

Long Term Curriculum Map for Mathematics - Early Years Progression.

EYFS Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mastering Number	• Subitising within 3. • Focus on counting skills. • Explore how all numbers are made of 1s. • Focus on composition of 3 and 4. • Subitise objects and sounds. • Comparison of sets - 'just by looking'. • Use the language of comparison: more than and fewer than.	• Focus on counting skills. • Focus on the 'five-ness of 5' using one hand and the die pattern for 5. • Comparison of sets - by matching. • Use the language of comparison: more than, fewer than, an equal number. • Explore the concept of 'whole' and 'part'. • Focus on the composition of 3, 4 and 5. • Practise object counting skills. • Match numerals to quantities within 10. • Verbal counting beyond 20	• Subitise within 5 focusing on die patterns. • Match numerals to quantities within 5. • Counting – focus on ordinality and the 'staircase' pattern. • See that each number is one more than the previous number. • Focus on 5. • Focus on 6 and 7 as '5 and a bit'. • Compare sets and use language of comparison: more than, fewer than, an equal number to. • Make unequal sets equal.	• Focus on the 'staircase' pattern and ordering numbers. • Focus on ordering of numbers to 8. • Use language of less than. • Focus on 7. • Doubles – explore how some numbers can be made with 2 equal parts. • Sorting numbers according to attributes - odd and even numbers.	• Counting – larger sets and things that cannot be seen. • Subitising – to 6, including in structured arrangements. • Composition – '5 and a bit'. • Composition - of 10. • Comparison – linked to ordinality. • Play track games	• Subitise to 5. • Introduce the Rekenrek. Review and Assess • Automatic recall of bonds to 5. • Composition of numbers to 10. • Comparison. • Number patterns. • Counting.

EYFS Further Provision	Autumn	Spring	Summer
Additional Curriculum Focus Each set of bullet points form a whole domain progression. Several points from the progression may be taught in one session eg: Same Shape Stacker and Piece Assembler Suggested time: Monday each week with a continuous or enhanced provision which could link to any of the 17 areas to deepen this eg: Shape Stacker in Large and Small Block Construction Areas, inside and outside.	● Intuitive Patterner: Detect and use patterning implicitly and intuitively. ● Pattern Recogniser: Recognise sequenced pattern. ● AB Patterner: Recognise, describe, and build repeating ABAB patterns. ○ Identical shape matcher: Match shapes that are familiar when in the same orientation and size. ○ Typical shape Recogniser: Match shapes in different size and orientation. ○ Picture Maker - single shapes: Make a picture by placing shapes in outlines areas. ○ Intuitive Disembedder: Represent some specific shapes eg: circle. ● 3D Prototype recogniser: Recognise a sphere or cube from a set of 3D shapes. ● Same shape Stacker: Sort and stack congruent blocks. ● Piece Assembler: Create a "house" for people figurines in the by covering a small area with horizontal blocks. □ Concrete Slider, Flipper, Turner: Move shapes to a location by physical trial and error. □ Simple Slider and Turner: Start and adjust a motion to achieve an outcome. ❖ Recognise Measures Attributes:	● Core Unit Patterner: Create specific patterns such as AAB, ABC, and AABC. ○ Shape Matcher -similarities in shapes' attributes: Compare and match a wider variety of shapes with the same size and orientation. Compare and match a wider variety of shapes with different sizes and orientations. Compares and matches combinations of shapes to each other. ○ Picture maker combined shapes: Combine shapes to make parts of the picture. ○ Simple Disembedder: Trace the outer frame of a picture that contains other shapes. ● 3D Recogniser: Recognise and name basic 3D solids. ● Picture Maker: Build arches/bridges, enclosures, corners, and crosses, using trial and error and simple addition of pieces. □ Beginning Slider, Flipper, Turner: Use the correct motions guided by more developed intuition. □ Slider, Flipper, Turner: Rotate a manipulative through 45, 90 and 180 degrees and reflect in a horizontal or vertical line by visualising first. ❖ Compare Indirectly: Use one thing to compare with two others, ❖ Recognise relationship between size and the number of units: Compare units of different sizes in practical contexts.	● Pattern, translator and unit recogniser: Translate patterns into new media or using new materials. ○ Shape Recogniser: Name shapes: circles, squares, and triangles. ○ Construct a Shape: Construct shapes from parts. ○ Shape Recogniser: Rectangle ○ Shape Decomposer: Decompose a shape into smaller known shape. ○ Shape Composer: Rotate and reflect shapes to fit into a puzzle to create a shape or picture. ○ Shapes in shapes Disembedder: Name and locate a shape within a shape. ● 3D Face Counter: Identify and count faces on a cube or a prism. ● Shape Composer: Build arches/bridges, enclosures, corners, and crosses with prediction and understanding. ● Substitution Composer and Shape Composite Repeater: Build by making specific multiple internal spaces. □ Diagonal Mover: Perform diagonal slides and flips at 45 degrees. □ Mental Mover: Predict results of moving shapes using mental images (any direction or amount). ❖ Begin to use time sequencing vocabulary: Use positional language of 'before', 'after', 'next', and the relative terms 'yesterday' and

	Recognise specific attributes of (for example) length – that a stick is long; adults are tall. ❖ Compare amounts of continuous quantity: Find something that is longer/shorter or heavier/lighter than a given reference item. ❖ Awareness of Comparison in Estimation and Prediction: Consider which container would be best to store a specific item in.	❖ Begin to use units to compare things: Use units to 'measure' and compare. Identical bricks, centimetre cubes or metre sticks for example.	'tomorrow'. Know days of the week and key O clock times. ❖ Begin to apply time duration: Experience specific time spans in order to start to develop an overall sense of time.
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