



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Mathematics Progression Model

The EYFS framework is structured differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is the help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development matters are prerequisite skills for mathematics within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four - Year - Olds and Reception to match the programme of study for mathematics.

The most relevant statements for mathematics are taken from the following area of learning:

- Communication and language
- Mathematics

Mathematical Vocabulary			
Three and Four - Year - Olds	Communication and Language	<ul style="list-style-type: none">• Use of wider range of vocabulary.• Understand 'why questions, like "Why do you think the caterpillar is soft?"	
Reception	Communication and Language	<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.	
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Participate in small group, class and one - to - one discussions offering their own ideas, using recently introduced vocabulary.

Number and Place Value



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Counting			
Three and Four - Year - Olds	Mathematics		<ul style="list-style-type: none"> Recite numbers past 5. Say one number name 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').
Reception	Mathematics		<ul style="list-style-type: none"> Count objects, actions and sounds. Count beyond ten.
ELG	Mathematics	Numerical patterns	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system.
Identifying Representing and Estimating Numbers			
Three and Four - Year - Olds	Mathematics		<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show fingers numbers up to 5. Link numerals and amounts for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.
Reception	Mathematics		<ul style="list-style-type: none"> Subitise Link the number symbol (numeral) with its cardinal number value.
ELG	Mathematics	Number	<ul style="list-style-type: none"> Subitise (recognising quantities without counting) up to 5.
Reading and Writing Number			



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Three and Four - Year - Olds	Mathematics		<ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.
Reception	Mathematics		<ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value.
Compare and Order Numbers			
Three and Four - Year - Olds	Mathematics		<ul style="list-style-type: none"> • Compare quantities using language 'more than' 'fewer than'.
Reception	Mathematics		<ul style="list-style-type: none"> • Compare numbers
ELG	Mathematics	Numerical patterns	<ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Understanding Place Value			
Reception	Mathematics		<ul style="list-style-type: none"> • Understand the 'one more/ one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.
ELG	Mathematics	Numerical patterns	<ul style="list-style-type: none"> • Have a deep understanding of numbers to 10 including the composition of each number.
Solve Problems			
Reception	Mathematics		<ul style="list-style-type: none"> • Subitise • Link the number symbol (numeral) with its cardinal number value.
ELG	Mathematics	Numerical patterns	<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.



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Measurement		
Describe, Measure, Compare and Solve (All Strands)		
Three and Four - Year - Olds	Mathematics	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity.
Reception	Mathematics	<ul style="list-style-type: none"> • Compare length, weight and capacity.
Telling the Time		
Three and Four - Year - Olds	Mathematics	<ul style="list-style-type: none"> • 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		
Three and Four - Year - Olds	Mathematics	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical languages: '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.
Reception	Mathematics	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Compare and Classify Shape		
Reception	Mathematics	<ul style="list-style-type: none"> • Compare and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.



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Position and Direction		
Position, Direction and Movement		
Three and Four - Year - Olds	Mathematics	<ul style="list-style-type: none"> Understanding position through words alone - for example, 'The bag is under the table' - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
Reception	Understanding the World	<ul style="list-style-type: none"> Draw a simple map.
Patterns		
Three and Four - Year - Olds	Mathematics	<ul style="list-style-type: none"> Talk about and identify the patterns around them. For example, stripes on clothes, designs on a rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns - stick, leaf, stick, leaf Notice and correct an error in a repeating pattern.
Reception	Mathematics	<ul style="list-style-type: none"> Continue, copy and create repeating patterns.
Statistics		
Record, Present and Interpret Data		
Three and Four - Year Olds	Mathematics	<ul style="list-style-type: none"> Experiment with their own symbols and marks, as well as numerals.