



TYPICAL PROGRESSION IN EYFS MATHS MASTERY



There are 6 key areas of Early Mathematical Learning. These are:

- Cardinality and Counting
- Comparison
- Composition
- Pattern
- Shape and Space
- Measures

In the tables below, the main steps in progression for each concept is highlighted. See the NCETM progression documents for further detail and guidance.

CONCEPT	STEPS IN PROGRESSION
CADINALITY & COUNTING	1. Saying number names in sequence.
	2. Tagging each object with one number word.
	3. Knowing the last number counted gives the total so far.
	4. Subitising: recognising small quantities without having to count them all.
	5. Numeral meanings.
	6. Conservation - knowing that the number does not change if things are rearranged (as long as none have been added or taken away).

CONCEPT	STEPS IN PROGRESSION
COMPARISON	1. Identifying more and less than.
	2. Identifying groups with the same number of things.
	3. Comparing numbers and reasoning.
	4. Knowing the one more than/one less than relationship between counting numbers.

CONCEPT	STEPS IN PROGRESSION
COMPOSITION	1. Part whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total).
	2. Inverse operations.
	3. Knowing that a number can be partitioned into different pairs of number.
	4. Knowing that a number can be partitioned into more than two numbers.
	5. Number bonds – knowing which pairs of numbers make a given number.

CONCEPT	STEPS IN PROGRESSION
PATTERN	1. Continuing an AB pattern.
	2. Copying an AB pattern.
	3. Make their own AB pattern.
	4. Spot an error in an AB pattern.
	5. Identifying the unit of repeat.
	6. Continuing an ABC pattern.
	7. Continuing a pattern which ends mid unit.
	8. Making their own ABB, ABBC patterns.
	9. Spotting an error in an ABB pattern.
	10. Symbolising the unit structure.
	11. Generalising structures to another context or mode.
	12. Making a pattern which repeats around a circle.
	13. Making a pattern around a border with a fixed number of spaces.
	14. Pattern-spotting in the environment.

CONCEPT	STEPS IN PROGRESSION
SHAPE & SPACE	1. Developing spatial awareness – experiencing different viewpoints.
	2. Developing spatial vocabulary.
	3. Shape awareness – developing awareness of shapes through construction.
	4. Representing spatial relationships.
	5. Identifying similarities between shapes.
	6. Showing awareness of properties of shapes.
	7. Describing properties of shapes.
	8. Developing an awareness of relationships between shapes.

CONCEPT	STEPS IN PROGRESSION
MEASURES	1. Recognising attributes.
	2. Comparing amounts of continuous quantities.
	3. Showing awareness of comparison in estimating and predicting.
	4. Comparing indirectly.
	5. Recognising the relationship between the size and number of units.
	6. Beginning to use units to compare things.
	7. Beginning to use time to sequence events.
	8. Beginning to experience specific time durations.