

The Federation of Burley and Sopley Primary School  
EYFS Maths progression

Long Term Curriculum Map for Mathematics - Early Years Progression.

EYFS Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Mastering Number Skills and Knowledge planner</b></p>	<ul style="list-style-type: none"> <li>• Subitising within 3.</li> <li>• Focus on counting skills.</li> <li>• Explore how all numbers are made of 1s.</li> <li>• Focus on composition of 3 and 4.</li> <li>• Subitise objects and sounds.</li> <li>• Comparison of sets - 'just by looking'.</li> <li>• Use the language of comparison: more than and fewer than.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on counting skills.</li> <li>• Focus on the 'five-ness of 5' using one hand and the die pattern for 5.</li> <li>• Comparison of sets - by matching.</li> <li>• Use the language of comparison: more than, fewer than, an equal number.</li> <li>• Explore the concept of 'whole' and 'part'.</li> <li>• Focus on the composition of 3, 4 and 5.</li> <li>• Practise object counting skills.</li> <li>• Match numerals to quantities within 10.</li> <li>• Verbal counting beyond 20</li> </ul>	<ul style="list-style-type: none"> <li>• Subitise within 5 focusing on die patterns.</li> <li>• Match numerals to quantities within 5.</li> <li>• Counting – focus on ordinality and the 'staircase' pattern.</li> <li>• See that each number is one more than the previous number.</li> <li>• Focus on 5.</li> <li>• Focus on 6 and 7 as '5 and a bit'.</li> <li>• Compare sets and use language of comparison: more than, fewer than, an equal number to.</li> <li>• Make unequal sets equal.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the 'staircase' pattern and ordering numbers.</li> <li>• Focus on ordering of numbers to 8.</li> <li>• Use language of less than.</li> <li>• Focus on 7.</li> <li>• Doubles – explore how some numbers can be made with 2 equal parts.</li> <li>• Sorting numbers according to attributes - odd and even numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Counting – larger sets and things that cannot be seen.</li> <li>• Subitising – to 6, including in structured arrangements.</li> <li>• Composition – '5 and a bit'.</li> <li>• Composition - of 10.</li> <li>• Comparison – linked to ordinality.</li> <li>• Play track games</li> </ul>	<ul style="list-style-type: none"> <li>• Subitise to 5.</li> <li>• Introduce the Rekenrek.</li> </ul> <p><b>Review and Assess</b></p> <ul style="list-style-type: none"> <li>• Automatic recall of bonds to 5.</li> <li>• Composition of numbers to 10.</li> <li>• Comparison.</li> <li>• Number patterns.</li> <li>• Counting.</li> </ul>

EYFS Further Provision	Autumn	Spring	Summer
<p><b>Mathematics Provision additional to Mastering Number</b></p>	<ul style="list-style-type: none"> <li>● <b>Intuitive Patterner:</b> Detect and use patterning implicitly and intuitively.</li> <li>● <b>Pattern Recogniser:</b> Recognise sequenced patterns.</li> <li>● <b>AB Patterner:</b> Recognise, describe, and build repeating ABAB patterns.</li> <li>○ <b>Identical shape matcher:</b> Match shapes that are familiar when in the same orientation and size.</li> <li>○ <b>Typical shape Recogniser:</b> Match shapes in different sizes and orientations.</li> <li>○ <b>Picture Maker - single shapes:</b> Make a picture by placing shapes in outlined areas.</li> <li>○ <b>Intuitive Disembedder:</b> Represent some specific shapes eg: circle.</li> <li>● <b>3D Prototype recogniser:</b> Recognise a sphere or cube from a set of 3D shapes.</li> <li>● <b>Same shape Stacker:</b> Sort and stack congruent blocks.</li> <li>● <b>Piece Assembler:</b> Create a "house" for people figurines by covering a small area with horizontal blocks.</li> <li>□ <b>Concrete Slider, Flipper, Turner:</b> Move shapes to a location by physical trial and error.</li> <li>□ <b>Simple Slider and Turner:</b> Start and adjust a motion to achieve an outcome.</li> <li>❖ <b>Recognise Measures Attributes:</b> Recognise specific attributes of (for example) length – that a stick is long; adults are tall.</li> <li>❖ <b>Compare amounts of continuous quantity:</b> Find something that is longer/shorter or heavier/lighter than a given reference item.</li> <li>❖ <b>Awareness of Comparison in Estimation and Prediction:</b> Consider which container would be best to store a specific item in.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Core Unit Patterner:</b> Create specific patterns such as AAB, ABC, and AABC.</li> <li>○ <b>Shape Matcher -similarities in shapes' attributes:</b> Compare and match a wider variety of shapes with the same size and orientation. Compare and match a wider variety of shapes with different sizes and orientations. Compares and matches combinations of shapes to each other.</li> <li>○ <b>Picture maker combined shapes:</b> Combine shapes to make parts of the picture.</li> <li>○ <b>Simple Disembedder:</b> Trace the outer frame of a picture that contains other shapes.</li> <li>● <b>3D Recogniser:</b> Recognise and name basic 3D solids.</li> <li>● <b>Picture Maker:</b> Build arches/bridges, enclosures, corners, and crosses, using trial and error and simple addition of pieces.</li> <li>□ <b>Beginning Slider, Flipper, Turner:</b> Use the correct motions guided by more developed intuition.</li> <li>□ <b>Slider, Flipper, Turner:</b> Rotate a manipulative through 45, 90 and 180 degrees and reflect in a horizontal or vertical line by visualising first.</li> <li>❖ <b>Compare Indirectly:</b> Use one thing to compare with two others,</li> <li>❖ <b>Recognise relationship between size and the number of units:</b> Compare units of different sizes in practical contexts.</li> <li>❖ <b>Begin to use units to compare things:</b> Use units to 'measure' and compare. Identical bricks, centimetre cubes or metre sticks for example.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Pattern, translator and unit recogniser:</b> Translate patterns into new media or using new materials.</li> <li>○ <b>Shape Recogniser:</b> Name shapes: circles, squares, and triangles.</li> <li>○ <b>Construct a Shape:</b> Construct shapes from parts.</li> <li>○ <b>Shape Recogniser:</b> Rectangle</li> <li>○ <b>Shape Decomposer:</b> Decompose a shape into a smaller known shape.</li> <li>○ <b>Shape Composer:</b> Rotate and reflect shapes to fit into a puzzle to create a shape or picture.</li> <li>○ <b>Shapes in shapes Disembedder:</b> Name and locate a shape within a shape.</li> <li>● <b>3D Face Counter:</b> Identify and count faces on a cube or a prism.</li> <li>● <b>Shape Composer:</b> Build arches/bridges, enclosures, corners, and crosses with prediction and understanding.</li> <li>● <b>Substitution Composer and Shape Composite Repeater:</b> Build by making specific multiple internal spaces.</li> <li>□ <b>Diagonal Mover:</b> Perform diagonal slides and flips at 45 degrees.</li> <li>□ <b>Mental Mover:</b> Predict results of moving shapes using mental images (any direction or amount).</li> <li>❖ <b>Begin to use time sequencing vocabulary:</b> Use positional language of 'before', 'after', 'next', and the relative terms 'yesterday' and 'tomorrow'. Know days of the week and key O clock times.</li> <li>❖ <b>Begin to apply time duration:</b> Experience specific time spans in order to start to develop an overall sense of time.</li> </ul>