

# EYFS Overview

## Nursery

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number 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').
- Show 'finger 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.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand 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'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on 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.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



# EYFS Overview

## Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

## ELG

### ELG: Number

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.

### ELG: Numerical Patterns

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;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



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# Nursery Milestones

|        | Counting and Subitising  | Comparing Number  | Position and Direction  | Measure   | Pattern   | Shape and Space   |
|--------|--|---|---|---|---|---|
| Autumn | <b>Match and Sort</b> <ul style="list-style-type: none"> <li>Begin to sort objects according to colour, size or shape.</li> </ul> <b>Link numerals and amounts/Counting:</b> <ul style="list-style-type: none"> <li>Showing the right number of objects to match the numeral for 1 and 2.</li> <li>Recite numbers to 5</li> <li>Begin to show 'finger numbers' up to 5 when joining number songs and rhymes</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Recite numbers beyond 5</li> <li>Subitise small groups of objects.</li> </ul>  |   | <ul style="list-style-type: none"> <li>Understand position through words alone – for example, "The bag is under the table," – <i>with visual cues.</i></li> </ul>   | <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>                   | <ul style="list-style-type: none"> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> </ul> | <ul style="list-style-type: none"> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Notice and talk about shapes in environment.</li> <li>Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> </ul> |
| Spring | <b>Match and Sort</b> <ul style="list-style-type: none"> <li>Find and match objects which are the same.</li> <li>Sort objects according to different criteria.</li> <li>Sort the same set of objects according to different criteria.</li> </ul> <b>Link numerals and amounts/Counting:</b> <ul style="list-style-type: none"> <li>Show 'finger numbers' up to 5 when joining number songs and rhymes</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul> |   |   | <ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul> | <ul style="list-style-type: none"> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>   | <ul style="list-style-type: none"> <li>Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul>  |
| Summer | <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('perceptual subitising').</li> <li>Say when the number is the same.</li> </ul>  | <ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5</li> <li>Compare quantities using language: 'more than', 'fewer than'</li> </ul> | <ul style="list-style-type: none"> <li>Describe a familiar route using spatial words.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Understand and use positional language through words alone.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul> |   |   |



# Reception Milestones

|        | Counting and Subitising   | Comparing Number  | Numerical Patterns  | Measure  | Pattern   | Shape and Space  |
|--------|---|---|---|--|---|--|
| Autumn | <p><b>Match and Sort</b></p> <ul style="list-style-type: none"> <li>Find and match objects that are the same.</li> <li>Sort objects according to colour, size or shape.</li> </ul> <p><b>Recognising 123 by counting or subitising:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 1,2 and 3</li> <li>Match number names we say to numerals and quantities</li> <li>Count up to 3 objects in different arrangements by touching</li> <li>Use their own mark making to represent 1, 2 and 3</li> </ul> <p><b>Recognise a set of 4 and 5 objects by counting or subitising:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 4 and 5</li> <li>Match number names we say to numerals and quantities.</li> <li>Count up to 4 and 5 objects in different arrangements by touching</li> <li>Use their own mark making to represent 4 and 5</li> </ul> | <ul style="list-style-type: none"> <li>Use the vocabulary <i>fewer</i>, <i>the same</i> and <i>more</i>.</li> </ul> <p><b>Compare 123:</b></p> <ul style="list-style-type: none"> <li>Understand that as we count, each number is one more than the one before.</li> <li>Understand that as we count back, each number is one less than the one before.</li> <li>Make comparisons between groups of 1, 2 and objects.</li> </ul> <p><b>Explore 1 more or 1 less than numbers to 5:</b></p> <ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.to 5</li> <li>To compare groups of identical of objects using accurate mathematical vocabulary</li> <li>To compare groups of objects that are arranged differently and with objects of different sizes</li> </ul> | <p><b>Composition of 1,2 and 3:</b></p> <ul style="list-style-type: none"> <li>Explore and notice the different compositions of 2 and 3.</li> </ul> | <ul style="list-style-type: none"> <li>Compare and order objects according to their size.</li> <li>Use mathematical language to describe size</li> </ul> <p><b>Compare length, weight, and capacity:</b></p> <ul style="list-style-type: none"> <li>Compare length using appropriate mathematical vocabulary</li> </ul> <p><b>Time and Sequencing:</b></p> <ul style="list-style-type: none"> <li>Use time related vocabulary to talk about their day</li> </ul> | <ul style="list-style-type: none"> <li>Copy, continue and create simple repeating patterns.</li> <li>Explore AB patterns in a range of contexts.</li> </ul> | <ul style="list-style-type: none"> <li>Find 2D shapes within 3D shapes.</li> </ul> |



# Reception Milestones

|        | Counting and Subitising  | Comparing Number   | Numerical Patterns  | Measure  | Pattern  | Shape and Space   |
|--------|--|--|---|--|--|---|
| Spring | <p><b>Recognise 6 and 7 by counting or subitising:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 6 and 7</li> <li>Count up to 6 and 7 objects in different arrangements by touching</li> <li>Match number names we say to numerals and quantities.</li> <li>Use their own mark making to represent 6 and 7</li> </ul> <p><b>Recognise 6 and 7 by counting or subitising:</b></p> <ul style="list-style-type: none"> <li>Explore the composition of 6 and 7</li> </ul> <p><b>Recognise and represent 8 and 9:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 8 and 9</li> <li>Match number names we say to numerals and quantities.</li> </ul> <p><b>Recognise and represent 10:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 10</li> <li>Match number names we say to numerals and quantities.</li> </ul> | <p><b>Compare numbers to 5:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between groups of 0-5 objects.</li> <li>Use the number name zero and numeral 0 accurately.</li> <li>To compare groups identical of objects and of objects that are arranged differently and with objects of different sizes.</li> </ul> <p><b>Compare numbers to 10:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between groups of 0-10 objects by counting and comparing where they fall in the counting order</li> <li>Make comparisons between groups of objects by lining them up next to each other.</li> </ul> | <p><b>Composition of number:</b></p> <ul style="list-style-type: none"> <li>Explore and notice the different compositions of 4 and 5.</li> <li>Explore the composition of 6 and 7</li> <li>Explore the composition of 8 and 9</li> <li>Begin to explore the composition of 10</li> </ul> <p><b>Number Bonds to 10:</b></p> <ul style="list-style-type: none"> <li>Explore number bonds to 10 using real objects</li> <li>Find how many more to make 10</li> </ul> | <p><b>Compare length, weight, and capacity:</b></p> <ul style="list-style-type: none"> <li>Compare mass using appropriate mathematical vocabulary.</li> <li>Compare the capacity of different containers.</li> </ul> | <ul style="list-style-type: none"> <li>Talk about patterns in the environment.</li> <li>spatial reasoning skills.</li> <li>Copy and continue repeating patterns with varying rules (including AB, ABB and ABBC)</li> </ul> | <p><b>Rectangles and Squares:</b></p> <ul style="list-style-type: none"> <li>Recognise shapes in everyday objects and the environment.</li> <li>Describe some properties of rectangles and squares</li> </ul> <p><b>Shape and Spatial Reasoning:</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul> |



# Reception Milestones

|        | Counting and Subitising  | Comparing Number   | Numerical Patterns  | Measure   | Pattern  | Shape and Space  |
|--------|--|--|---|---|--|--|
| Summer | <p><b>Count beyond 10:</b></p> <ul style="list-style-type: none"> <li>Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure.</li> <li>Count beyond 10 using number tracks.</li> <li>Spot patterns in 2-digit numbers.</li> </ul> <p><b>Link the number symbol (numeral) with its cardinal number value.</b></p> <ul style="list-style-type: none"> <li>Recognise numerals 0-10.</li> <li>Accurately count sets of objects to 10.</li> <li>Match sets of objects or actions with the correct numeral.</li> </ul> | <p><b>Comparing numbers to 10:</b></p> <ul style="list-style-type: none"> <li>Divide numbers into equal groups.</li> <li>Use 'the same' to describe identical sized groups.</li> </ul> | <p><b>Continue explore the composition of numbers to 10:</b></p> <ul style="list-style-type: none"> <li>Partition and recombine sets.</li> </ul> <p><b>Automatically recall number bonds:</b></p> <ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0-5.</li> <li>Use visual models such as a 10's/ fingers frame to identify how many more to make numbers 0-10.</li> <li>Recall number bonds to 10.</li> </ul> | <p><b>Compare length, weight and capacity.</b></p> <ul style="list-style-type: none"> <li>Use comparative language accurately.</li> <li>Make a reasonable estimate about capacity.</li> <li>Make a reasonable estimate about length of something. (non-standard units such as footsteps)</li> </ul> | <ul style="list-style-type: none"> <li>Continue and create repeating patterns with varying rules (including AB, ABB and ABBC)</li> </ul> | <ul style="list-style-type: none"> <li>Copy complex 2D pictures with 3D resources</li> </ul> <p><b>Compose and decompose shapes</b></p> <ul style="list-style-type: none"> <li>Investigate how shapes can be combined to make new shapes.</li> <li>Identify shapes within shapes.</li> <li>Predict what shapes they will make when paper is folded.</li> </ul> |

