St Martin's EYFS Maths Knowledge and Skills Progression

At St Martin's, Maths in EYFS is built around the Early Learning Goals taken from the EYFS framework and the supporting recommendations from Development Matters

Early Learning Goal	Development Matters – Reception (Mathematics)
Identifying, Representing and Estimating Numbers	
Number: subitise (recognising quantities without counting) up to 5.	Subitise. Link the number symbol (numeral) with its cardinal number value.
Reading and Writing Numbers	
	Link the number symbol (numeral) with its cardinal number value.
Compare and Order Numbers	
Numerical Patterns: compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Compare numbers.
Understanding Place Value	
Have a deep understanding of numbers to 10, including the composition of each number.	Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.
Addition and Subtraction – mental calculations	
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Automatically recall number bonds for numbers 0-10
Addition and Subtraction – solve problems	
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.	Subitise. Link the number symbol (numeral) with its cardinal number value.

Measurement – Describe, Measure, Compare and Solve	
	Compare length, weight and capacity
Telling the Time	
	**3-4yrs old* : begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then…
Properties of Shapes – Recognise 2D and 3D shapes and Their Properties	
Select, rotate and manipulate shapes in order to develop spatial reasoning skills	*3-4yrs old* : 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 a building, a triangular pattern for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.
Properties of Shapes – Compare and Classify Shapes	
Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.	
Position and Direction	
Understanding the World: draw information from a simple map.	
Patterns	
Continue, copy and create repeating patterns.	
Statistics	
	3-4yrs old: experiment with their own symbols and marks, as well as numerals