Maths Progression from EYFS - Y1

EYFS Autumn

The children will be learning to develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). They will be reciting numbers past 5 and saying one number for each item in order: 1,2,3,4,5. They will also show 'finger numbers' up to 5 and link numerals and amounts. The children will talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

EYFS Spring

The children will be learning to counts objects, actions and sounds and subitise up to 4 or 5 objects. They will learn to link the number symbol (numeral) with its cardinal number value. The children will count beyond ten, compare numbers and understand the 'one more than/one less than' relationship between consecutive numbers. The children will select, rotate and manipulate shapes in order to develop spatial reasoning skills. They will compose and decompose shapes so that they can recognise that a shape can have other shapes within it, just as numbers can.

EYFS Summer

The children will be learning to have a deep understanding of numbers to 10, including the composition of each number. They will learn to subitise to 5 and automatically recall number bonds up to 5 and some number bonds to 10, including double facts. The children will verbally count beyond 20, recognising the pattern of the counting system and compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. The children will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Year 1 Autumn

Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. Sorting enables children to consider what is the same about all the objects in one set and how they differ from the objects in other sets. Children begin to think about parts and wholes. While this reinforces and reminds children of what they have learned in Reception, they are unlikely to have been formally introduced to the language of "parts" and "whole". Children are encouraged to recognise that numbers can be composed of two or more parts. Children start by looking at 3-D shapes, as these are tangible shapes that they can touch and feel to help understand their identifying features. Children are required to name simple 3- D shapes such as cubes, cuboids, cylinders, pyramids, cones and spheres. .

Year 1 Spring

Children develop their understanding of 11, 12 and 13 as 1 ten and some ones, or "10-and-a-bit". Children extend the learning of the previous step by looking at 14-19. Children apply their counting skills to find 1 more and 1 less than any number within 20. Children explore addition by counting on from a given number within 20. Children use number bonds and related facts when adding within 20, as an alternative to counting on. Children learn about doubles, with a focus on adding the two equal quantities together as opposed to multiplying by 2 Place Value within 50. Children develop their understanding of multiples of 10 up to 50. Children compare lengths and heights of objects using language such as "longer than", "shorter than" and "taller than". Children begin to measure the lengths and heights of objects, using non-standard units of measure. Children are formally introduced to mass for the first time. Children use a variety of non-standard units, such as cubes or bricks, to measure the mass of an object. Children compare the masses of two objects, still using non-standard units of measure. Children are introduced to volume and capacity for the first time. They begin by exploring practically the idea that capacity is the maximum amount that something can hold.

Year 1 Summer

Children explore counting both forwards and backwards in 2s and 10s. This builds on previous learning where children explored the multiples of 10 up to 50 as well as counting by making groups of 10. Children practise counting on and back in 5s using a range of different representations. Children explore recognising a half or two halves for the first time, looking at both objects and shapes. Children use their previous learning of recognising and finding a half, and apply this to recognising half of a quantity. Children are introduced to recognising a quarter of an object or a shape. Children describe position, direction and movement, including whole, half, quarter and three-quarter turns. Children use the language of position, direction and motion. Children identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Children recognise and know the value of different denominations of coins and notes. Children sequence events in chronological order using language. Children recognise and use language relating to dates, including days of the week, weeks, months and years