



| | Nursery | Reception | Early Learning Goal (ELG): Number | Preparation for KS1 (National Curriculum) |
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| Number | <ul style="list-style-type: none"> Develops fast recognition of small quantities (subitising to 3). Recites numbers to 5, then 10. Begins to count objects using stable order principles. Understands that the last number in the count tells “how many”. Shows interest in numerals in the environment. Begins to compare quantities using language such as <i>more</i>, <i>lots</i>, <i>same</i>. Begins to represent numbers using fingers, marks, or objects. | <ul style="list-style-type: none"> Subitises up to 5. Counts objects, actions, and sounds accurately. Counts beyond 10 and begins to recognise patterns in the number system. Compares numbers using <i>more than</i>, <i>fewer than</i>, <i>equal to</i>. Represents numbers in different ways (tens frames, fingers, marks, objects). Automatically recalls number bonds to 5 and some to 10. Understands composition of numbers to 10 (e.g., 7 is 5 and 2). Begins simple addition and subtraction using real objects and stories. | <ul style="list-style-type: none"> Subitise up to 5. Automatically recall number bonds to 5 and some to 10. Understands and explores composition of numbers to 10. Verbally counts beyond 20, recognising the pattern of the counting system. | <ul style="list-style-type: none"> Secure understanding of numbers to 10 and their composition. Confident counting, ordering, and comparing numbers. Early fluency with addition and subtraction within 10. Foundation for place value (tens frames, part-whole models). |
| Numerical Patterns | <ul style="list-style-type: none"> Notices and compares quantities (more/less). Begins to recognise simple patterns (AB patterns). | <ul style="list-style-type: none"> Compares quantities using mathematical vocabulary. Creates, continues, and identifies repeating patterns. | <ul style="list-style-type: none"> Compares quantities in different contexts. Recognises and continues patterns. | <ul style="list-style-type: none"> Confident comparison of quantities and measures. Secure pattern recognition (essential for early algebra). |



St Ann's R.C. Primary School – Knowledge & Skills Progression – Mathematics EYFS

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| | <ul style="list-style-type: none">• Explores size, weight, capacity through play.• Begins to use positional language (in, on, under).• Begins to talk about time in simple ways (now, later, soon). | <ul style="list-style-type: none">• Uses language of size, weight, capacity, and position accurately.• Orders items by length, height, weight, or capacity.• Begins to explore odd and even through play.• Uses everyday language related to time (yesterday, tomorrow, morning). | <ul style="list-style-type: none">• Understands odd and even when exploring numbers to 10.• Uses correct mathematical vocabulary to describe size, weight, capacity, and position. | <ul style="list-style-type: none">• Understanding of ordinal language (1st, 2nd, 3rd).• Early measurement skills ready for Year 1 units. |
| Shape, Space & Measures (SSM) | <ul style="list-style-type: none">• Explores 2D and 3D shapes through play.• Uses informal language to describe shapes (round, pointy).• Builds with shapes and begins to notice properties.• Explores positional language in movement and play.• Begins to compare objects by length, weight, and capacity. | <ul style="list-style-type: none">• Names common 2D shapes (circle, square, triangle, rectangle).• Names common 3D shapes (cube, sphere, cylinder, cone).• Describes properties (edges, corners, faces).• Uses positional and directional language accurately.• Measures using non-standard units (cubes, hands, steps).• Orders and compares objects by length, height, weight, capacity. | <ul style="list-style-type: none">• (Although not a separate ELG, this remains essential EYFS maths knowledge.) | <ul style="list-style-type: none">• Ready to use standard units (cm, m, g, ml). • Confident describing and comparing shapes. • Early understanding of direction and movement (for Year 1 geometry). |



St Ann's R.C. Primary School – Knowledge & Skills Progression – Mathematics EYFS

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| Mathematical Thinking & Problem Solving | <ul style="list-style-type: none">Engages in simple problem-solving during play.Notices patterns and relationships.Begins to predict what might happen next.Uses trial and error in practical tasks. | <ul style="list-style-type: none">Explains thinking using mathematical language.Solves simple addition/subtraction problems using objects or stories.Spots and corrects errors in counting or patterning.Makes predictions and tests ideas.Applies maths in real-life contexts (snack time, tidy-up, construction). | <ul style="list-style-type: none">(Although not a separate ELG, this remains essential EYFS maths knowledge.) | <ul style="list-style-type: none">Confident reasoning about number and pattern.Uses manipulatives independently to solve problems.Beginning to justify answers using simple explanations. |
| Mathematical Language | <ul style="list-style-type: none">Begins to use words like <i>more, lots, big, small</i>.Uses simple positional language.Joins in with number rhymes and songs. | <ul style="list-style-type: none">Uses precise vocabulary for comparing quantities and measures.Uses mathematical terms such as <i>equal, fewer, altogether, next, before</i>.Explains thinking using full sentences. | <ul style="list-style-type: none">(Although not a separate ELG, this remains essential EYFS maths knowledge.) | <ul style="list-style-type: none">Ready to access Year 1 reasoning tasks.Confident using vocabulary for number, shape, and measure. |