

St Mary Queen of Martyrs' VC Academy EYFS Maths

LTP Overview

F1 – Follow steps for progression taken from NCETM research and core identified concepts for the EYFS mathematics: Counting and Cardinality, Comparison, Composition, Patterns

F2 – Follow the Mastering Number Programme NCETM

		Progression – Maths (based on NCETM materials, Number Blocks and Maths hub F1 research)	
		Number	Shape, Space and Measure
Early Learnig Goal		Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
		<ul style="list-style-type: none"> • Baseline – first 5 weeks. • Numeral 1 <ul style="list-style-type: none"> ➤ Understanding what 'one' means. ➤ Select one object from a larger group. ➤ Recognise the numeral 1 ➤ Represent 1 in different ways ➤ Subitise 1 ➤ Make comparisons between 1 and more than 1. ➤ To place one object on a 5 frame. 	<ul style="list-style-type: none"> • 2D shape <ul style="list-style-type: none"> ➤ Circle – naming a circle when shown. ➤ Use a circle appropriately for pictures/models. ➤ To select a circle from a group of shapes. ➤ Begin to be aware that a circle has no corner and one side.

- **Numerals 2**

- Understand 2 is the number after 1 (1 more than)
- Understand what 2 means
- Select 2 from a larger group
- To chant to 2
- To recognise numeral 2
- To represent 2 in different ways
- To subitise 2
- To compare 2 groups – which has fewer/more
- To know when one more or less is needed to make the desired total.
- Count 2 objects accurately.
- To place 2 objects on a 5 frame

- **Sorting**

- To sort into one of 2 groups – for instance colour.

- **Pattern**

- To replicate a 2 stage pattern.
- Be able to talk about a 2 stage pattern.
- To finish a 2 stage pattern.
- To talk a pattern through from start to finish.

- **Numerals 3**

- Understand 3 is the number after 2 (1 more than)
- Understand what 3 means
- Select 3 from a larger group
- To chant to 3
- To recognise numeral 3
- To represent 3 in different ways
- To subitise 3
- Count 3 objects accurately
- To know that 2 is one less than 3.
- Know the amount doesn't change if don't add or take anything away.
- To place 3 objects on a 5 frame

- **2D shape**

- Triangle – naming a circle when shown.
- Use a Triangle appropriately for pictures/models.
- To select a Triangle from a group of shapes.
- Begin to be aware that a Triangle has 3 corners and 3 sides.

- **Sorting**

- To sort by a given criteria – triangle or circle?

- **Length/height**

- To order length 3 thing by height/.

FS1	Spring	Number	Shape, Space and Measure
		<ul style="list-style-type: none"> • Numerals 4 <ul style="list-style-type: none"> ➤ understand the concept of 4, ➤ see when there are 4 items (subitise) ➤ count 4 objects ➤ see that 4 can represent actions as well as physical objects ➤ Recognise more and fewer than 4. ➤ To chant to 4 ➤ To compare amounts by applying a matching strategy. ➤ To match quantity to amount up to 4. ➤ Understand fingers represent objects in a rhyme. ➤ Understand that taking one away is the same as making one less. ➤ To compare amounts, knowing which is the same, which is more and which is fewer. ➤ To notice similarities and differences. ➤ To understand how to make a given number by adding or taking away 1 object. ➤ To know that a single object can be split onto similar sized parts and then recombined to make the whole. ➤ To know that a given number can be made by adding different amounts together. ➤ To place 4 objects on a 5 frame 	<ul style="list-style-type: none"> • 2D shape <ul style="list-style-type: none"> ➤ Name a square and an oblong ➤ Know what a corner is on a 2D shape ➤ Know what a side is on a 2D shape. ➤ To select an oblong and a square from a selection of shapes. ➤ To use shapes appropriately. • Sorting <ul style="list-style-type: none"> ➤ To sort shapes according to whether they have corners or not. ➤ To notice similarities and difference between objects.
		<ul style="list-style-type: none"> • Numerals 5 <ul style="list-style-type: none"> ➤ understand the concept of 5, ➤ see when there are 5 items (subitise) ➤ count 5 objects accurately. ➤ see that 5 can represent actions as well as physical objects ➤ Recognise more and fewer than 5. ➤ To chant to 5 ➤ To compare amounts by applying a matching strategy. ➤ To match quantity to amount up to 5. ➤ Understand fingers represent objects in a rhyme. ➤ Understand that taking one away is the same as making one less. ➤ To compare amounts, knowing which is the same, which is more and which is fewer. ➤ To understand how to make a given number by adding or taking away 1 object. ➤ To know that a given number can be made by adding different amounts together. ➤ To represent numbers 0-5 on a 5 frame. 	<ul style="list-style-type: none"> • Measures <ul style="list-style-type: none"> ➤ Days of the week. ➤ Sequencing pictures and events ➤ Spotting mistakes in sequencing of pictures/events. • Capacity <ul style="list-style-type: none"> ➤ To identify and say when a container is full and empty. ➤ To fill a container so that it is full. ➤ To empty a container so that it is empty. ➤ To order 3 containers for capacity. ➤ To know which container has more/less.

FS1		Number	Shape, Space and Measure
	Summer	<ul style="list-style-type: none"> • Continue with Numeral 5 from previous half term • Recap and application of numerals 1-5 <ul style="list-style-type: none"> ➤ Planning to be designed around the needs of the cohort. 	<ul style="list-style-type: none"> • Positional Language <ul style="list-style-type: none"> ➤ To respond correctly to the positional language – in, on, under, in front, behind, next to. ➤ To begin to use some positional language. • 2D shape <ul style="list-style-type: none"> ➤ Recap 2D shape, teaching to be based on the needs of the cohort. • Weight <ul style="list-style-type: none"> ➤ To compare 2 items for weight saying which one is heavy and which one is light.

Mastering Number: Overview of content – FS2

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
1 Children will:	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.
2 Children will:	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
3 Children will:	<ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal

	<ul style="list-style-type: none"> • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> • order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> • begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> • explore ways of making unequal sets equal.
4 Children will:	<ul style="list-style-type: none"> • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
5 Children will:	<ul style="list-style-type: none"> • continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. 	<ul style="list-style-type: none"> • explore the composition of 10. 	<ul style="list-style-type: none"> • order sets of objects, linking this to their understanding of the ordinal number system.
6	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.			