

EYFS Progression in Maths
Taken from the new EYFS Framework 2021 and Development Matters 2021

Mathematical Vocabulary

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand 'why' questions, like: "why do you think the caterpillar is so fat?"
Reception	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day.
ELG	Communication and Language	Speaking <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Number and Place Value

Counting

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number name 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').
Reception	Mathematics	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Count beyond ten.
ELG	Mathematics	Numerical Patterns <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system.

Identifying, Representing and Estimating Numbers			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none">• Fast recognition of up to 3 objects, without having to count them individually ('subitising').• 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.
Reception	Mathematics		<ul style="list-style-type: none">• Subitise.• Link the number symbol (numeral) with its cardinal number value.
ELG	Mathematics	Number	<ul style="list-style-type: none">• Subitise (recognising quantities without counting) up to 5.
Reading and Writing Numbers			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none">• 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.
Reception	Mathematics		<ul style="list-style-type: none">• Link the number symbol (numeral) with its cardinal number value.
Compare and Order Numbers			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none">• Compare quantities using language: 'more than', 'fewer than'.
Reception	Mathematics		<ul style="list-style-type: none">• Compare numbers.
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none">• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Understanding Place Value			

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Reception	Mathematics	<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.
ELG	Mathematics	Number <ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number.
Solve Problems		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5.

Addition and Subtraction

Mental Calculations

Reception	Mathematics	<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-10.
ELG	Mathematics	Number <ul style="list-style-type: none"> 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.
Solve Problems		
ELG	Mathematics	Numerical Patterns <ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
Reception	Mathematics	<ul style="list-style-type: none"> Subitise. Link the number symbol (numeral) with its cardinal number value.

Measurement

Describe, Measure, Compare and Solve (All Strands)

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Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity.
Reception	Mathematics	<ul style="list-style-type: none"> • Compare length, weight and capacity.

Telling the Time

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'
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Properties of Shapes

Recognise 2D and 3D Shapes and their Properties

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • 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'. • Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc.
Reception	Mathematics	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compare and Classify Shapes

Reception	Mathematics	<ul style="list-style-type: none"> • Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.
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Position and Direction

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Position, Direction and Movement		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • 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’.
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map.
Patterns		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. 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.
Reception	Mathematics	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns.
Statistics		
Record, Present and Interpret Data		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Experiment with their own symbols and marks, as well as numerals.