St Anselm's Mathematics Knowledge and Skills Progression Map 2024-2025

	Early Years Foundation Stage - EYFS		
	Autumn	**Spring**	**Summer**
Blocks	**Number**	**Number**	**Number**
Intent	For children to match sort and compare amounts and to be able to recognise and represent 1 to 5. Children will be able to find one more or one less than a given amount. Children will begin to use mathematical vocabulary to explain their understanding.	For children to recognise and represent numbers 0, 4-10. Children will begin to use mathematical vocabulary to explain their understanding. Children begin to combine two groups and make bonds to 10.	For children to recognise and represent numbers to 20 and beyond. Children will continue to use mathematical vocabulary to explain their understanding.
Vocabulary	Match sort, compare, amount, number, more, less, represent, group, same, different, similar, identical, pair, equal, few, fewer, fewest, most, largest, greatest, count, arrangements, subitise, numerals, careful counting	zero, more than, the same as, compare, objects, subitise, part, whole, represent, groups, one more, one less, matching, pairs, odd, combine, altogether, careful counting, number bonds	tens, ones, count on, count back, sequence, quantity, first, then, now, add, take away, subtract, double, twice as many, pair, sharing, group, even, odd, problem solving
Prior Knowledge	Children are assessed in the Autumn term using the statutory NFER baseline.	Children know and understand numbers 1-5. Children can find 1 more or one less and begin to use mathematical vocabulary independently.	Children know and understand the number from 0-10. Children have consolidated their understanding of 1 more and 1 less and have begun to learn number bonds to 10. Children can use age appropriate vocabulary independently.
Skills	• To match identical objects. • To sort objects into groups. • To compare sets of items. • To compare the size of objects. • Identify representations of 1,2 and 3. • Begin to subitise collections of up to 3 objects. • Match the number names to numerals and quantities.	• Understand 0. • To compare quantities. • Understand all numbers are made up of smaller numbers. • Represent numbers up to 10 in different ways. • Begin to subitise numbers up to 10. • Know that a pair is two. • Combine 2 groups. • Develop 1:1 correspondence up to 10. • Explore number bonds to 10.	• Identify numbers to 20 and beyond. • To count on beyond 10. • To add more to a group. • To subtract from a group. • To build doubles using real objects. • To recognise and make equal groups. • To share equally. • To understand that some quantities will share equally and some will not. • To engage in problem solving. • Ro develop critical thinking skills.

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	• Count up to 3 objects in different arrangements using one to one correspondence. • To understand the cardinality of numbers up to 3. • To begin mark making to represent 1, 2 and 3. • To understand as we count numbers get bigger and as we count back they get smaller. • To understand that numbers are made up of smaller numbers. • To count on and back to 4 and 5 • Subitise to 4 and 5 • Match the number names to numerals and quantities to 4 and • To continue to learn the cardinality of number. • To recognise one more and less up to 5.		• Explore and investigate relationships between numbers and shapes.
Blocks	**Measure Shape and Spatial Thinking**	**Measure Shape and Spatial Thinking**	**Measure Shape and Spatial Thinking**
Intent	For children to begin to make sense of the world around them and begin to see and use maths in their everyday lives. Children will begin to use mathematical vocabulary to explain their understanding.	For children to continue to make sense of the world around them and continue to see and use maths in their everyday lives. Children will explore 3D shape, capacity, length, weight and time in real life.	For children to continue to make sense of the world around them and continue to see and use maths in their everyday lives. Children will explore the relationships between number and shapes and begin to use positional language to describe where objects are in relation to other objects.
Vocabulary	Compare, bigger, smaller, mass, capacity, weight, scales, balance, equal, heaviest, lightest, repeating pattern, circle, square, rectangle, 2D, flat, round, straight, sides, corners, day, night, morning, afternoon, before, after, today, tomorrow.	heavy, weight, heaviest, scales, light, lighter, lightest, full, empty, half full, half empty, nearly full, nearly empty, balance, length, height, short, tall, longer, shorter, taller, wider, narrower, now, before, later, soon, after, then, next, yesterday, today, tomorrow, 3D shapes, patterns	jigsaws, puzzles, rotate, match, next to, up, down, left, right, combine, separate, shape, maps, plans

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Prior Knowledge	Children are assessed in the Autumn term using the statutory NFER baseline.	Children can compare the size of objects and create simple repeating patterns. Children have an understanding of 2D shapes and are aware of their properties. Children are able to talk about significant events in their lives.	Children can compare weight and height. They can also talk about the events in their day in chronological order. Children can recognise some 3D shapes.
Skills	• To compare the size of objects. • To compare size mass and capacity of objects. • Continue and create simple repeating patterns (AB). • To begin to recognise simple shapes. (circles, squares, rectangles) • Hear and begin to use positional language. • To begin to identify the properties of simple shapes. • To describe events in their day.	• To compare quantities, capacity and weights. • Estimate weight. • To understand full empty and nearly full, half full and nearly empty. • Describe length and height • Order and sequence important times • Recognise regular events that happen on the same day. • Explore and manipulate 3D shapes. • Explore more complex patters (ABB AAB AABB etc)	• To complete jigsaw and shape puzzles. • Match arrangements of shapes. • Begin to use positional language. • Know that shapes can be combined and separated to make new shapes. • To use positional language to describe where real objects are in relation to other objects. • To understand that maps are plans to represent places.