EYFS Maths: Overview of Coverage + Progression

Based on planning/resources from White Rose, NCETM Numberblocks & Numicon Firm Foundations

Foundations of early mathematical learning	The 5 counting principles
Cardinality and Counting: understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents **Comparison**: understanding that comparing numbers involves knowing which numbers are worth more or less than each other **Composition**: understanding that one number can be made up from (composed from) two or more smaller numbers **Pattern**: looking for and finding patterns helps children notice and understand mathematical relationships **Shape and Space:** understanding what happens when shapes move, or combine with other shapes, **Measures**: comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.	**One to one correspondence**: match one number name to each item to be counted **Stable order**: say the number names in the correct order. **Cardinality**: the last number in the count is the total size of the group **Abstraction**: counting can be applied to any collection – including things that cannot be touched **Order-irrelevance**: the total number counted (cardinal value) remains the same even if the order of the items changes.

ELG Number	ELG Numerical Patterns:
Children at the expected level will: • 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.	Children at the expected level will: • 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.

Term	Number and Numerical Patterns	Shape, Space and Measures*
Autumn 1	➢ Verbally count to at least 5 (forwards then backwards) ➢ Match and sort; Compare amounts ➢ Count accurately, order and compare quantities to 5 (identical and non-identical) ➢ Recognise, order and compare numerals to 5 and match them to quantities ➢ Subitise quantities to 3 ➢ Find 1 more / less than numbers to 5.	➢ Measures: Time – My Day ➢ Shape + Space: Explore through play ➢ Measures: Use the language of size and make simple comparisons, e.g. big/small ➢ Positional vocabulary ➢ Simple repeating patterns ➢ Match, sort and compare objects
Autumn 2	➢ Verbally count to at least 10 (forwards + backwards) ➢ Consolidate numbers to 5 (count 1-1, recognise and order amounts and numerals) ➢ Subitise quantities to 5 ➢ 1 more / less than numbers to 5 ➢ Add and take-away 1 from numbers to 5 ➢ Composition of numbers to 5.	➢ Shape and space: Spatial awareness + 3D/2D shapes – sorting into groups ➢ Measures: Weight
Spring 1	➢ Verbally count to 20 (& back from 10) ➢ Number bonds to 5 ➢ Count accurately, order and compare quantities to 10 (identical and non-identical), including subitising to at least 5 ➢ Recognise, order and compare numerals to 10 and match them to quantities ➢ 1 more / less than numbers to 10. ➢ Addition: Combining two groups to find the whole ➢ Doubling.	➢ Shape and Space: Continue simple repeating patterns + 3D/2D shapes ➢ Measures: Order by size
Spring 2	➢ Verbally count to at least 20 (& back from 10) ➢ Count accurately, order and compare quantities to 10 ➢ Recognise, order and compare numerals to 10 and match them to quantities ➢ Composition of numbers to 10. ➢ Adding and subtracting numbers to 10. ➢ Number bonds to 5 and then 10.	➢ Shape and Space – 2D/3D link ➢ Statistics – simple pictograms ➢ Pattern
Summer 1	➢ Verbally count to beyond 20 (and back from 20) ➢ Counting in steps of 2 and 10. ➢ Adding and subtracting (inc counting on) ➢ Number bonds to 10, including doubling. ➢ Halving and sharing ➢ Odd and evens ➢ Teen numbers (10 and a bit).	➢ Measures: Capacity ➢ Shape and Space: Create simple patterns and explore more complex patterns

* Shape, Space + Measures elements will continue to be taught alongside the revised ELGs, through play and with some discrete teaching sessions where appropriate.

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Summer 2	➢ Verbally count to 100 (and back from 20) ➢ Odds and evens ➢ Counting in 2, 5s and 10s. ➢ Teen numbers (10 and a bit). ➢ Adding and subtracting (inc counting back) ➢ Number bonds to 10, including doubling.	➢ Measures: Length and distance ➢ Shape and Space: 3D and 2D shapes