

EYFS Knowledge Progression at Crakehall CofE Primary School

Our School Vision		Growing Together to: build strength through resilience, value myself and others and understand our world.					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mathematics</p> <p><u>Vision Links</u></p> <p style="color: red;">Resilience: To have a go and not be afraid of making mistakes</p>	 <p>Foundation Stage</p> <p>NCETM Mastering Number Programme</p> <p>White Rose Maths</p> <p>For more information see</p> <p>NCETM Mastering Number Overview</p> <p>and</p> <p>White Rose Maths Scheme of Learning</p>	<p>To perceptually subitise within 3, experiencing subitising in a range of contexts</p> <p>To identify sub-groups in larger arrangements</p> <p>To create their own patterns for numbers within 4</p> <p>To practise using their fingers to represent quantities which they can subitise</p> <p>To relate the counting sequence to Cardinality</p> <p>To develop their knowledge of the counting sequence</p> <p>To develop 1:1 correspondence</p> <p>To have an understanding that anything can be counted, including actions and sounds</p>	<p>To subitise within 5</p> <p>To explore the cardinality of 5</p> <p>To begin to count beyond 5</p> <p>To recognise numerals, relating these to quantities they can subitise and count</p> <p>To explore the concept of 'wholes' and 'parts'</p> <p>To explore the composition of numbers within 5</p> <p>To compare sets using a variety of strategies</p> <p>To compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts</p> <p>To find, subitise and represent number within 5</p>	<p>To increase confidence in subitising by continuing to explore patterns within 5</p> <p>To explore a range of patterns made by some numbers greater than 5</p> <p>To experience patterns which show a small group and '1 more'</p> <p>To continue to match arrangements to finger patterns</p> <p>To continue to develop verbal counting to 20 and beyond</p> <p>To continue to develop object counting skills, using a range of strategies to develop accuracy</p> <p>To continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</p> <p>To order numbers, linking cardinal and ordinal representations of number</p>	<p>To explore symmetrical patterns, linking this to 'doubles'</p> <p>To continue to consolidate their understanding of cardinality, working with larger numbers within 10</p> <p>To explore the composition of odd and even numbers</p> <p>To begin to link even numbers to doubles</p> <p>To begin to explore the composition of numbers within 10</p> <p>To compare numbers, reasoning about which is more</p> <p>To explore and compare length and height</p> <p>To talk about time, including ordering and sequencing time</p> <p>To find, compare and represent numbers 9 and 10</p>	<p>To use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</p> <p>To subitise structured and unstructured patterns</p> <p>To identify when it is appropriate to count and when groups can be subitised</p> <p>To count 20 and beyond, including counting from different starting numbers</p> <p>To explore the composition of 10</p> <p>To build numbers beyond 10</p> <p>To continue patterns beyond 10</p> <p>To verbally count beyond 20, identifying counting patterns</p> <p>To explore adding to and taking away from a number</p>	<p>To consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers</p> <p>To identify units of repeating patterns</p> <p>To create and explore own pattern rules</p> <p>To replicate and build scenes and constructions</p> <p>To visualise form different positions, describing positions</p> <p>To give instructions to build</p> <p>To explore mapping; representing maps with models and creating own maps from familiar places and from story situations</p> <p>To deepen understanding and consolidate concepts previously taught</p>

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	<p>To see that all numbers are made of ones</p> <p>To compare sets according to a range of attributes, including by their numerosity, using vocabulary such as 'more than' and 'fewer than'</p> <p>To match objects to other objects and to pictures</p> <p>To sort objects into groups, including by considering characteristics and creating own sorting 'rules'</p> <p>To compare size, mass and capacity</p> <p>To explore simple patterns, copying and continuing the patterns and creating own patterns</p>	<p>To identify one more and one less within 5</p> <p>To explore the composition of numbers within 5</p> <p>To identify, name and compare circles and triangles and shapes with 4 sides</p> <p>To combine shapes with 4 sides</p> <p>To identify shapes in the environment</p> <p>To describe position</p> <p>To talk about time events such as routines</p>	<p>To explore the composition of 6</p> <p>To begin to see that numbers within 10 can be composed of '5 and a bit'</p> <p>To explore ways of making unequal sets equal</p> <p>To find, subitise and represent zero</p> <p>To conceptually subitise to 5</p> <p>To compare mass including equal mass</p> <p>To explore and compare capacity</p> <p>To find and represent 7 and 8</p> <p>To identify one more and one less than 7 and 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To make odd and even pairs</p> <p>To find and make doubles to 8</p> <p>To combine 2 groups</p>	<p>To conceptually subitise to 10</p> <p>To identify one more and one less than 9 and 10</p> <p>To explore composition to 10, including bonds to 10 and arrangements of 10</p> <p>To find and make doubles to 10</p> <p>To explore even and odd</p> <p>To recognise and name 3D shapes</p> <p>To find 2D shapes within 3D shapes</p> <p>To find 3D shapes in the environment</p> <p>To identify more complex patterns, copying and continuing them</p> <p>To identify patterns in the environment</p>	<p>To select shapes for a purpose</p> <p>To rotate and manipulate shapes</p> <p>To explain shape arrangements</p> <p>To compose and decompose shapes</p> <p>To copy 2D shape pictures</p> <p>To find 2D shapes within 3D shapes</p> <p>To share and group objects, including into odd and evens</p> <p>To build doubles</p>	
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Mathematics ELGs

Number

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

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.