**EYFS Maths at West Kidlington Primary School and Nursery 2023-2024: Curriculum Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| Dice and pins on a board gameMaths | **Nursery** | **Reception** | **Year 1/2** |
| **Subitising** | 0-5Dice patternFive framesObjects“I use my eyes to subitise…..”Regular and irregular arrangements | NCTEM maths MasteryTeach children to instantly recognise each dice pattern 1 – 6 (without counting the dots).Teach children to subitise 1, 2, 3 or 4 objects or dots in irregular arrangements.Teach children to subitise 1, 2, 3, 4, or 5 objects or dots in irregular arrangementsTeach children to subitise 1, 2, 3, 4, or 5 objects or dots in irregular arrangements |  |
| **Five Frames** | 0-5Use subitising knowledge and understanding to supporting counting | Teach children to make amounts from 1 – 5 on a 5 frame, to instantly recognise 1 – 5 dots on a 5 frame and to describe what they can see using the sentence stem “I can see … counters andTeach children to make amounts from 1 – 10 on a 10 frame (in a 5-wise arrangement only), to instantly recognise 1 – 10dots on a 10 frame (5-wise only) and to describe what they can see using the sentence stem: “I can see … counters and … spaces”.Teach children to make amounts from 1 –10 on a 10 frame (in pair-wise/ 2-wise and 5-wise arrangements), to instantly recognise 1 –10 dots on a 10 frame (in pair-wise/ 2-wise and 5-wise arrangements) and to describe what they can see using the sentence stem “I can see ... counters and ... spaces”.Teach children to make amounts from 1 –10 on a 10 frame (in pair-wise/ 2-wise and 5-wise arrangements), to instantly recognise 1 –10 dots on a 10 frame (in pair-wise/ 2-wise and 5-wise arrangements) and to describe what they can see using the sentence stem “I can see ... counters and ... spaces”.each children to make amounts from 11 –20 on two 10 frames (in pair-wise/ 2-wise and 5-wise arrangements), to instantly recognise 11 –20 dots on two 10 frames (in pair-wise/ 2-wise and 5-wise arrangements) and to describe what they can see using the sentence stem “... is ten and ... ones” (e.g. “15is ten and 5ones”) and “... and ... ones is ...” (e.g. “ten and 5ones is 15”). |  |
| **Fingers** | 0-5Grow me….Show me….Manipulation accuracy and showing if different ways | Teach children to ‘grow’ and then to ‘show’ 1 – 10 fingers and to ‘show’ quantities to 5 in differentTeach children to ‘show’ 0–10 fingers and to ‘show’ quantities to 8in different ways.Teach children to ‘show’ 0 –10 fingers and to ‘show’ quantities to 8 in different ways. Teach children to represent numbers from 11 –20. |  |
| **Numberblocks** | 0-5Snap cube, uni fix, Make your own numberblock | Help children to develop the ‘oneness of one’, ‘twoness of two’, EtcEnsure that children understand that even numbers can be made from groups of 2 (with none left over) and that odd numbers cannot be made from groups of 2.Teach children to identify odd and even numbers to 10. Teach children how to make numbers from 11 to 20 using 10 frames (see above), Numicon (see below), bundles of straws/ sticks and single straws/ sticks, bead strings (with 10 red beads and 10 white beads) and arrow cards and to describe what they have made using the sentence stems:“... is 10and ...”,“10 and ... is ...”, “20 is two 10s” and “The number ... has ... ten and ... ones”/ “The number ... has ... tens and ... ones” |  |
| **Number Note** | 0-5Make number collections | Help children to develop the ‘oneness of one’, ‘twoness of two’, EtcEnsure that children understand that even numbers can be made from groups of 2 (with none left over) and that odd numbers cannot be made from groups of 2.Teach children to identify odd and even numbers to 10. Teach children how to make numbers from 11 to 20 using 10 frames (see above), Numicon (see below), bundles of straws/ sticks and single straws/ sticks, bead strings (with 10 red beads and 10 white beads) and arrow cards and to describe what they have made using the sentence stems:“... is 10and ...”,“10 and ... is ...”, “20 is two 10s” and “The number ... has ... ten and ... ones”/ “The number ... has ... tens and ... ones” |  |
| **Numicon** | 0-5 Recognise numicon tilesMake pattern using numicon pegsMake tile pattern with other itemsRecognise numicon tile by touchSorting gamesNumicon boards | Teach children to instantly recognise the Numicon shapes from 1 – 5 (without counting the holes) and tomake Numicon shapes 1 – 5 from other objects.children to instantly recognise the Numicon shapes from 1 –10 (without counting the holes) and tomake Numicon shapes 1 –10 from other objects.Teach children to add and subtract with Numicon shapes and pegs.Number and Place valuehow to make numbers from 11 to 20 using 10 frames (see above), Numicon (see below), bundles of straws/ sticks and single straws/ sticks, bead strings (with 10 red beads and 10 white beads) and arrow cards and to describe what they have made using the sentence stems:“... is 10and ...”,“10 and ... is ...”, “20 is two 10s” and “The number ... has ... ten and ... ones”/ “The number ... has ... tens and ... ones” |  |
| **Comparing & Ordering numbers** | 0-5Compare quantitiesMore/ fewer/ sameBigger and smaller numbers | compare numbers to 5 using the language “bigger than”, “smaller than”, “fewer than” and “the same ascompare numbers to 6 using the language “bigger than”, “smaller than”, “more than”, “fewer than”, “the same as”, “equal to”. Teach children to order quantities to 5 and Numicon shapes to 10compare numbers to 10 using the language “bigger than”, “smaller than”, “more than”, “fewer than”, “the same as”, “equal to”.Teach children to order quantities to 10, 10 frames, Numicon shapes and numerals to 10.compare numbers to 10 using the language “bigger than”, “smaller than”, “more than”, “fewer than”, “the same as”, “equal to”, “larger than” and “greater than”. |  |
| **Choral Counting** | 1-10Hearing and saying clearlyPing pong counting | orally count in 1s from 1 to 10 and 10 to 0.orally count in 1s from 1 to 20 and 10 to 0orally count in 1s from 1 to 30/ 50 and from 20 to 0. Teach children to count in multiples of 10 from 0 to 100 |  |
| **Song & Rhymes** | Here is a beehive1,2 buckle my shoe1,2,3,4,51,2,3,4,5, once I caught a fishCounting backBook How to count to 1Grandma went shopping |  |  |
|  |  | Addition & Subtractionadd and subtract (take-away) using resources such as Numicon and 10 frames. Teach children to use the language of addition and subtraction (‘add’, ‘subtract’, ‘take away’ and ‘equals’).Teach children what a ‘whole’ and a ‘part’ is.add and subtract (take-away) using resources such as Numicon and 10 frames. Teach children to use the language of addition and subtraction (‘add’, ‘subtract’, ‘take away’, ‘equals’, ‘part’ and ‘whole’).add and subtract (take-away) using resources such as Numicon and 10 frames. Teach children to use the language of addition and subtraction (‘add’, ‘subtract’, ‘take away’, ‘equals’, ‘part’ and ‘whole’). Teach children to recall addition and subtraction facts to 5.ŸAlso see Numicon and 10 Frames sections aboveadd and subtract (take-away) using resources such as Numicon and 10 frames. Teach children to use the language of addition and subtraction (‘add’, ‘subtract’, ‘take away’, ‘equals’, ‘part’ and ‘whole’). Teach children to recall addition and subtraction facts to 5. Teach children to solve problems involving addition and subtraction |  |
|  |  | **Multiplication and Division**understand the conceptsof doubling and halving (that doubling is multiplying by 2, and that halving is dividing into two equal groups).Teach children to recall doubles to 10. (Doubling and Halving) Ensure that children understand the concepts of doubling and halving (that doubling is multiplying by 2, and that halving is dividing into two equal groups). Teach children to recall doubles to 10 and halves of numbers to 10 |  |
| **Physical Counting** | 0-5Using index finger to point and countStepsWhat’s the time Mr Wolf | count sets of items given to them and to count out sets of objects from a larger set, independently using the sentence stem “…, …, …, there are … …” (e.g. “1, 2, 3, 4, 5, 6, 7, 8, there are 8 teddies”). |  |
| **Talk Pictures** | Bear picnicSnow white |  |  |
| **Mark Making** | Represent marks for quantities these could be line, circles, dots, xEg score for race or quizCircles in five frameHow many is in the box | form the digits 0 –9 correctly and to use this formation whenwriting the numerals from 0 to 20 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Abstract shapes graphs with different vibrant colorsSSM | **Nursery** | **Reception** | **Year 1/2** |
| **Shape** | 3D shapeCylinder, cone sphere, cuboid4- 8 piece puzzleCompare shapes2d shapr square, triangle, rectangle, circleSideCornersFacesedge | name common 2D shapes (circle, triangle, rectangle and square) and common 3D shapes (cone, cylinder, cube, cuboid and sphere) and to describe their properties using informal and mathematical language (e.g. sides, corners and faces) Teach children to name common 2D shapes (circle, triangle, rectangle and square) and common 3D shapes (cone, cylinder, cube, cuboid and sphere) and to describe their properties using informal and mathematical language (e.g. sides, cornersand faces) |  |
| **Measure** | Big, small Tall shortLong shortFullEmptyHeavylightpassing of time home time snack time | **Language** Positional language – Where’s My Teddy. Where is Monkey **Measures**Teach children to use a variety of words to describe size.use a variety of words to describe height, including ‘tall’, ‘short’,‘taller than’ and ‘shorter than’use a variety of words to describe length and distance, including ‘long’, ‘short’, ‘near’, ‘far away’, ‘longer than’, ‘shorter than’, ‘nearer than’, and ‘further awaycompare two/ three items by capacity and weight and to use the correct vocabularyorder three items by weight and capacity and to use the correct vocabulary |  |
| **Pattern** | Design and pattern differenceCopy AB pattern- items, musically, loud quiet | encourage children to make repeating patterns, such as pattern cards (ensure that the unit of repeat is repeated at least three times).Spot patterns in books and talk pictures.Assess children’s ability to make repeating patternsmake their own AB patterns using different resources. Teach children to identify the unit of repeat in AB patterns and to spot mistakes in AB patterns.Present at least three ‘units of repeat’ before children are asked to identify and continue a pattern (e.g. triangle, square, square, triangle, square, square, triangle, square, square, ...)and that children make the pattern at least three units of repeat longer. |  |
| **Spatial Reasoning** | 1nOnunderabovenext tobehindin frontKim’s GameBlock play- making … higher than…Make a bridge |  |  |
| **Mark making** | Draw round eg face |  |  |
| **books** | Colour zooMum and dad make me laughDear ZooHungry CaterpillarRapunzelWe’re going on a bear huntGoldilocks and the three bearsBilly Goat Gruff |  |  |