EYFS Maths: Overview of coverage and progression

Foundations of Early Mathematical Counting	The 5 Counting Principles
Cardinality and Counting: understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents **Comparison:** understanding that comparing numbers involves knowing which numbers are worth more or less than each other **Composition:** understanding that one number can be made up from (composed from) two or more smaller numbers **Pattern:** looking for and finding patterns helps children notice and understand mathematical relationships **Shape and Space:** understanding what happens when shapes move, or combine with other shapes **Measures:** comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.	**One to one correspondence:** match one number name to each item to be counted **Stable order:** say the number names in the correct order. **Cardinality:** the last number in the count is the total size of the group **Abstraction:** counting can be applied to any collection – including things that cannot be touched **Order-irrelevance:** the total number counted (cardinal value) remains the same even if the order of the items changes.
Early Learning Goal : Number	**Early Learning Goal : Pattern**
Children at the expected level 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.	Children at the expected level 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; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Term	Number and Numerical Patterns (White Rose Maths)	Shape, Space and Measures (White Rose Maths) *(elements will be continued to be taught alongside the revised ELG's through play and some discrete teaching sessions where appropriate)*
Autumn 1 6 weeks (first 3 weeks settling in)	**Nursery** Colours Matching Sorting	Key times of the day Class routines Positional language
	Reception Matching and sorting Comparing amounts	Key times of the day Class routines Positional language Comparing size, mass, capacity Exploring pattern
Autumn 2 (6 weeks)	**Nursery** Number 1 Number 2 Pattern	Key times of the day Class routines Positional language
	Reception Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Representing numbers to 5 One more, one less	Circles and triangles Positional language Shapes with 4 sides Time

Spring 1 (6 weeks)	**Nursery** Number 3 Number 4	Key times of the day Class routines Positional language
	Reception Introducing zero Comparing numbers to 5 Composition of 4 and 5 6,7 and 8 Comparing 2 amounts Consolidation	Comparing mass Comparing capacity Length and height Time
Spring 2 (6 weeks)	**Nursery** Consolidation Number 6	Height and length Mass Capacity
	Reception Making pairs Counting to 9 and 10 Comparing numbers to 10 Bonds of 10 Consolidation	3D shapes Patterns
Summer 1 (6 weeks)	**Nursery** Sequencing More than and fewer Consolidation	Positional language 2D shape 3D shape
	Reception Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away	Spatial reasoning – attach, rotate, manipulate Spatial reasoning – compose and decompose
Summer 2 (6 weeks)	**Nursery** Number composition What comes after? What comes before? Numbers to 5 Consolidation	Comparing mass Comparing capacity Length and height Time
	Reception Doubling Sharing and grouping Odd and even Deepening understanding Patterns and relationships	Spatial reasoning – visualise and build Spatial reasoning - mapping

We build in time for short adult led focus inputs which include number songs, rhymes, games and suggested prompts for learning (from White Rose guidance). The concepts are taken further with short teacher led activities. We give daily opportunities to practise new skills through play in the different areas of provision, either independently or with adult support. The children have daily opportunities to practise their counting and subitising skills. Regular opportunities are provided for children to apply their understanding to reason and problem solve.

Key skills of counting, subitising, composition, ordering and comparing are threaded throughout the guidance and get progressively more challenging.

Number skills are taught in order, but on occasions links to shape, space and measure are fitted around topic, themes or interest. The spatial reasoning skills in the Summer term follow a development progression.