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

## ELG Number

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.


## ELG Numerical Patterns:

## 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) <br> > Match and sort; Compare amounts <br> > Count accurately, order and compare quantities to 5 (identical and non-identical) <br> > Recognise, order and compare numerals to 5 and match them to quantities <br> > Subitise quantities to 3 <br> > Find 1 more / less than numbers to 5 . | > Measures: Time - My Day <br> - Shape + Space: Explore through play <br> > Measures: Use the language of size and make simple comparisons, e.g. big/small <br> > Positional vocabulary <br> > Simple repeating patterns <br> > Match, sort and compare objects |
| Autumn 2 | > Verbally count to at least 10 (forwards + backwards) <br> > Consolidate numbers to 5 (count $1-1$, recognise and order amounts and numerals) <br> > Subitise quantities to 5 <br> > 1 more / less than numbers to 5 <br> > Add and take-away 1 from numbers to 5 <br> $>$ Composition of numbers to 5 . | > Shape and space: Spatial awareness <br> + 3D/2D shapes - sorting into groups <br> > Measures: Weight |
| Spring 1 | > Verbally count to 20 (\& back from 10) <br> > Number bonds to 5 <br> > Count accurately, order and compare quantities to 10 (identical and non-identical), including subitising to at least 5 <br> > Recognise, order and compare numerals to 10 and match them to quantities <br> > 1 more / less than numbers to 10 . <br> > Addition: Combining two groups to find the whole <br> $>$ Doubling. | > Shape and Space: Continue simple repeating patterns $+3 \mathrm{D} / 2 \mathrm{D}$ shapes <br> > Measures: Order by size |
| Spring 2 | > Verbally count to at least 20 (\& back from 10) <br> > Count accurately, order and compare quantities to 10 <br> > Recognise, order and compare numerals to 10 and match them to quantities <br> > Composition of numbers to 10 . <br> > Adding and subtracting numbers to 10 . <br> $>$ Number bonds to 5 and then 10 . | > Money <br> > Data handling |
| Summer 1 | > Verbally count to beyond 20 (and back from 20) <br> > Counting in steps of 2 and 10 . <br> > Adding and subtracting (inc counting on) <br> > Number bonds to 10 , including doubling. <br> > Halving and sharing <br> > Odd and evens <br> Teen numbers ( 10 and a bit). | > Measures: Capacity <br> > Shape and Space: Create simple patterns and explore more complex patterns |
| Summer 2 | > Verbally count to 100 (and back from 20) <br> > Odds and evens <br> > Counting in $2,5 \mathrm{~s}$ and 10 s. <br> > Teen numbers ( 10 and a bit). <br> > Adding and subtracting (inc counting back) <br> > Number bonds to 10 , including doubling. | > Measures: Length and distance <br> > Shape and Space: 3D and 2D shapes |

