

## Maths Progression from EYFS to Year 1



At St. John's RC Primary School, we strive to provide our children with opportunities that pique their interest whilst enabling children to be motivated by opportunities for mathematical understanding. It is vital that between EYFS into the Year 1 National Curriculum, the quality and pace of learning is maintained to ensure children continue to make good progress. Our school is committed to ensuring the transition between the two curriculums is seamless, with the child's interests at heart. We have worked hard to ensure the aspects of the EYFS curriculum are transferable to that of the Year 1 curriculum, providing our children with learning opportunities to flourish.

Our EYFS ensures there is a strong focus on the Number domain, enabling children to have a solid, conceptual understanding of the numbers 1-10 and then the teen numbers. Number is covered in all terms of the year in the order of appropriate mathematical progression. EYFS Mathematics is addressed through a combination of adult-led activities, small group activities, independent group activities and child-initiated play. Our Early Years lead has found opportunities to introduce story and picture books which are a powerful tool for engaging children with basic maths concepts, and also board games to develop children's developing understanding of number.

To ensure the continuation of progress from Early Years to Year 1, at St. John's, we ensure that findings from EYFS assessments inform the children's next steps during the autumn term of Year 1.

Both the Early Years leader and team work closely with the Year 1 team during the summer term to ensure children are prepared for the next step in their primary learning journey at St. John's with in-depth discussions and any targets are shared in order to move children forward. To ensure there are meaningful links between the Early Years and Year 1 curriculum, St. John's have adapted a progression of skills document below so that staff are aware of children's starting points and end points.

**Progression of skills between Early Years and Year 1 (the red text indicates the Early Learning Goals):**

EYFS	Year 1
<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance</li> <li>Recognise numerals 1 to 5</li> <li>Counts up to three or four objects by saying one number name for each item</li> <li>Counts actions or objects which cannot be moved</li> <li>Counts objects to 10, and beginning to count beyond 10</li> <li>Counts out up to six objects from a larger group</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects</li> <li>Counts an irregular arrangement of up to ten objects</li> <li>Estimates how many objects they can see and checks by counting them</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects</li> <li>Says the number that is one more than a given number</li> <li>Finds one more or one less from a group of up to five objects, then ten objects</li> <li>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number</li> </ul>	<p><b>Number and Place Value</b></p> <p>Pupils should be taught to:</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</p> <p>Given a number, identify one more and one less.</p> <p>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.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p>
<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Finds the total number of items in two groups by counting all of them</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</li> <li>Records using marks that they can interpret and explain</li> <li>Using quantities of objects, they add and subtract two single-digit numbers and count on or back to find the answer</li> </ul>	<p><b>Addition and Subtraction</b></p> <p>Pupils should be taught to:</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square + 9</math>.</p>
<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Begins to identify own mathematical problems based on own interested and fascinations.</li> <li>They solve problems including, doubling, halving and sharing</li> </ul>	<p><b>Multiplication and Division</b></p> <p>Pupils should be taught to:</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>
<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>They solve problems including, doubling, halving and sharing</li> </ul>	<p><b>Fractions</b></p> <p>Pupils should be taught to:</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>

<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Orders two or three items by length or height</li> <li>• Orders two items by weight or capacity</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models</li> <li>• Uses everyday language related to time</li> <li>• Beginning to use everyday language related to money</li> <li>• Orders and sequences familiar events</li> <li>• Measures short periods of time in simple ways</li> <li>• Children use everyday language to talk about size, weight, capacity, position distance, time and money to compare quantities and objects and to solve problems.</li> <li>• They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>	<p><b>Measurement</b></p> <p>Pupils should be taught to:</p> <p>Compare, describe and solve practical problems for:</p> <p>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>time [for example, quicker, slower, earlier, later]</p> <p>Measure and begin to record the following:</p> <p>lengths and heights</p> <p>mass/weight</p> <p>capacity and volume</p> <p>time (hours, minutes, seconds)</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
<p><b>Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> </ul>	<p><b>Properties of Shape</b></p> <p>Pupils should be taught to:</p> <p>Recognise and name common 2-D and 3-D shapes, including:</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p>
<p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> </ul>	<p><b>Position and Direction</b></p> <p>Pupils should be taught to:</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>