



Early Years Knowledge and Skills Progression

Based on the 'EYFS Framework, 2021' Areas of Learning and 'Development Matters, 2021' non-statutory guidance.

Maths						
F1	Autumn 1 Patterns	Autumn 2 Categorising and sorting Composition to 3	Spring 1 One more to 5 Separate objects in different ways Mark making	Spring 2 Counting and recognition 2D shape Time – language	Summer 1 Counting numbers in a set Matching numerals to amounts More and less	Summer 2 Introducing 2D shapes Introducing 3D shapes Size and capacity
F2	Autumn 1 Just Like Me!	Autumn 2 It's Me, 1,2,3! Light & Dark	Spring 1 Alive in 5! Growing 6,7,8	Spring 2 Building 9 & 10	Summer 1 To 20 and Beyond First, Now Then	Summer 2 Find My Pattern On the Move
Birth – 3 years will		3 and 4-year-olds will		Reception children will		Relevant ELGs
Maths - Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.		Maths - Categorise and sort objects by different criteria. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		Maths - Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Partition numbers in different ways. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. Measure using non-standard regular measures.		Maths – Number ELG: • 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. Maths – Numerical Patterns ELG: • 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.
Key Vocabulary			Links to Characteristics of Effective Learning			

Number, numeral, digit, count, subitise, add, subtract, take away, 5 frame, 10 frame, many, total, more, less, pattern, shapes, 2d shape, 3d shape, problem, position, group, bigger, smaller, count on, count back, equal, odd, even, full, empty, half full, first, then, next, before, after, later, earlier, day, night, morning, evening, days of the week.	Using senses to explore the world around them. Taking risks and learning by trial and error. Showing a curiosity about objects, events and people. Maintaining focus on their activity for a period of time. Thinking of ideas. Finding ways to solve problems. Making links and noticing patterns in their experience. Making predictions. Testing their ideas. Developing ideas of grouping, sequences cause and effect.
--	--