A close up of a logo

Description automatically generated**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** | 0-5  Dice pattern  Five frames  Objects  “I use my eyes to subitise…..”  Regular and irregular arrangements | NCTEM maths Mastery  Teach 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 arrangements  Teach children to subitise 1, 2, 3, 4, or 5 objects or dots in irregular arrangements |  |
| **Five Frames** | 0-5  Use 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 and  Teach 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** | 0-5  Grow 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 different  Teach 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** | 0-5  Snap cube, uni fix,  Make your own numberblock | Help children to develop the ‘oneness of one’,  ‘twoness of two’,  Etc  Ensure 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** | 0-5  Make number collections | Help children to develop the ‘oneness of one’,  ‘twoness of two’,  Etc  Ensure 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 tiles  Make pattern using numicon pegs  Make tile pattern with other items  Recognise numicon tile by touch  Sorting games  Numicon 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 value  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” |  |
| **Comparing & Ordering numbers** | 0-5  Compare quantities  More/ fewer/ same  Bigger and smaller numbers | compare numbers to 5 using the language “bigger than”, “smaller than”, “fewer than” and “the  same as  compare 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 10  compare 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** | 1-10  Hearing and saying clearly  Ping 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 0  orally 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 beehive  1,2 buckle my shoe  1,2,3,4,5  1,2,3,4,5, once I caught a fish  Counting back  Book How to count to 1  Grandma went shopping |  |  |
|  |  | Addition & Subtraction  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’ 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 above  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. 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** | 0-5  Using index finger to point and count  Steps  What’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 picnic  Snow white |  |  |
| **Mark Making** | Represent marks for quantities these could be line, circles, dots, x  Eg score for race or quiz  Circles in five frame  How 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 shape  Cylinder, cone sphere, cuboid  4- 8 piece puzzle  Compare shapes  2d shapr square, triangle, rectangle, circle  Side  Corners  Faces  edge | 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 short  Long short  Full  Empty  Heavy  light  passing 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 away  compare two/ three items by capacity and weight and to use the correct vocabulary  order three items by weight and capacity and to use the correct vocabulary |  |
| **Pattern** | Design and pattern difference  Copy 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 patterns  make 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** | 1n  On  under  above  next to  behind  in front  Kim’s Game  Block play- making … higher than…  Make a bridge |  |  |
| **Mark making** | Draw round eg face |  |  |
| **books** | Colour zoo  Mum and dad make me laugh  Dear Zoo  Hungry Caterpillar  Rapunzel  We’re going on a bear hunt  Goldilocks and the three bears  Billy Goat Gruff |  |  |