EYFS Math's intent/progression

1st Securing the counting principles

1 one to one principle
2 stable order principle
3 cardinal principle
4 abstraction principle
5 order irrelevance principle

Autumn Progression

<table>
<thead>
<tr>
<th>Number &amp; Place Value</th>
<th>Addition &amp; Subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>Numbers to 5</td>
</tr>
<tr>
<td></td>
<td>Sorting</td>
</tr>
<tr>
<td></td>
<td>Sorting into groups</td>
</tr>
<tr>
<td>Number &amp; Place Value</td>
<td></td>
</tr>
<tr>
<td>Comparing Groups</td>
<td>Identical &amp; non identical objects</td>
</tr>
<tr>
<td>Addition &amp; Subtraction</td>
<td></td>
</tr>
<tr>
<td>Change within 5</td>
<td>One more/less</td>
</tr>
<tr>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>My Day</td>
</tr>
</tbody>
</table>

Spring Progression

<table>
<thead>
<tr>
<th>Addition &amp; Subtraction</th>
<th>Number &amp; Place Value</th>
<th>Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers to 5</td>
<td>Number bonds to 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exploring simple pattern</td>
</tr>
<tr>
<td>Number &amp; Place Value</td>
<td></td>
<td>Complex pattern</td>
</tr>
<tr>
<td>Counting to 10</td>
<td>Comparing groups up to 10</td>
<td></td>
</tr>
<tr>
<td>Addition &amp; Subtraction</td>
<td></td>
<td>Adding by counting on</td>
</tr>
<tr>
<td>Combining groups to find the whole to 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number bonds to 10, 10 frame/part-whole model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2D &amp; 3D Shape &amp; space</td>
<td>Spatial awareness</td>
<td></td>
</tr>
</tbody>
</table>

Summer Progression

<table>
<thead>
<tr>
<th>Geometry</th>
<th>Number &amp; Place Value</th>
<th>Addition &amp; Subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length, Height, Distance</td>
<td>Weight &amp; Capacity</td>
<td>Adding by counting on</td>
</tr>
<tr>
<td>Multiplication &amp; Division</td>
<td></td>
<td>Taking away by counting back</td>
</tr>
<tr>
<td>Doubles, halving &amp; sharing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Odd &amp; Even</td>
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<td></td>
</tr>
</tbody>
</table>

Themes

- Counting/ Cardinality
- Composition/ How numbers are made
- Comparison of numbers/ amounts
- Shape & space
- Pattern
- Measures

+ Communication & language skills
+ Personal, social & emotional skills
+ Exploring & using media & materials
+ Physical development
+ Knowledge & understanding of the world
+ Literacy
**EYFS Literacy Intent/Progression**

**Pencil Grip**
- 1 Cylindrical Grasp
- 2 Digital Grasp
- 3 Modified Tripod Grasp
- 4 Tripod Grasp

**Phonics**
- Speaking & Listening Skills
  - Sound discrimination
  - Rhythm & rhyme
  - Alliteration
- GPCs
  - Set 1, 2, & 3 letter sets (RWI)
  - Letter sounds & names
  - Rapid recall & alphabetical order
- Segmenting & blending
  - Single letters
  - Digraphs
  - Trigraphs
- High frequency words
- Rapid recall of Red Words (RWI) TWs

**Vocabulary/Oral Language**
- Receptive language skills – understand information
- Expressive language skills – put thoughts into words/sentences

**Reading & Comprehension**
- Pre-reader
  - Handling books
  - Showing interest in print & pictures
- Emerging reader
  - Knowing print carries meaning
  - Using forms of speech from books
- Expected/novice reader
  - Recalls basic info
- Exceeding EYFS reader
  - Reads words of more than one syllable
  - Reads many irregular but HFWs

**Writing**
- Expected EYFS Writer
  - Write labels
  - Write/spell irregular common words
- Exceeding EYFS writer
  - Write words of more than one syllable
  - Spell to write many irregular words

**Communication**
- Understanding
  - Attention
  - Interpreting expression & tone of voice
- Having ideas & actions to respond

**Mark Making**
- Writing words

**Physical Development**
- Gross motor skills
- Fine motor skills

**Application**
- Segmenting to write & reading to blend
- Writing phonetically plausible words/sentences
- Spell TWs

**Vocabulary**
- Recall of AR number of words
- Understanding AR number of words
- Discuss unfamiliar vocab
- Use new vocabulary

**Expected EYFS Writer**
- Labels, messages, captions, sentences, stories

**Speaking & Listening Skills**
- Understanding
  - Recalling books
  - Knowing & using media & materials

**Exploring & using Media & Materials**
- Exploring & using media & materials

**Physical Development**
- Physical development

**Mathematical Concept Awareness**
- Mathematical concept awareness

**Vocabulary**
- Vocabulary
  - High frequency words
- Rapid recall of Red Words (RWI) TWs

**Listening & Understanding**
- Understanding
  - Recalling books
  - Knowing & using media & materials

**Phonics**
- Phonics
  - GPCs
  - Segmenting & blending
  - High frequency words

**Vocabulary/Oral Language**
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**Reading & Comprehension**
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Teach daily phonics sessions following RWI (Review, teach, practice, apply using RWI books).

- In accordance with RWI, teach children to connect sounds with mnemonic pictures; words with their meanings; and stories with the sounds they know.
- Teach children to connect their own experiences to the stories they read and learn to lift the words from the page.
- Teach ONE thing at a time and practice it until it becomes second nature. (GPCs, TWs, HFWs, comprehension skills)
- Use interactive practice to keep children focused, and their capacity to learn will develop exponentially.
- Teach phonics in a way that it is 'not too easy, not too hard' in groups of children at a similar level. Have the philosophy of keep up, not catch up.
- Use RWI hand signals to support revisit and repetition to ensure children know and remember more.
- Teach reading with enthusiasm and pace to promote a love of reading while narrating and modelling learning.
- Teach children to make links in planned & child initiated activities by scaffolding modelling, demonstrating & questioning.

Make links to phonics teaching in text led literacy sessions to put learning into context.
Use Numberblocks episodes to introduce numbers & early mathematical understanding.

Teach mathematical concepts & convert these to long term memory by linking to songs and rhymes where possible.

Use ten frames, number lines & 100 squares to support understanding of mathematical concepts within daily sessions.

Teach counting principles by communicating & modelling language & quality adult interaction.

Give topic related & real life experiences & problems to give math's a context.

Teach children to be resilient & to use characteristics of effective learning to explore mathematical concepts & challenges.

Teach children to make links in planned & child initiated activities by scaffolding modelling, demonstrating & questioning.

Make numbers real by using multi-sensory approaches & resources which can be seen & touched eg Numicom.
Teach children to strengthen their gross & fine motor skills by using dough disco play dough scheme.

Teach children to initially use both hands to complete basic formation movements to develop a dominant hand & then secure tripod grip (squiggle, while we wiggle program).

Teach children to form letters correctly using 8 frame to help understanding and covert to long term memory.

Teach children to use phonic knowledge to sound out to write and blend words then sentences.

Teach spelling tricky, high frequency & new vocab spellings using repetition, songs & rhymes.

Teach sentence structure using visual ‘Talk 4 write’ plans, cubes to represent words, support materials including working walls.

Use topic related texts to put written sentences & writing into context. Teach reading back own work to check it follows the same patterns & rules.

Teach basic punctuation through modeled write sessions.

Teach children to make links in planned & child initiated activities by scaffolding modelling, demonstrating & questioning linked to different genres.