Stoke Park Infant School
Year R Progression of Skills in Maths

EYFS Statutory Educational Programme:
"Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers".
/Development Matters Non-statutory curriculum guidance for the Early Years Foundation Stage, 2023/

Mathematics	Pre-school / nursery	Year R Autumn Term	Year R Spring Term	Year R Summer Term (ELG)
Number	Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Recite numbers past 5. Say one number 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'). 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.	Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Estimate and guess how many there might be before counting. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.	Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see. Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled. Link the number symbol (numeral) with its cardinal number value.	Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0- 5/0-10. Have a deep understanding of number 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. Recall some number bonds to 10, including doubling facts.
Numerical Patterns	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to' and start to notice patterns within them. Distribute items evenly from a group.	Understand the 'one more than/one less than' relationship between consecutive numbers. Count beyond 10, noticing patterns within the structure of counting.	Verbally count beyond 20, recognising the pattern of the counting system. Become familiar with two-digit numbers.

	Compare quantities using language: 'more than', 'fewer than'. Talk about and identify the patterns around them. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.			Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less that or the same as another quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape **(no longer ELG)**	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'. Understand position through words alone with no pointing. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Compare length, weight and capacity. Continue, copy and create repeating patterns.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.