



Maths Progression Document EYFS



Number: Comparison

3 and 4 year olds	Reception
• 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.	• Count objects, actions and sounds. • Compare numbers.
Autumn 3, Autumn 5 Spring 1 Summer 2	Autumn 1, Autumn 5 Spring 1, Spring 3, Spring 4, Spring 5 Summer 1, Summer 6

Number: Counting

3 and 4 year olds	Reception
• Recite numbers past 5. • Say one number for each item in order: 1, 2, 3, 4, 5.	• Count beyond ten.
Autumn 3, Autumn 5 Spring 3, Spring 5 Summer 1	Summer 1, Summer 6



Number: Cardinality

3 and 4 year olds	Reception
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5.	- Subitise - Link the number symbol (numeral) with its cardinal number value.
Autumn 3, Autumn 5 Spring 1	Autumn 3, Autumn 5 Spring 1, Spring 3, Spring 5 Summer 6

Number: Composition

3 and 4 year olds	Reception
Solve real world mathematical problems with numbers up to 5.	- Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0-5 and some to 10.
Autumn 5 Spring 1	Autumn 3, Autumn 5 Spring 1, Spring 3, Spring 5 Summer 2, Summer 4, Summer 6



SSM: Spatial awareness

3 and 4 year olds	Reception
- Compare quantities using language: 'more than', 'fewer than', - 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'.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Autumn 2, Autumn 4 Spring 3 Summer 5	Spring 6 Summer 3

SSM: Shape

3 and 4 year olds	Reception
- 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 building, a triangular prisms for a roof, etc. - Combine shapes to make new ones – an arch, a bigger triangle, etc.	Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.
Autumn 4, Autumn 6 Spring 6	Autumn 6 Spring 6 Summer 3



SSM: Pattern

3 and 4 year olds	Reception
• 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.	• Continue, copy and create repeating patterns.
Autumn 2 Spring 6	Autumn 2 Spring 6 Summer 5

SSM: Measure

3 and 4 year olds	Reception
• Make comparisons between objects relating to size, length, weight and capacity. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	• Compare length, weight and capacity.
Autumn 2 Spring 2, Spring 4 Summer 5	Spring 2, Spring 4 Summer 6