

## EYFS Progression of Knowledge and Skills Assessment Checkpoints - Maths

<p><b>Birth-Three</b></p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>• Climb and squeeze i</li> </ul> <p>themselves into different types of spaces.</p> <ul style="list-style-type: none"> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns</li> </ul>	<p><b>Three- Four Years</b></p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>	<p><b>Number ELG .</b></p> <ul style="list-style-type: none"> <li>• <b>Have a deep understanding of number to 10, including the composition of each number. NUM-ELG</b></li> <li>• <b>Subitise (recognise quantities without counting) up to 5. NUM-ELG</b></li> <li>• <b>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 NUM-ELG</b></li> </ul> <p><b>Numerical Patterns ELG .</b></p> <ul style="list-style-type: none"> <li>• <b>Verbally count beyond 20, recognising the pattern of the counting system. NP-ELG</b></li> <li>• <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP-ELG</b></li> <li>• <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP-ELG</b></li> </ul>
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	Nursery Baseline	Nursery End of Autumn 2	Nursery End of Spring 2	Nursery End of Summer 2  Nursery Reception Baseline	Reception End of Autumn 2	Reception End of Spring	Reception EY Profile  Year 1 Baseline
<b>Subitising</b>	I can take part in finger rhymes with numbers. I can count in everyday contexts	I am beginning to develop recognition of up to 3 objects, without having to	I am beginning to develop recognition of up to 3 objects, without having to	I am developing fast recognition of up to 3 objects, without having	I am developing fast recognition of up to 3 objects, without having	I am beginning to develop fast recognition of up to 5 objects, without having	<b>I can subitise (recognise quantities without counting) upto 5.</b>

	I can build with a range of resources.	count them individually (Subitising)	count them individually (Subitising)	to count them individually (Subitising)	to count them individually (subitising).	to count them individually (subitising).	NUM ELG
<b>Number</b>	I can talk about numbers that are important to me.	I am beginning to grow and show finger numbers to 3.	I can say one number for each item in order:1, 2, 3, 4, 5.  I can show finger numbers up to 5.	I know that the last number reached when counting a small set of objects tells us how many there are in total (cardinal principle).	I am beginning to understand the numbers to 5, including composition of each number.  I can solve real world problems with numbers up to 5.	I am beginning to understand numbers to 10, including composition of each number.	I have a deep understanding of number to 10, including the composition of each number. NUM-ELG  I can automatically recall (without reference to rhymes or counting aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. NUM-ELG
<b>Numerical Patterns</b>	I can join in with reciting numbers in songs.	I can join in with reciting numbers in songs.	I can join in reciting numbers past 5	I can recite numbers past 5.  I can compare quantities using language: 'more than' 'fewer than.'	I am beginning to understand the 'one more than/one less than relationship between consecutive numbers.	I can understand the 'one more than/one less than relationship between consecutive numbers.	I can verbally count beyond 20, recognising the pattern of the counting system. NUM-ELG  I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NUM-ELG  I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NUM-ELG
<b>Shape</b>	I can complete inset puzzles.	I can select shapes appropriately (flat	I can combine shapes to make new ones.	I can select, rotate and manipulate shapes in	I can talk about and explore 2D and 3D	I can relate 3D shapes to familiar objects.	I can compose and decompose shapes.

		surfaces for building, triangular prism for a roof for example).		order to develop spatial reasoning	shapes using mathematical language (sides, corners, straight, flat, round, faces).		I can recognise a shape can have other shapes within it, just as numbers can. NUM-ELG
<b>Length/Weight/ Capacity</b>	I can explore weight and capacity within continuous provision.	I can explore weight and capacity within continuous provision.	I am beginning to use mathematical language linked to weight, length and capacity.	I can make comparisons between size, length, weight and capacity of 2 objects	I can compare length, weight and capacity.  I can confidently use mathematical language to compare weight / length/ capacity of items.		I can make direct comparison and order the weight / length / capacity of 3 items.
<b>Pattern</b>	I can talk about patterns around them (stripes, spots).	I can extend and create an AB pattern.	I can extend and create an AB pattern.	I can continue, copy and create AB patterns	I can notice and correct an error in a repeating pattern.	I can continue, copy and create ABB and AAB patterns.	I can recognise, describe, copy, continue, make and correct patterns of number, shape and objects.