EYFS Maths Progress Model

Counting & Cardinality Links

I can recite numbers forwards from 1

- I can join in with simple number rhymes that count forwards
- I know that some of the words in number rhymes are numbers
- I am starting to use simple number words in play (e.g. "One, two!").
- I can recite numbers to 5 from 1 to 5, sometimes missing numbers
- I can recite numbers from 1 to 5 accurately
- I can recite numbers from 1 to 10 accurately
- I can recite numbers from 1 to a given number up to 10, stopping at the correct number
- I can recite numbers from 1 to 20 and beyond accurately
- I can recite numbers from 1 to a given number up to 20, stopping at the correct number

I can recite numbers backwards

- I can join in with simple number rhymes that count backwards
- I know that some of the words in number rhymes are numbers
- I am starting to use simple number words in play (e.g. "One, two!").
- I can recite numbers from 5 to 1 sometimes missing numbers
- I can recite numbers from 5 to 1 accurately
- I can recite numbers from 10 to 1 accurately
- I can recite numbers backwards from a given number up to 10 to 1, starting at the correct number
- I can recite numbers from 20 to 1 accurately
- I can recite numbers backwards from a given number up to 20 to 1, starting at the correct number

I can recite numbers forwards from any given starting point

- I know that you can start reciting numbers from numbers other than 1
- I can recite numbers from 1 to 5 from any given starting point
- I can recite numbers from any given number to up 10
- I can recite numbers from any given number up to 20
- I can recite numbers from one number to another number, starting and stopping at the correct number

I can recite numbers backwards from any given starting point

- I know that you can start reciting numbers from any number
- I can recite numbers from 5 to 1 from any given starting point
- I can recite numbers backwards from any given number between 10 and 1
- I can recite numbers backwards from any given number between 20 and 1
- I can recite numbers from one number to another number, starting and stopping at the correct number

I can subitise amounts up to 10

- I show awareness of quantity (e.g. looking surprised when more toys are added).
- I have fast recognition of up to 3 objects (Perceptual subitising)
- I have fast recognition of up to 5 objects (Conceptual subitising)
- I have fast recognition of up to 10 objects (Conceptual subitising)

I can count moveable objects

- I am starting to copy counting-like behaviour (e.g. pointing at objects while saying numbers).
- I can count up to 3 objects by pointing to one object while saying one number name (one to one correspondence)
- I can count up to 5 objects accurately and understand that the last number said is the number in the set (cardinality)
- I understand that objects can be counted in any order and the amount will be the same (order irrelevance)
- I can count up to 10 objects by saying one number for each object.
- I can count up to 20 objects by saying one number for each object.

Key

- = N1
- = N2
- = Reception

KS1 Links

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Count in multiples of twos, fives and tens.
Count, read and write numbers to 100 in numerals.
Identify and represent numbers using objects and pictorial representations including the number line

EYFS Maths Progress Model

Counting & Cardinality Links

I can count pictures, sounds and movements	I can count up to 5 pictures, marking each one off as they are counted	I can count up to 5 sounds or actions, keeping track of each as they are counted (abstraction principle)	I can count up to 10 pictures, marking each one off as they are counted	I can count up to 10 sounds or actions, keeping track of each as they are counted (abstraction principle)	I can count up to 20 pictures, marking each one off as they are counted	I can count up to 20 sounds or actions, keeping track of each as they are counted (abstraction principle)
I can recognise numerals	I can recognise some numerals that are important to me eg my age	I can recognise numerals 1 to 5	I can recognise numerals 0 to 10	I can recognise numerals 11 to 20		
I can match numerals to quantity	I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10, including zero	I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 20, including zero			
I can order numerals	I can put the numerals 1 to 3 in order where all are given	I can put the numerals 1 to 5 in order where all are given	I can put the numerals 0 to 10 in order where all are given	I can find the numeral that comes between two other numerals between 0 and 10	I can order a random set of numerals between 0 and 10	
I can represent amounts	I can represent the amounts 1 and 2 on my fingers	I can represent amounts up to 5 using objects, pictorials and my fingers	I can represent amounts up to 10 using objects, pictorials and my fingers	I can represent amounts up to 20 using objects, pictorials and my fingers, including a number line		
I can count moveable objects	I am starting to copy counting-like behaviour (e.g., pointing at objects while saying numbers).	I can count up to 5 objects by pointing to one object while saying one number name (one to one correspondence)	I can count up to 5 objects accurately and understand that the last number said is the number in the set (cardinality)	I understand that objects can be counted in any order and the amount will be the same (order irrelevance)	I can count up to 10 objects by saying one number for each object.	I can count up to 20 objects by saying one number for each object.

Key

= N1

= N2

= Reception

KS1 Links

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
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Count, read and write numbers to 100 in numerals.
Identify and represent numbers using objects and pictorial representations including the number line

EYFS Maths Progress Model

Comparison Links

- **I can compare quantities**
  - I notice differences in amounts (e.g., more/less).
  - I use language related to comparison such as 'lots', 'more' or 'same'.
  - I can compare clearly different amounts up to 5 using the language 'more' and 'fewer'.
  - I can compare amounts up to 5 that are more similar in value using the language 'more' and 'fewer'
  - I can compare amounts up to 5 using the language 'more' and 'fewer' when the objects are of different sizes and take up different amounts of surface space.
  - I can compare amounts up to 10 that are more similar in value using the language 'more' and 'fewer'
  - I can compare amounts up to 10 that are more similar in value using the language 'more' and 'fewer'
  - I can compare amounts up to 10 using the language 'more' and 'fewer' when the objects are of different sizes and take up different amounts of surface space.
- **I can identify equal and unequal groups**
  - I can check to see if two groups are equal and have the 'same' amount by matching objects on a one to one basis
  - I can identify when two groups have equal amounts using the language 'same'.
  - I can convert two unequal groups into equal groups.
  - I can use the language 'equal' to describe when two amounts are the same
- **I can identify one more and one less of a given quantity**
  - I can use practical objects to find one more than numbers to 5
  - I can use practical objects to find one less than numbers to 5
  - I understand the 'one more than/one less than' relationship between consecutive numbers
  - I can use my understanding of one more and one less to solve problems
- **I can understand the concept of zero**
  - I use the language "none" or "no" in everyday contexts
  - I notice absence and use to this to compare for example "this plate has biscuits but this plate has none"
  - I join in with number rhymes this contain the number zero
  - I understand that zero means none/ nothing
  - I understand that one less than 1 is 0

Key

= N1

= N2

= Reception

KS1 LINKS

Use the language of: equal to, more than, less than (fewer), most, least

Given a number, identify one more and one less

EYFS Maths Progress Model

Composition Links

I can understand whole and part	I understand how numbers can be composed of 1's	I understand that a whole can be represented by a group of objects and that if some of the objects are missing it is not a whole group	I understand that whole object can be split into two parts and that each part will be smaller than the whole and that the two parts together make a whole	I understand that a whole can be represented by one object and that if part of the whole object is missing then it is not whole	
I can combine amounts to find a total	I know that the quantity changes when something is added	I understand that add means to combine quantities	I can combine two groups and count all of them to see how many there are altogether up to 5	I can combine two groups and count all of them to see how many there are altogether up to 10	I can combine two groups and count on from the first quantity to see how many there are altogether up to 10
I can takeaway an amount from a larger amount	I know that the quantity changes when something is taken away	I understand that subtract/ takeaway means to take a quantity away	I can takeaway a given amount from a larger amount and count to see how many are left up to 5.	I can takeaway a given amount from a larger amount and count to see how many are left up to 5.	I can takeaway a given amount from a larger amount and count to see how many are left up to 10
I can partition quantities into smaller quantities	I can separate a group of 3 or 4 objects in different ways	I can identify smaller numbers within a number (conceptual subitising)	I can partition an amount up to 5 into two groups and understand that if you put the two groups back together to make the same total	I can explore the composition of numbers to 10 by partitioning the amount into two groups	I understand that an amount can be partitioned into more than two parts
I can recall number bonds	I can recall number bonds to 3	I can recall number bonds to 5	I can recall number bonds to 10	I can recall number bonds to 20	I can use my number bond knowledge to solve problems
I can double quantities	I understand that doubling is adding the same amount twice	I explore doubling up to double 5 using practical objects	I can recall doubling facts up to double 5	I can use my doubling fact knowledge to solve problems	
I can half and share quantities	I understand that halving is dividing something into two equal parts.	I can halve shapes and objects	I can halve quantities by sharing them equally into two groups using practical objects	I can share amounts into different amounts of groups by sharing them equally	I understand that an even number can be shared into two equal groups and that an odd number cannot be shared into two equal groups.	I can explore whether numbers are odd or even to 10.

Key

= N1

= N2

= Reception

KS1 Links

Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorials

Solve one-step problems by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object,

EYFS Maths Progress Model

Pattern Links

- I can name colours
  - I can name primary colours
  - I can name secondary colours
- I can match and sort
  - I can match two objects that are identical (same colour, item, shape, size, orientation)
  - I can sort objects into two groups (by colour, item, shape, size)
  - I can sort objects into three or more groups (by colour, item, shape, size)
  - I can create and explain my own criteria for sorting
- I can use language to describe patterns
  - I begin to notice patterns
  - I begin to arrange things in patterns
  - I talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
  - I use informal language like 'pointy', 'spotty', 'blobs' etc.
  - I use the language AB, ABC, AAB, ABB etc to describe repeating patterns
- I can continue, copy, create and spot and fix errors in AB repeating patterns
  - I can continue an AB pattern end unit repeat
  - I can continue an AB pattern mid unit repeat
  - I can copy an AB pattern
  - I can create an AB pattern
  - I can spot and correct an error in an AB pattern
- I can continue, copy, create and spot and fix errors in other repeating patterns
  - I can continue an ABC/ AAB/ ABB pattern end unit repeat
  - I can continue an ABC/ AAB/ ABB pattern mid unit repeat
  - I can copy an ABC/ AAB/ ABB pattern
  - I can create an ABC/ AAB/ ABB pattern
  - I can spot and correct an error in an ABC/ AAB/ ABB pattern
- I can apply knowledge of repeating patterns
  - I can explore which type of repeating patterns you can make in an un-fixed border pattern
  - I can explore which type of repeating patterns you can make in a fixed border pattern

Key

= N1

= N2

= Reception

KS1 Links

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Count in multiples of twos, fives and tens.

EYFS Maths Progress Model

Shape Links

- I can name 2d shapes
  - I can recognise and name a circle, triangle and square
    I can select a circle, triangle and square from a selection of 2d shapes
    - I can recognise and name a rectangle, pentagon and hexagon
      I can select a rectangle, pentagon and hexagone from a selection of 2d shapes
- I can name 3d shapes
  - I can recognise and name a sphere, cube and cone
    I can select a sphere, cube and conee from a selection of 3d shapes
    - I can recognise and name a cuboid, cylinder and pyramid
      I can select a cuboid, cylinder and pyramid from a selection of 3d shapes
- I can build and make models with shapes
  - I can build with a range of resources.
    - I recognise that some 3d shapes roll and some do not
      - I understand that some shapes such as cubes and cuboids are better for building
        - I understand that cylinders can be used for building if positioned in the correct orientation
- I know that shapes can appear in different ways
  - I can find pairs of shapes that are identical (same shape, size, orientation)
    - I can find pairs of shapes that are the same despite being different sizes
      - I can find pairs of shapes that are the same despite being in different orientations
        - I can find pairs of shapes that are the same despite being in different sizes and orientations
          - I can sort shapes by their type despite being different in size or orientation
- I can talk about shapes using mathematical language
  - I can begin to use some language to describe shapes in play such as round, flat, straight
    - I understand and use mathematical language to describe shapes- straight, curved, round, flat, solid.
      - I understand and use mathematical terms to describe shapes. Use the words 'sides' and 'corners' to describe 2d shapes and 'faces', 'edges' and 'corners' to describe 3d shapes.
        - I can use mathematical language to say what is the same and what is different about given shapes.

Key

= N1

= N2

= Reception

KS1 LINKS

Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres

EYFS Maths Progress Model

Space Links

I can move and use my body in space	I can move around obstacles, climb, crawl, run, and ride trikes.	I can fit my body into spaces like tunnels, boxes, and dens.	I can move with control and adjust to others in space.	I can choose pathways to avoid obstacles or reach a destination.	I can describe my movements using simple positional words (e.g. "I went under the bridge").	I can give and follow instructions for movement (e.g. "Go past the bench and turn left").	I can navigate spaces with increasing control indoors and outdoors.	I can represent routes in drawings or small-world play.
I can understand and use positional language	I can understand and respond to words like in, on, under and behind.	I can understand and use the words next to, between and in front of	I can use positional words when describing my play.	I can understand and use the words beside, opposite, above, below, left, right, nearer, further	I can describe where objects and people are in relation to each other.	I can use positional words when giving instructions.		
I can understand and use directional language	I can understand and respond to words like up and down	I can understand and use the words over, through and around	I can use directional words when describing my play.	I can understand and use the words forwards, backwards and turn	I can understand and use the words left and right	I can use directional words when giving instructions.		
I can fit, arrange and build with objects in space	I can explore stacking, filling, emptying, nesting, and fitting objects.	I can notice when something does or doesn't fit.	I can solve simple problems by rotating or moving objects to make them fit.	I can arrange objects in purposeful ways (lines, towers, enclosures).	I can talk about how things fit together.	I can use spatial reasoning to solve problems (e.g. predicting if/where shapes will fit).	I can combine shapes in models and constructions with increasing accuracy.	I can notice and talk about balance, symmetry, and orientation.
I can represent space through maps, drawings and models	I can make early marks to show pathways or enclosures.	I can represent simple routes or layouts in drawings and small-world play.	I can use blocks or loose parts to create tracks, pathways, or enclosures.	I can draw and build more detailed representations of spaces (e.g. maps of a journey, layouts of familiar places).	I can use small-world play, maps, and models to plan and explain movement.	I can explore simple grids, maps, and number lines to help me describe space.		

Key

= N1

= N2

= Reception

KS1 Links

Describe position, direction and movement, including whole, half, quarter and three quarter turns.

EYFS Maths Progress Model

Measures Links

I understand and use language to compare size	I understand and respond to the words big and small	I understand and use the language 'tall' and 'short' (height) 'long' and 'short' (length) and 'narrow' and 'wide' (width) to describe size	I can find objects that are taller/shorter (height) or longer/shorter (length) or narrower/wider (width) than a given reference item using the correct language	I can order two objects by height from shortest to tallest saying 'shortest and 'tallest' I can order two objects by length from shortest to longest saying 'shortest' and 'longest' I can order two objects by width from narrowest to widest saying 'narrowest and 'widest'	I can order three objects by height from shortest to tallest saying 'shortest and 'tallest' I can order three objects by length from shortest to longest saying 'shortest' and 'longest' I can order three objects by width from narrowest to widest saying 'narrowest and 'widest'
I can understand the concept of the conservation of length/width/height	I know that the length / width / height of an item does not change when the item is moved to another place	I know that the length / width / height of an item does not change when its orientation changes, e.g. the length of a pencil does not change when you stand it up vertically			
I can use uniform nonstandard units to measure length/width/height	I understand that the length / width / height of an item can be represented by a number	I can use non-standard units which are not uniform (such as pine cones) to measure length / width / height to recognise that different results may be obtained when measuring the same item	I recognise that the number of uniform nonstandard items (such as Multilink cubes) must span from one end of the dimension being measured to the other with no gaps between the non-standard items		
I understand and use language to compare weight/mass	I understand and respond to the word heavy	I understand and use the language 'heavy' and light to describe weight/ mass	I can find objects that are heavier or lighter than a given reference item using the correct language	I can order two objects by height from lightest to heaviest using the langiage 'lightest and 'heaviest'	I can order three objects by height from lightest to heaviest using the language 'lightest' and 'heaviest'
I can understand the concept of the conservation of weight/mass	I know that the weight/ mass of an item does not change when the item is moved to another place	I know that the mass/ weight of an item does not change when its orientation changes, e.g. the weight of a book does not change when you lay it down			
I can use balance scales	I can explore what happens when two objects are placed on each side of a balance scale	I can use a balance scale to compare the weights of two objects understanding that the lower side contains the heavier object and the higher side contains the lighter object	I can understand that if the balance scale is level, the objects being compared are equal in weight		
I can use uniform nonstandard units to measure weight/mass	I understand that the weight of an item can be represented by a number	I understand that to measure the weight of an object using a balance scale, the object needs to be placed on one side and counting items placed on the other side until the balance is level	I can use non-standard units which are not uniform (such as pine cones) to measure weight to recognise that different results may be obtained when measuring the same item		

Key

= N1

= N2

= Reception

KS1 Links

Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume Measure and record lengths and heights, mass/weight, capacity and volume

EYFS Maths Progress Model

Measures links

I understand and use language to compare volume/ capacity	I understand and respond to the words full and empty	I understand and use the language full, empty and half-full to describe volume I understand and use the language less and more to describe capacity	I can find containers that hold more or less capacity than a given reference container using the correct language I can find containers that have more or less volume than a given reference container using the correct language	I can order two containers by capacity from can hold the least to can hold the most saying 'can hold the least' and 'can hold the most' I can order two containers by volume from contains the least to contains the most saying 'has less' and 'has more'	I can order three containers by capacity from can hold the least to can hold the most saying 'can hold the least' and 'can hold the most' I can order three containers by volume from contains the least to contains the most saying 'has less' and 'has more'
I can understand the concept of the conservation of volume/ capacity	I know that the volume/ capacity of an item does not change when the item is moved to another place	I know that the volume/ capacity of an item does not change when its orientation changes, e.g. the volume of a bottle does not change when you lay it down			
I can use uniform nonstandard units to measure volume/ capacity	I understand that the volume/ capacity of an item can be represented by a number	I can use non-standard units which are not uniform (such as cups of water) to measure volume/capacity to recognise that different results may be obtained when measuring the same item	I recognise that the number of uniform nonstandard items (such as cups of water) must span from one end of the dimension being measured to the other with no gaps between the non-standard items		
I know that we need to pay for goods and know how we can do this	In play, I pretend to pay for goods such as food shopping	I understand that different items can have different prices and use some vocabulary related to this eg £10	I understand that money can be in the form of coins or notes	I understand that money can be paid in other ways such as bank card/ the internet/ on a mobile phone	
I know that there are different coins	I know that there are different coins	I can identify the properties of a 1p coin eg brown/ copper, small, round	I can select the 1p coin from a large group of mixed coins	I can sort coins based on properties eg silver or copper	I can name the coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2
I can use coins to pay for objects	I can select a set of objects to match a given numeral on a price tag eg a box of 6 chocolates for 6p.	I recognise that prices may have 'p' after them that represents pence	I can pay for items using 1p coins, by understanding that the amount of 1p coins needs to match the amount on the price tag	I can pay for items up to 10p using number bond knowledge to add value of coins together	

Key

- = N1
- = N2
- = Reception

KS1 links

Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume Measure and record lengths and heights, mass/weight, capacity and volume Recognise and know the value of different denominations of coins and notes.

EYFS Maths Progress Model

Measures Links

- I know the days of the week
  - I say some days of the week randomly but not necesarily correctly eg saying "It is Wednesday" on a Friday.
  - can join in with the days of the week song and know that some of the words in the song are the names of the days
  - I can name all 7 of the days of the week (but not necesarily in order)
  - I can name all 7 of the days of the week in order
- I can understand and use language related to when something is
  - I understand night and day
  - I understand and use the words 'before' and 'after'
  - I understand and use the words 'today', 'tomorrow' and 'yesterday'
- I can understand and use language to compare periods of time
  - I understand and use the words 'faster' and 'slower' to compare speed
  - I understand and use the words 'longer' and 'shorter' to compare periods of time
- I begin to measure time
  - I begin to understand that time passes and events happen in order
  - I begin to recognise familiar events on a calendar
  - I begin to count how many sleeps there are until an event such as a trip or Christmas and understand that as the number gets less, this means that the event is sooner
  - I experience specific short time durations (seconds)- 1 second, 10 seconds, 30 seconds
  - I begin to anticipate events that will happen after a certain amount of time or on a certain day
  - I experience specific longer time durations (minutes and hours)- 1 minute, 5 minutes, 10 minutes, 1 hour
- I begin to tell the time
  - I know that a clock tells us the time
  - I know that there are digital and analogue clocks
  - I can identify the hour hand and minute hand on an analogue clock
  - I begin to tell the time to the hour using o'clock

Key

= N1

= N2

= Reception

KS1 Links

Compare, describe and solve practical problems for time. Measure and record time. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.