St John the Baptist Catholic Primary School
EYFS Curriculum

Mathematics Curriculum Progression

Aspiration for cohort	
Milestone 1	Cardinality and Counting • To know number names to 5 and then 10. • Develop 1:1 correspondence.. • Counting objects in irregular arrangements. • Know the last number counted gives the total so far. • Subitising up to groups of 3.
	Comparison • Identifying groups of more and less by observing size. • Identifying groups are equal if they have the same number of objects.
	Composition • Part/Whole – identifying smaller numbers within a number (to 5) • Inverse Operations – partitioning into 2 groups and recombining (to 5)
	Pattern • Continue an AB pattern (in a line, a circle, a square) • Copy and then make an AB pattern (in a line, a circle, a square) • Spot an error within an AB pattern (in a line, a circle, a square) • Replicate a known pattern with a variety objects (circle/square; stick/leaf etc)
	Shape and Space • Understand and use positional and directional language (e.g. in, on, under, over) • Choose the most appropriate construction materials to build a stable tower • To be able to name of the four basic 2D shapes through play and exploration
	Measures • Understand and use measures vocabulary (long/short, big/small, heavy/light, fast/slow).

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Milestone 2	Cardinality and Counting • To know number names to 15 then 20 • Subitising up to groups of 5 • Numerality - Matching the number symbol to the correct number of objects • Conservation of number – recognising that rearranged amounts remain the same value.
	Comparison • Identifying groups of more and less by observing size. • Identifying groups are equal if they have the same number of objects. • Comparing numbers and reasoning why (within 5) • Knowing 1 more and 1 less
	Composition • Part/Whole – identifying smaller numbers within a number (to 10) • Inverse Operations – partitioning into 2 groups and recombining (to 10)
	Pattern • Continue an ABC pattern (in a line, then a circle, then a square) • Copy and then make an ABC pattern (in a line, then a circle, then a square) • Spot an error within an ABC pattern (in a line, then a circle, then a square) • Replicate a known pattern with a variety objects (circle/square; stick/leaf)
	Shape and Space • Understand and use positional and directional language (e.g. in, on, under, over, up, across, through) • Choose the most appropriate construction materials to build a model. • Using a 2D shape, name and count edges and corners.
	Measures • Compare different measures using related vocabulary (long/short, big/small, heavy/light, full/empty).

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Mathematics Curriculum Progression

Milestone 3	Cardinality and Counting • To recite some number names beyond 20, counting across boundaries • Subitising up to groups of 6 • Number sense: know the order of numbers in the number system and identify missing numbers to 10.
	Comparison • Identifying groups of more and less by observing size • Identifying groups are equall if they contain the same number. • Comparing numbers and reasoning why (within 10). • Identifying 1 more and 1 less.
	Composition • Partitioning one number into different groups of numbers (e.g. 6 = 2+2+2 and 1+1+1+1+1+1) • Recall some number bonds to 10 verbally and using manipulatives
	Pattern • Continue an ABB pattern (in a line, a circle, a square). • Copy and then make an ABB pattern (in a line, a circle, a square). • Spot an error within an ABB pattern (in a line, a circle, a square). • Replicate a known pattern with a variety objects (circle/square; stick/leaf).
	Shape and Space • Move themselves and objects around a space, experiencing different viewpoints. • Understand and use positional and directional language (e.g. forwards, backwards, left, right, in front, behind). • Choose the most appropriate construction materials to build a model following instructions. • To be able to name of the basic 3D shapes through play and exploration (cube, cone, pyramid, sphere).
	Measures • Understand and use measures vocabulary (long/short, big/small, heavy/light, fast/slow, full/empty/half full, near/far). • To read numbers on scales when measuring.