Thurcroft Infant School EYFS Progression Document- Maths

Maths			
	Milestone 1	**Milestone 2**	**Milestone 3**
FS1	<u>Subitising and counting</u> • I can rote count to 5 with support • I am beginning to join in with number songs • I can count out 2 objects accurately • I can copy a group of objects by matching (up to 3)	<u>Subitising and counting</u> • I can subitise e to 3 • I can rote count to 10 independently. • I can one to one count small groups of objects (up to 5)	<u>Subitising and counting</u> • I can count up to 6 objects with 1-1 correspondence • I can subitise 4
	<u>Comparing and Composing Numbers</u> • I can recognise numerals to 2 independently • I am beginning to identify which group of objects has more or less by sight • I can show 1 and 2 using my fingers • I can represent 1 and 2 with equipment	<u>Comparing and Composing Numbers</u> • I can recognise numerals to 3 independently • I am can identify which group of objects has more or less by sight • I can show 3 using my fingers • I can represent numbers 1-5 using equipment	<u>Comparing and Composing Numbers</u> • I can recognise numerals to 5 independently • I can show numbers to 5 using my fingers • I can represent numbers 1-5 using equipment • I understand more and fewer
	<u>Shape</u> • I can match familiar shapes (circle, triangle, square) • I can compare and match shapes with the size	<u>Shape</u> • I can recognise triangle, circle, square and rectangle • I can find some shapes in the environment	<u>Shape</u> I can name some 2D shapes (circle, triangle, square, rectangle) I can match combinations of shapes to each other I am beginning to explore 3D shapes
	<u>Length, Weight and Capacity</u> • I am able to recognise the specific attributes of length/height/weight e.g. that stick is long • Build with blocks associating more blocks with terms like 'big' and fewer blocks with terms like 'small' • Identifies capacity as an attribute	<u>Length, Weight and Capacity</u> • I can make simple comparisons of length intuitively (similar to subitising) • I can compare and build with many types of materials • I can explore capacity of containers and recognise if it is full/empty	<u>Length, Weight and Capacity</u> I can pour one container into another to see which holds more I can compare weight- which object is heavier/lighter
	<u>Pattern</u> • I can match ABABAB pattern with support • I am beginning to explore pattern in the environment	<u>Pattern</u> • I can recognise simple ABABAB patterns	<u>Pattern</u> • I can extend ABABAB patterns
	<u>Spatial Awareness</u> • I am beginning to explore how shapes and blocks fit together • I can use positional words such as 'under', 'over' and 'through' •	<u>Spatial Awareness</u> • I can say which shape is bigger/smaller • I can talk about things that are close by and far away	<u>Spatial Awareness</u> • I can compare shapes by size. I can use the words turn, in front, next to, besides, behind • I can talk about a familiar route

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FS2	<u>Subitising and counting</u> • I can count out amounts up to 6 • I am beginning to show awareness of subitising to 5	<u>Subitising and counting</u> • I can count up to 9 independently. • I can subitise to 5	<u>Subitising and counting</u> • I can count to 20 with confidence and accuracy • I am developing conceptual subitising up to 10
	<u>Comparing and Composing Numbers</u> • I can recognise numerals to 5 independently • I can represent umber up to 5 using a range of equipment and fingers • I am beginning o show awareness of number bonds through the composition of number 0-5 • I can compare numbers • I am beginning to explore the part-part whole model • I am developing quick recall of 1 more/less than numbers 0-5	<u>Comparing and Composing Numbers</u> • I can recognise number 0-10 • I can represent number 0-10 with a range of equipment/fingers • I can compose numbers 0-10 • I am beginning to develop an understanding of odd and even numbers. • I am developing my automaticity of number bonds of 5 • I can recall some doubles up to 5 and work out doubles up to 10	<u>Comparing and Composing Numbers</u> • I can recognise some numbers above 10 • I can recall/work out number bonds of number up to 10 • I can recall odd and even numbers 0-10 • I am developing my understanding of number bonds to 10, automatic recall to 5 • I can recall doubles up to 5 and some doubles up to 10 • I understand one more/les than numbers 0-10
	<u>Shape</u> • I can recognise and name circles, triangles, squares and rectangles (including less typical representations) • I can sort shapes • I am beginning to describe some properties of 2D shapes	<u>Shape</u> • I can compare and describe the properties of 2D shapes using corners and sides • I am beginning to recognise some 3D shapes	<u>Shape</u> • I can recognise and describe properties of 2D and 3D shapes using the vocab sides, corners, straight curved, faces, edges
	<u>Length, Weight and Capacity</u> • I can compare length, weight and height of objects by aligning/weighing • I can use the terms long, longer, longest, short, shorter, shortest, heavy, heavier, heaviest, light, lighter and lightest, full, empty	<u>Length, Weight and Capacity</u> • I can compare the length, height and weight of two or more objects • I can fill container using smaller containers counting how many it takes to fill	<u>Length, Weight and Capacity</u> • I can order objects by length, height, weight and capacity • I can pour one container into another concluding if it holds more/less
	<u>Pattern</u> • I can build ABABAB pattern • I can spot a mistake in ABABAB and fixes it	<u>Pattern</u> • I can recognise repeating patterns with core units such as AAB, ABC and AABC	<u>Pattern</u> • I can describe and builds repeating patterns with core units such as AAB, ABC and AABC •
	<u>Spatial Awareness</u> • I can use positional language • I can follow spacial directions • I can make pictures with a range of 2D shapes	<u>Spatial Awareness</u> • I can place 2 shapes together to make another shape • I can discuss familiar routes using positional language	<u>Spatial Awareness</u> • I can slide, turn, flip, and fit shapes together to create other shapes • I can give spatial directions

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ELG-

Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 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 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 29
- Explore and represent patterns within numbers up to 10, including