



Early Years Foundation Stage, Progressive Mathematics Overview 2024-2025

Placing Language and Literacy at the heart of everything we do

In Jesus' footsteps we will grow in grace and knowledge



Nursery

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1		Mass and capacity	Hear and say numbers to 3	Identify patterns around them	Name and recite numbers to 3	Shape – Name and find 2D shapes	Hear and say numbers to 5	
Autumn 2	Name and recite numbers to 5	Size and length	Totals	Positional language	Order numbers	Time – Daytime	Make number lines	Mark making numbers to 5
Spring 1	Subitise to 5	Time – Night time	Link numerals and amounts	Create ABAB patterns Extend ABAB patterns	Compare quantities (more than, less than)	Time – routines at home	Symbols and mark making to 5	
Spring 2	Routes and locations	Using numicon to 5	Mass and capacity	Using base 10 (up to 5)	Name and find 3D shapes	Using 5 frames Subitising		
Summer 1	Real world math problems	Select and combine shapes	Link numerals and amounts	Time – sequence events	Compare quantities (more than, less than)			
Summer 2	Hear and name numbers past 5	Notice and correct an error in ABAB patterns	Recite numbers past 5	Size and length	Order numbers past 5	Describe a sequence of events	Mark making numbers to 5	

Reception

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1		Count and subitise 1,2,3 More and less	Match, sort and compare	Making 1,2,3 (composition)	Circles and triangles	Number lines and number bonds to 3	Count 1,2,3,4,5	
Autumn 2	Making 1,2,3,4,5 (composition)	Match, sort and compare	Shapes with 4 sides	Measure & patterns	Numberlines and Number bonds to 5	Count 6,7,8	Measure and patterns	Length & height
Spring 1	Making 6,7,8 (Composition)	Visualise, build and map	Numberlines to 8	Number bonds to 8	Build 9 & 10	Time	Mass and capacity	
Spring 2	Build 9 & 10	3D shapes	Odd and even	Mass and capacity	Numberlines to 10	Time		
Summer 1	Number bonds to 10	Compare 2D and 3D shapes	Addition and subtraction within 10	Counting to 15	Counting up to 20			
Summer 2	Sharing and grouping	20 and beyond	Patterns beyond 20	Length, height, mass and capacity	Manipulating shape	Number bonds	Visualise, map and build	

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. (Development matters)

Early Learning Goal

Number

Have a deep understanding of number to 10, including the composition of each number; 14 - 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.