


# EYFS Knowledge Progression at Brompton-on-Swale CoFE Primary School

Our EYFS Vision		HEARTS – In EYFS we are <i>Happy, Educated, Articulate, Respectful, Team Players, Safe</i>					
Our EYFS Curriculum		All About Me > My School > My Community > My World > My Planet					
Our EYFS Contexts		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Mathematics</b></p> <p><u>Vision Links</u></p> <p><b>Happy:</b> To develop a positive attitude and interest in Maths</p> <p><b>Educated:</b> To have a deep understanding of number and numerical patterns within 10</p> <p><b>Articulate:</b> To use Mathematical vocabulary confidently and use full sentences to explain our reasoning</p> <p><b>Respectful:</b> To have a classroom culture of respect when listening to each other's ideas</p> <p><b>Team-Players:</b> To work together to investigate and solve mathematical problems</p>	 <p>Busy Bees 2-3 year olds 3 – 4 year olds</p>	<p>To take part in finger rhymes with numbers e.g. two little dickie birds.</p> <p>To count in everyday contexts</p> <p>To notice pattern and arrange things in patterns e.g. stripey, dotted etc.</p> <p>To sing counting songs</p> <p>To play games involving counting</p> <p>To talk about and identify the patterns around them using informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>To extend and create ABAB patterns</p> <p>To notice and correct an error in a repeating pattern</p>	<p>To take part in finger rhymes with numbers</p> <p>To count in everyday contexts</p> <p>To build with a range of resources.</p> <p>To complete inset puzzles.</p> <p>To sing counting songs</p> <p>To play games involving counting</p> <p>To select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>To combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>To discuss routes and locations</p>	<p>To take part in finger rhymes with numbers</p> <p>To count in everyday contexts</p> <p>To develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>To sing counting songs</p> <p>To play games involving counting</p> <p>To experiment with their own symbols and marks as well as numerals.</p> <p>To find their own ways of recording (for example) how many balls they managed to throw through the hoop.</p> <p>To understand position through words alone e.g. 'in front of'</p>	<p>To take part in finger rhymes with numbers</p> <p>To count in everyday contexts</p> <p>To compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>To use the language of size and weight in everyday contexts.</p> <p>To sing counting songs</p> <p>To play games involving counting</p> <p>To show 'finger numbers' up to 5.</p> <p>To make comparisons between objects relating to size, length, weight and capacity</p>	<p>To take part in finger rhymes with numbers</p> <p>To count in everyday contexts</p> <p>To compare amounts, saying 'lots', 'more' or 'same'.</p> <p>To sing counting songs</p> <p>To play games involving counting</p> <p>To compare quantities using language: 'more than', 'fewer than'.</p> <p>To talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>To say one number for each item in order: 1,2,3,4,5.</p>	<p>To take part in finger rhymes with numbers</p> <p>To count in everyday contexts</p> <p>To react to changes of amount in a group of up to three items.</p> <p>To sing counting songs</p> <p>To play games involving counting</p> <p>To develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>To recite numbers past 5.</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>

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**Safe:** To feel safe to challenge ourselves, 'have a go' and not be afraid of making mistakes



## Foundation Stage

For more information see:

[Mastering Numbers Overview - EYFS.pdf](#)

[Long Term Plan for EYFS Mathematics \(1\).pdf](#)

					To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		To solve real world mathematical problems with numbers up to 5.
<p>To count out items to 5 using 1:1 correspondence and cardinality</p> <p>To understand that anything can be counted, including actions and sounds</p> <p>To match amounts within 10</p> <p>To match pairs</p> <p>To sort objects into sets based on their attributes</p> <p>To compare amounts using the language of: more, fewer, the same</p> <p>To compare size, mass and capacity</p> <p>To copy, continue and create repeating patterns (AB) pictorially</p>	<p>To subitise numbers to 5</p> <p>To identify different representations of 1-5</p> <p>To represent 1-5 in various ways using concrete resources</p> <p>To know that as we count each number is 1 more than the number before.</p> <p>To write numerals 1 to 5, forming them correctly.</p> <p>To know that as we count back, each number is one less than the previous number</p> <p>To use positional language e.g. in front of, behind etc</p> <p>To name some 2D shapes: circle, triangle, square and rectangle and describe their characteristics (corners, sides)</p>	<p>To subitise numbers to 10</p> <p>To count out items to 10 using 1:1 correspondence and cardinality</p> <p>To identify different representations of 6-10</p> <p>To represent 6-10 in various ways using concrete resources</p> <p>To compare numbers/amounts within 10</p> <p>To write numerals 6 to 10, forming them correctly.</p> <p>To know that zero or the numeral 0 represents 'nothing there' or 'all gone'</p> <p>To know that all numbers are composed of smaller numbers e.g. <math>5 = 4 + 1</math></p>	<p>To explore number bonds to 10 using concrete resources</p> <p>To combine two groups to find a total</p> <p>To use the language of; heavy, light, heavier than, lighter than, heaviest, lightest</p> <p>To compare capacity using the language of; full, empty, nearly full, nearly empty and half full</p> <p>To use mathematical vocabulary to compare height, length and breadth</p> <p>To sequence times within a day e.g. now, before, later, soon etc.</p> <p>To copy, continue and create more complex repeating patterns (ABB, AAB, AABB, AABBB)</p>	<p>To identify different representations of 11-20</p> <p>To count out items to 10 using 1:1 correspondence and cardinality</p> <p>To represent 11-20 in various ways using concrete resources</p> <p>To investigate the number 100</p> <p>To use real objects to understand that the quantity of a group can be changed by adding more</p> <p>To use real objects to understand that the quantity of a group can be changed by taking away</p>	<p>To verbally count beyond 20</p> <p>To recognising the pattern of the counting system</p> <p>To double numbers up to 10</p> <p>To share items into even groups</p> <p>To automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10</p> <p>To understand that some quantities will share equally into two groups and some won't (even and odd)</p> <p>To make simple maps and plans</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.