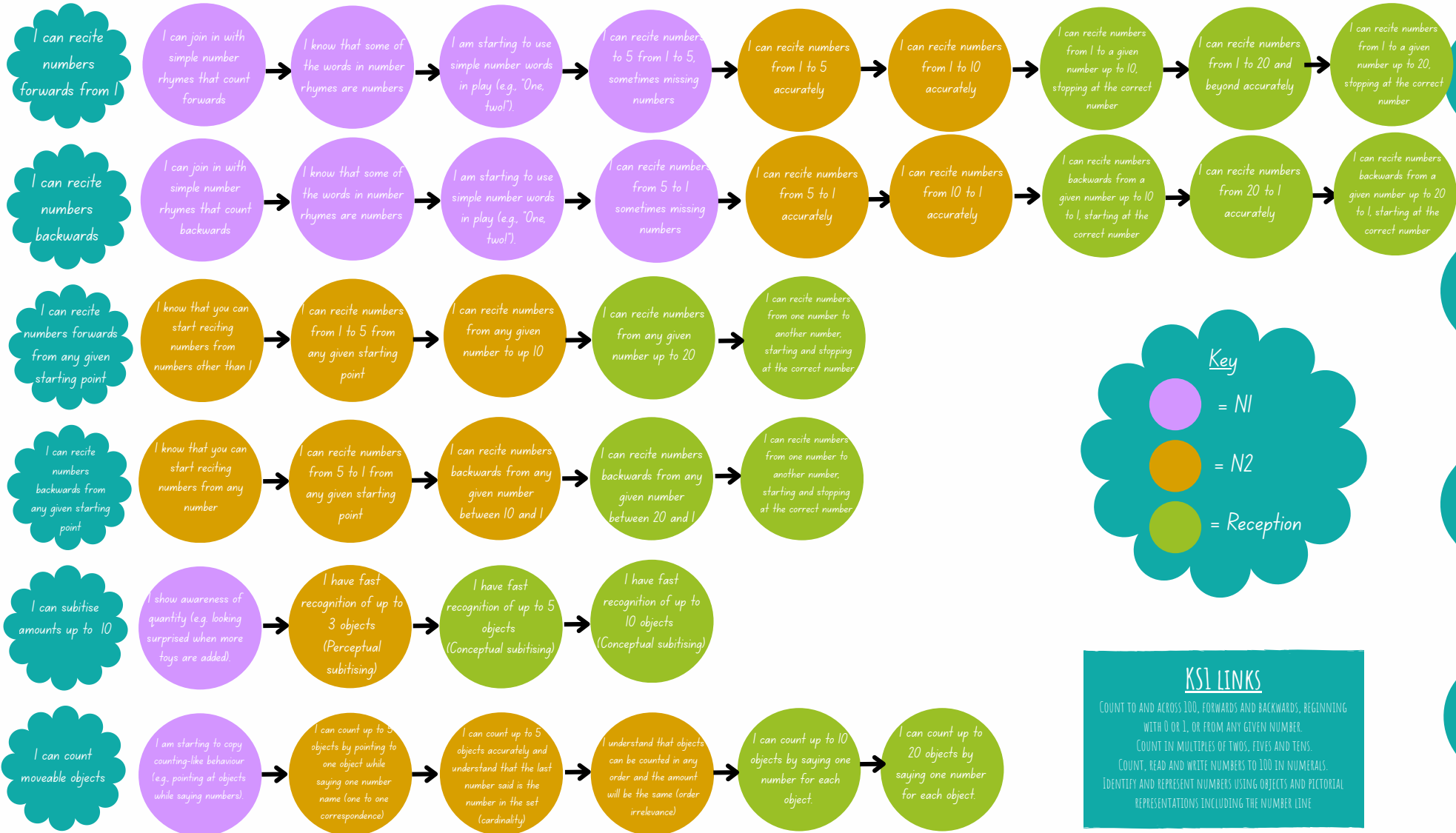


# EYFS MATHS PROGRESS MODEL

## COUNTING & CARDINALITY LINKS



### Key

= N1

= N2

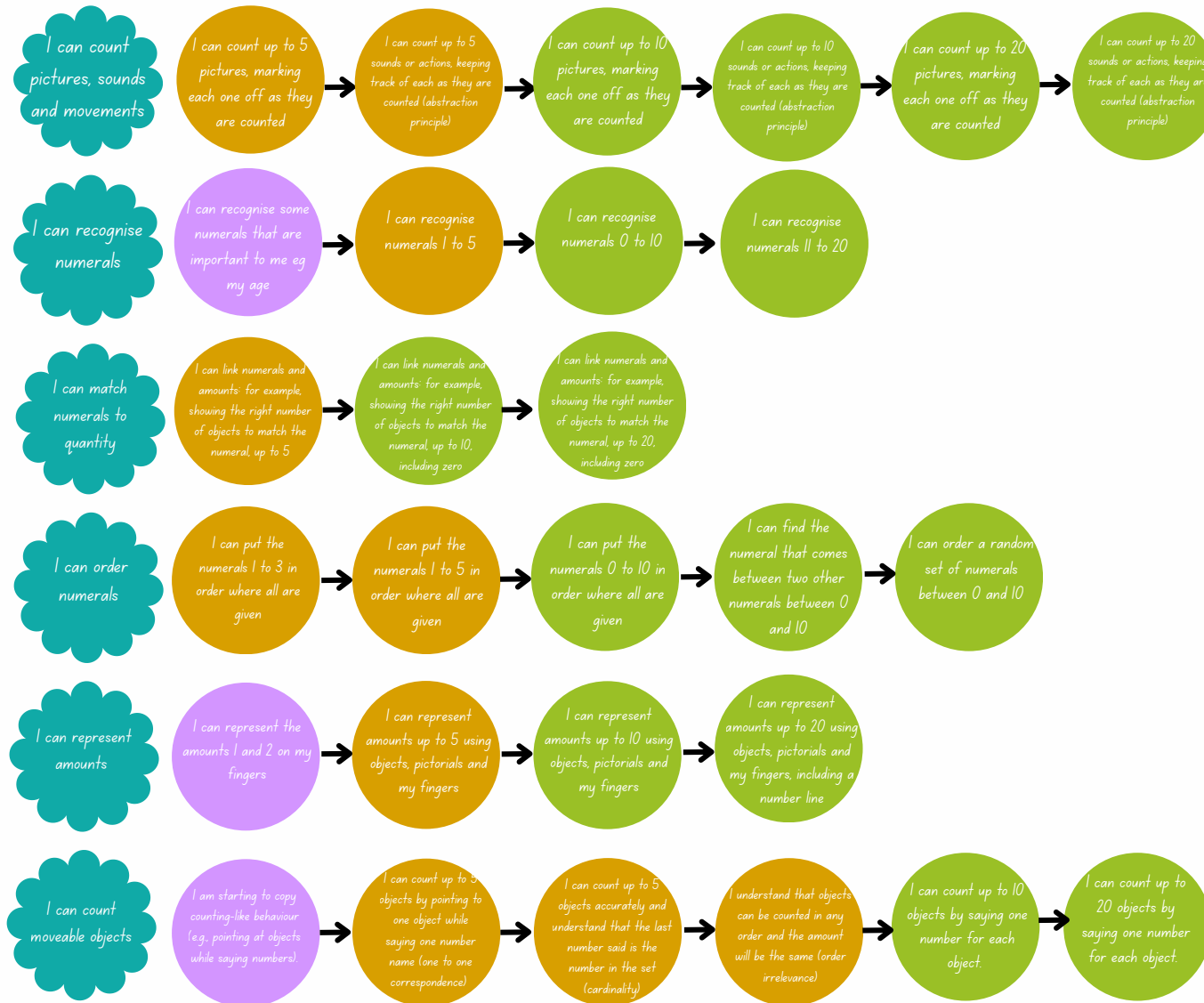
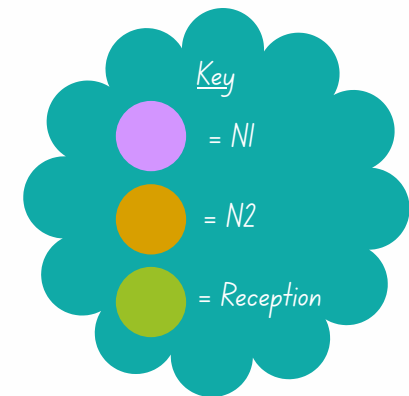
= Reception

### 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

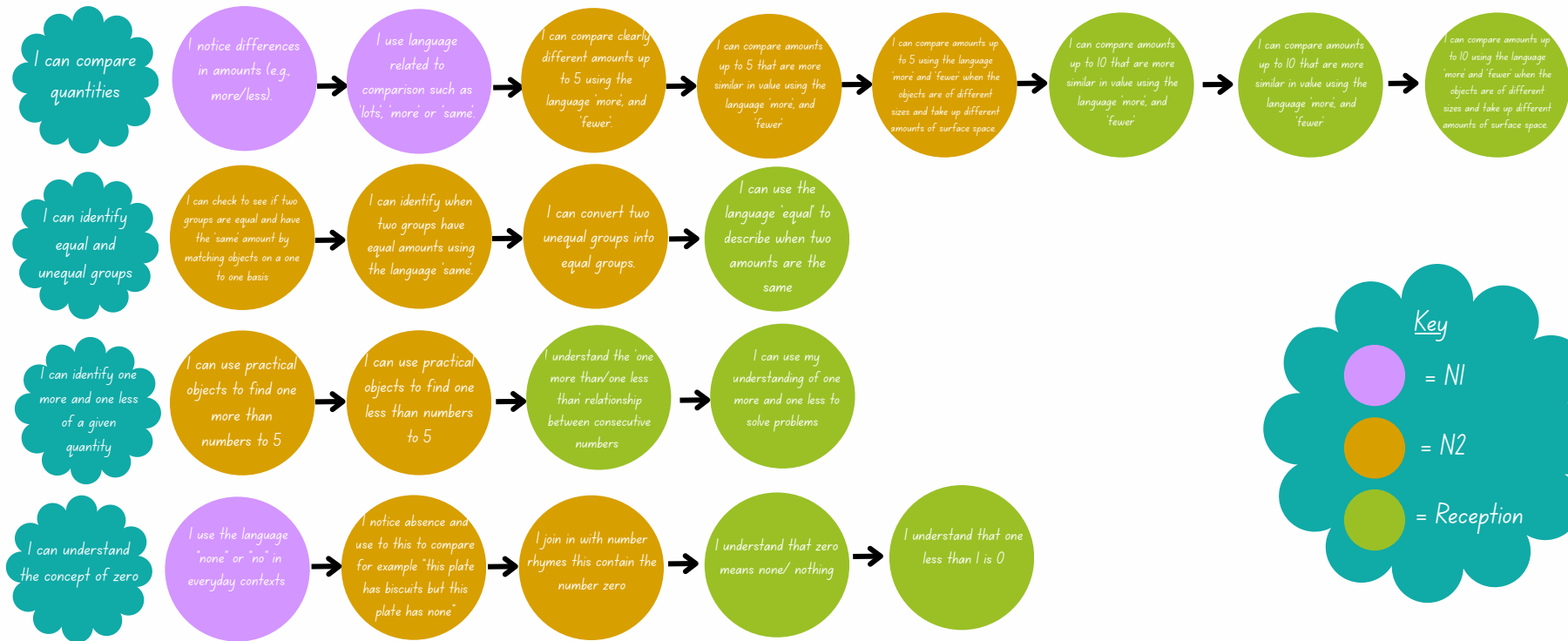


## KSL LINKS

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

## COMPARISON LINKS



### Key

= NI

= N2

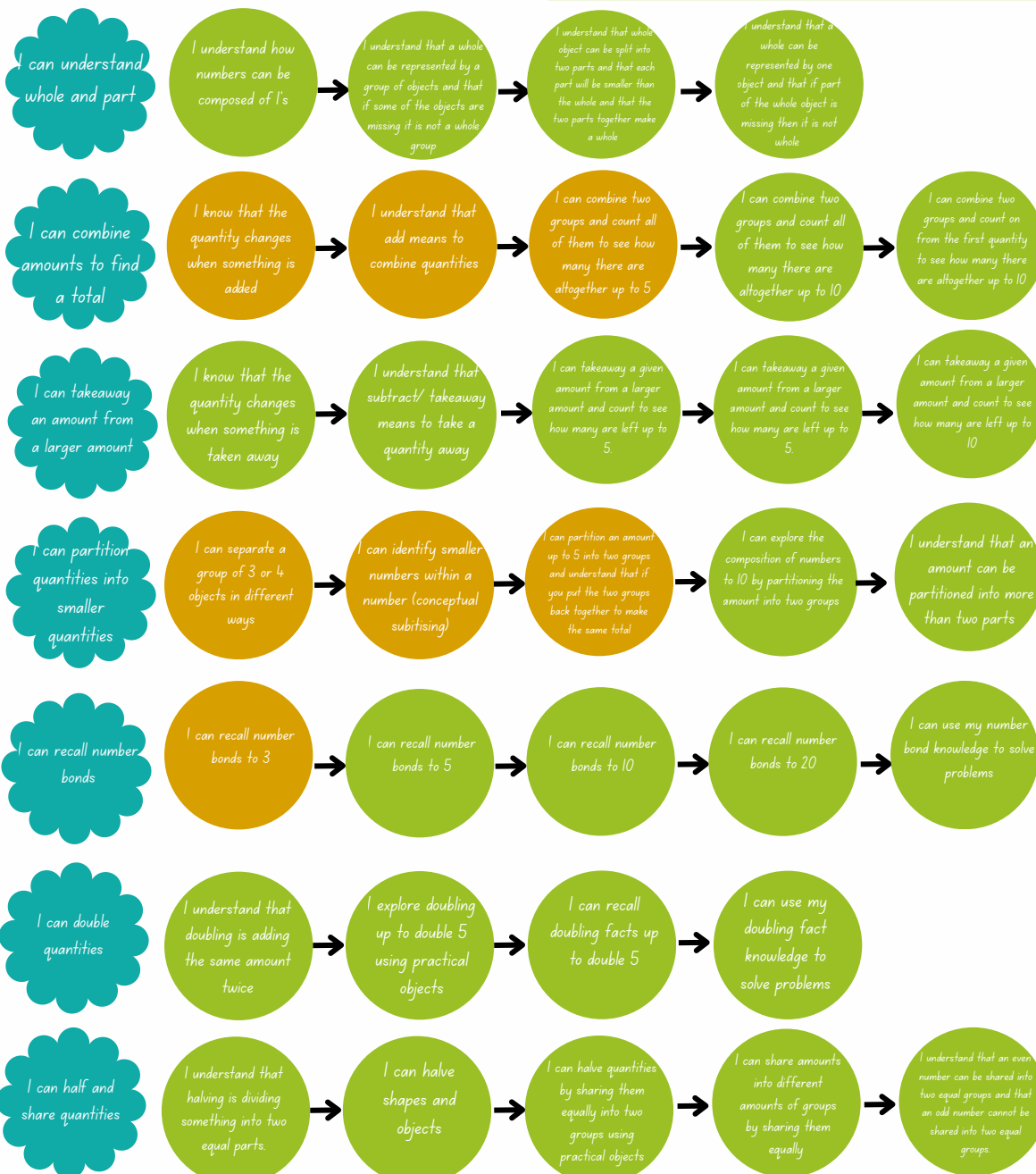
= Reception

### 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



### Key

= N1

= N2

= Reception

### KS1 LINKS

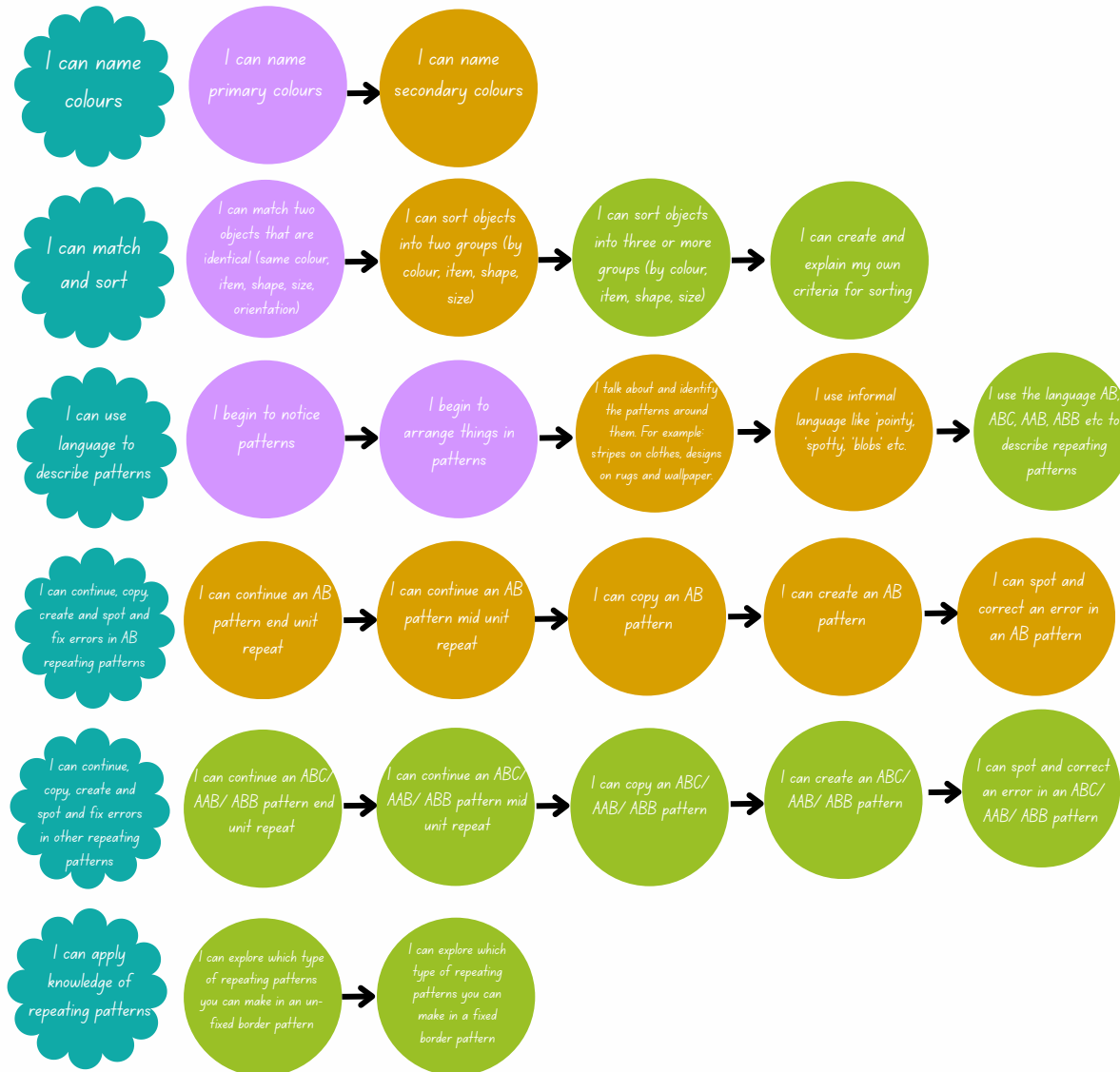
REPRESENT AND USE NUMBER BONDS AND RELATED SUBTRACTION FACTS WITHIN 20. ADD AND SUBTRACT ONE DIGIT AND TWO-DIGIT NUMBERS TO 20, INCLUDING ZERO. SOLVE ONE-STEP PROBLEMS THAT INVOLVE ADDITION AND SUBTRACTION, USING CONCRETE OBJECTS AND PICTORIALS

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



### Key

= N1

= N2

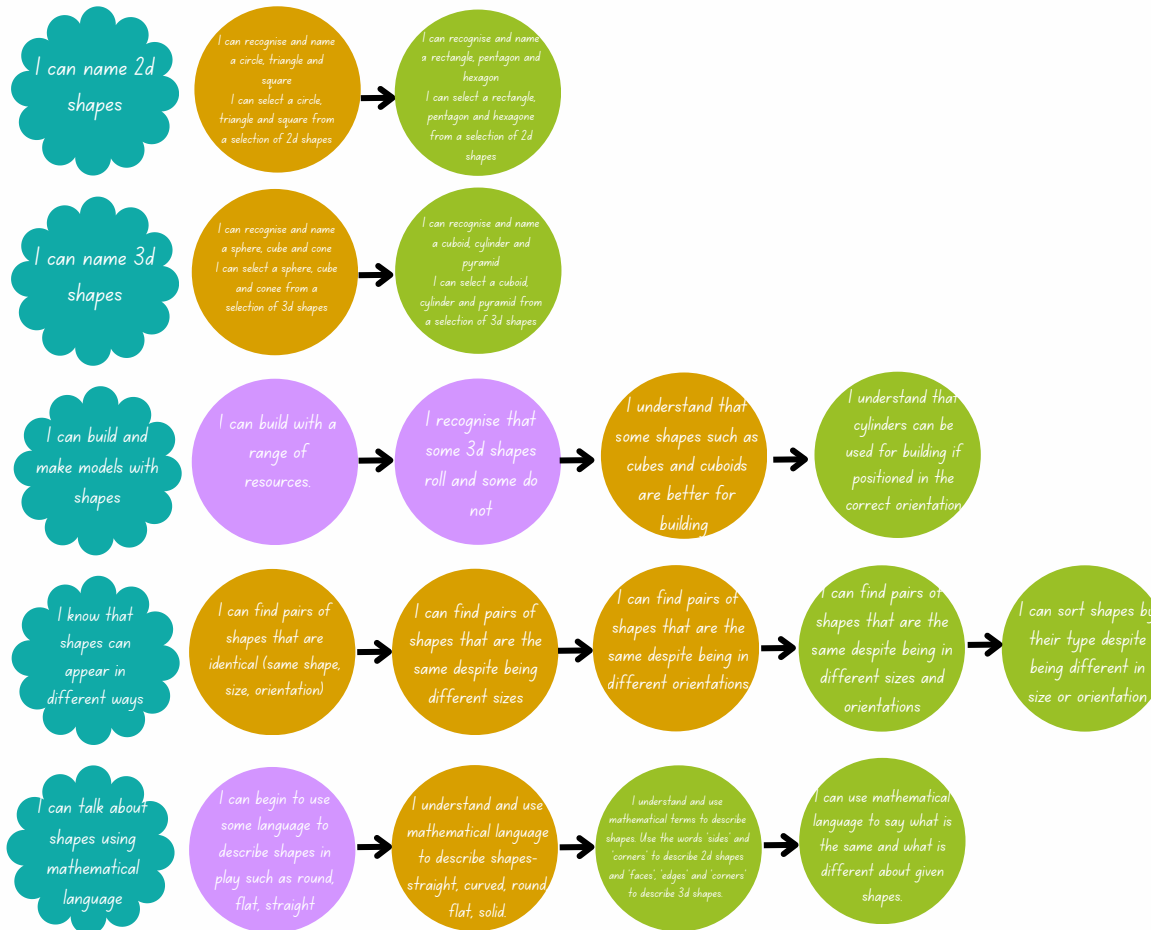
= Reception

### 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



### Key

= N1

= N2

= Reception

### KSL 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)

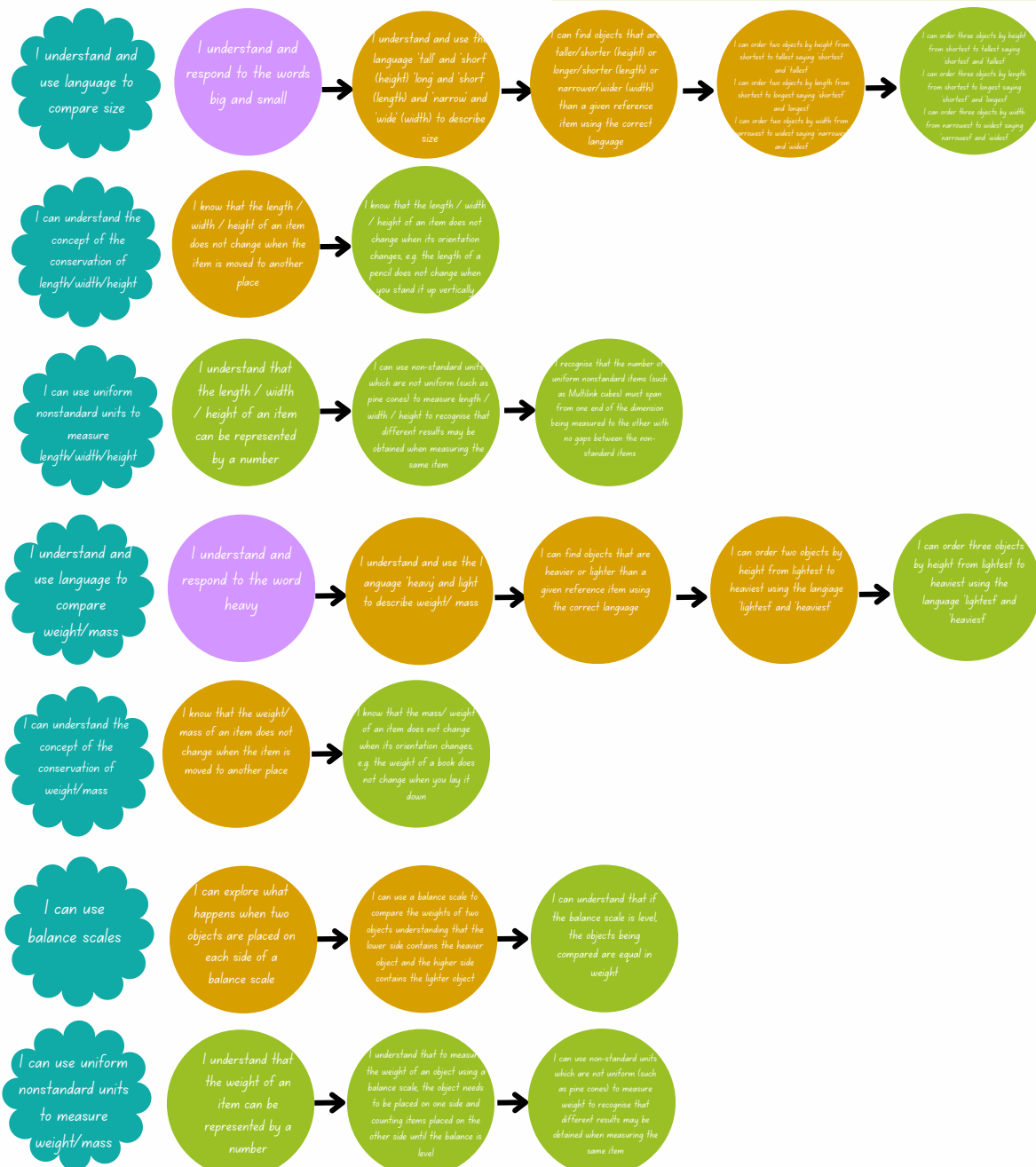
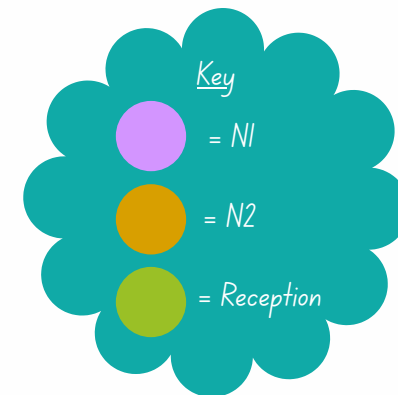
# EYFS MATHS PROGRESS MODEL

## SPACE LINKS



# EYFS MATHS PROGRESS MODEL

## MEASURES LINKS

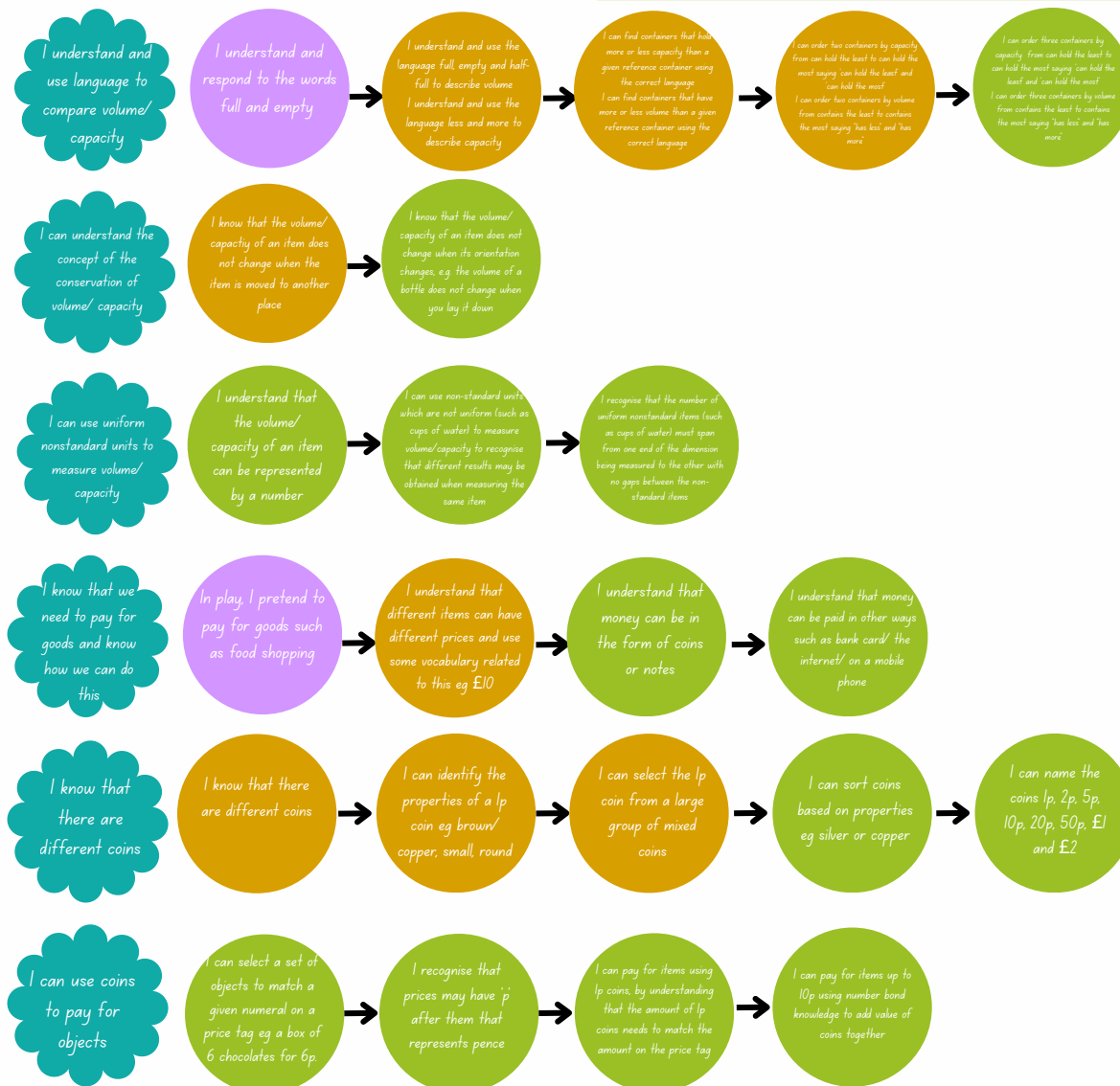


**KSL LINKS**

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



### Key

= N1

= N2

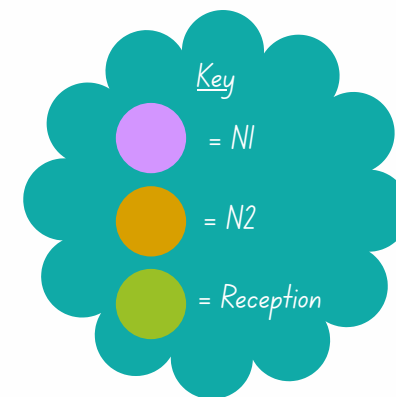
= Reception

### KSL 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



## KSL 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.