Quantities	React to changes of amount in a group of up to three items.	Compare clearly different amounts up to 5 using the language 'more', and 'fewer'.	Compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer'. Identify when two groups have the same amount.	Compare two quantities saying when one is bigger/smaller/same.	Use their knowledge of the value of numbers and comparison to make choices and explain their reasoning.	NP Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	

Comparison	One More/ One Less	Start to explore one more and one less using resources.	Find one more/ one less using resources.	Say a number that is one more/ less without resources. Begin to understand the 'one more than/one less than' relationship between consecutive numbers and that if you add one more you will get the next number and if you have one less you will get the previous number.			Given a number, identify one more and one less.
Composition	Whole and Part	Understand a 'whole' can be represented by one object; if some of the whole object is missing, it is not the 'whole'.		Understand that whole object can be split into two parts and that each part will be smaller than the whole and that the two parts together make a whole.	Understand that a whole can be represented by one object and that if part of the whole object is missing then it is not whole.	N Have a deep understanding of number to 10, including the composition of each number.	Represent and use number bonds and related subtraction facts within 20.
Composition	Addition and Subtraction	Knows that the quantity changes when something is added.	Understand that add means to combine quantities.	Combine two groups and count all of them to see how many there are altogether up to 5.	Combine two groups and count all of them to see how many there are altogether up to 10.	Combine two groups and count on from the first quantity to see how many there are altogether up to 10.	N 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.	Add and subtract one-digit and two-digit numbers to 20, including 0.

		Knows that the quantity changes when something is taken away.	Understand that subtract/ takeaway means to take a quantity away.	Takeaway a given amount from a larger amount and count to see how many are left up to 5.	Takeaway a given amount from a larger amount and count to see how many are left up to 10.		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Composition	Partitioning	Separates a group of 3 or 4 objects in different ways.	Identify smaller numbers within a number (conceptual subitising).	Partition an amount up to 5 into two groups and understand that if you put the two groups back together to make the same total.	Explore the composition of numbers to 10 by partitioning the amount into two groups.	Understand that an amount can be partitioned into more than two parts.		

Composition	Number Bonds	Explore and recall number bonds to 5 using apparatus.	Explore and recall number bonds to 10 using apparatus. Recall number bonds to 5.		

Composition	Doubling	Understand that doubling is adding the same amount twice.	Explore doubling up to double 5 using practical objects.	Recall doubling facts up to double 5	NP Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Solve one-step problems involving multiplication and division, by calculating the answer using concrete
Composition	Sharing and Halving	Understand that halving is dividing something into two equal parts.	Halve quantities by sharing them equally into two groups using practical objects.	Share amounts into different amounts of groups by sharing them equally.		objects, pictorial representations and arrays with the support of the teacher.

Pattern	Colour	Begin to name some colours.	Name primary colours.	Name secondary colours.		

Pattern	Matching and Sorting	Match two objects that are identical (same colour, item, shape, size, orientation).	Sort objects into two groups (by colour, item, shape, size).	Sort objects into three or more groups (by colour, item, shape, size).	Create and explain their own criteria for sorting.		

Pattern	Describing Patterns	Notice patterns and arrange things in patterns.	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	Use informal language like 'pointy', 'spotty', 'blobs' etc.	Use the language AB, ABC, AAB, ABB etc. to describe repeating patterns.		

Pattern	Repeating Patterns	Continue an AB pattern.	Copy an AB pattern.	Create an AB pattern. Spot an error in an AB pattern.	Continue and copy an ABC/ ABB/ AAB pattern. Continue a pattern that ends mid-way.	Make their own ABB and ABBC patterns. Spot errors in patterns.	Apply a pattern in a different context. Create patterns that form around a circle or border.		

Shape and Space	Naming Shapes – 2D	Recognise and name a circle. Select a circle from a selection of 2d shapes.	Recognise and name a square. Select a square from a selection of 2d shapes.	Recognise and name a triangle. Select a triangle from a selection of 2d shapes.	Recognise and name a rectangle. Select a rectangle from a selection of 2d shapes.	Recognise and name a pentagon. Select a pentagon from a selection of 2d shapes.	Recognise and name a hexagon. Select a hexagon from a selection of 2d shapes.		Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including

Shape and Space	Naming Shapes – 3D	Recognise and name a sphere Select a sphere from a selection of 3d shapes.	Recognise and name a cube Select a cube from a selection of 3d shapes.	Recognise and name a cone Select a cone from a selection of 3d shapes.	Recognise and name a cuboid Select a cuboid from a selection of 3d shapes.	Recognise and name a cylinder Select a cylinder from a selection of 3d shapes.	Recognise and name a pyramid Select a pyramid from a selection of 3d shapes.		squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Shape and Space	Building with Shapes	Explore building with shapes.	Identify similarities and differences between shapes, for example knowing that some shapes roll and some do not.	Begin to select shapes for a purpose.		

Shape and Space	Describing Shapes	Understand and use mathematical language to describe shapes- straight, curved, round, flat, solid.	Understand and use mathematical terms to describe shapes. Use the words 'sides' and 'corners' to describe 2d shapes and 'faces', 'edges' and 'vertices' to describe 3d shapes.		

Shape and Space	Spatial Awareness and Position	Explore and develop spatial awareness through a wide range of experiences.	Be exposed to and start to use spatial vocabulary such as 'in', 'on', 'under', 'up', 'down', 'across' etc. Understand and use the terms 'first' and 'last' to describe position in a line.	Use spatial vocabulary 'above', 'below', 'left' and 'right.' Understand and use the terms 'first', 'second', 'third', 'fourth' and 'fifth' to describe position in a line.		Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Measures	Height, Length and Width	Understand and use the language 'tall' and 'short' (height) 'long' and 'short' (length) and 'narrow' and 'wide' (width) to describe size.	Find objects that are taller/shorter (height) or longer/shorter (length) or narrower/wider (width) than a given reference item.	Order two objects by height from shortest to tallest. Order two objects by length from shortest to longest. Order two objects by width from narrowest to widest.	Order three objects by height from shortest to tallest. Order three objects by length from shortest to longest. Order three objects by width from narrowest to widest.		Compare, describe and solve practical problems for: Lengths, mass/weight, capacity and time.

Measures	Weight and Mass	Understand and use the language 'heavy' and' light'. Explore what happens when two objects are placed on each side of a balance scale.	Use a balance scale to compare the weights of two objects understanding that the lower side contains the heavier object and the higher side contains the lighter object. Know that if it is level the items are equal.	Order 2-3 objects by weight from heavy to light.			

Measures	Using Non-Standard Units to Measure	Understand that the length / width / height/ weight of an item can be represented by a number.	Use non-standard units which are not uniform (such as pine cones) accurately to measure length / width / height/ weight to recognise that different results may be obtained when measuring the same item.		Measure and begin to record the following: lengths and heights mass/weight capacity and volume time.

Measures	Volume and Capacity	Use the language full and empty to describe volume.	Compare the capacity of two different containers by counting how many cups of liquid they can hold.	Use the language half-full to describe volume.	Order three identical containers holding different amounts from least full to most full.	Compare and order three containers by capacity from can hold the least to can hold the most by measuring how many cups of liquid they can hold.		
Measures	Time	Join in with rhymes for the days of the week order.	Name the days of the week (not necessarily in order). Use the words 'before' and 'after 'understanding that they refer to times preceding/ following a particular time or event. Know that a clock tells us the time.		Name the days of the week in order. Understand and use the words 'today', 'tomorrow' and 'yesterday'. Begin to tell the time to o'clock, identifying the hour and minute hand.		Sequence events in chronological order using language. Recognise and use language relating to dates. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	

Measures	**Money**	Understand that we need to pay for goods.	In role play, exchange goods for coins. Recognise that there are different coins.	Understand that items can have different prices. Begin to talk about the features of coins.	Understand that money can be in the form of coins or notes. Sort coins by colour, shape and size. Pay for items using 1p coins, by understanding that the amount of 1p coins needs to match the amount on the price tag. Know that 'p' represents pence.		Recognise and know the value of different denominations of coins and notes.