



**EYFS Curriculum- Early Learning Goals**  
*(Additional Progression Guidance from Development matters where appropriate in italics)*

**Mathematics: Number**

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.

**Mathematics: 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.

**White Rose EYFS Curriculum**

**Autumn: Phase 1: Just Like Me!**

- Match and Sort
- Compare Amounts

**Autumn: Phase 2: It's Me 1 2 3!**

- Representing 1, 2 & 3
- Comparing 1, 2 & 3
- Composition of 1, 2, & 3

**Autumn: Phase 3: Light and Dark**

- Representing Numbers to 5
- One More and Less

**Spring: Phase 4: Alive in 5!**

- Introducing 0
- Comparing Numbers to 5
- Composition of 4 & 5

**Spring: Phase 5: Growing 6,7,8**

- 6,7 & 8

**Spring: Phase 6: Building 9 & 10**

- 9 & 10
- Comparing Numbers to 10

**Summer: Phase 7: To 20 and Beyond**

- Building Numbers Beyond 10

**Summer: Phase 9: Find My Pattern**

- Even and Odd

**Summer: Phase 10: One the Move**

- Deepening Understanding Patterns and Relationships



<p><b><u>Mathematics: Number</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b><u>Mathematics: Numerical Patterns</u></b></p> <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Autumn: Phase 1: Just Like Me!</b></p> <ul style="list-style-type: none"> <li>Compare Amounts</li> </ul> <p><b>Autumn: Phase 2: It's Me 1 2 3!</b></p> <ul style="list-style-type: none"> <li>Comparing 1, 2 &amp; 3</li> </ul> <p><b>Spring: Phase 4: Alive in 5!</b></p> <ul style="list-style-type: none"> <li>Comparing Numbers to 5</li> </ul> <p><b>Spring: Phase 5: Growing 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>Making Pairs</li> <li>Combing 2 Groups</li> </ul> <p><b>Spring: Phase 6: Building 9 &amp; 10</b></p> <ul style="list-style-type: none"> <li>Comparing Numbers to 10</li> <li>Bonds to 10</li> </ul> <p><b>Summer: Phase 7: To 20 and Beyond</b></p> <ul style="list-style-type: none"> <li>Counting Patterns Beyond 10</li> </ul> <p><b>Summer: Phase 8: First Then Now</b></p> <ul style="list-style-type: none"> <li>Adding More</li> <li>Taking Away</li> </ul> <p><b>Summer: Phase 9: Find my Pattern</b></p> <ul style="list-style-type: none"> <li>Doubling</li> <li>Sharing &amp; Grouping</li> </ul> <p><b>Summer: Phase 10: On the Move</b></p> <ul style="list-style-type: none"> <li>Deepening Understanding Pattern and Relationships</li> </ul>
<p><b><u>Mathematics: Shape, Space and Measures</u></b></p> <p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>	<p><b>Autumn: Phase 1: Just Like Me!</b></p> <ul style="list-style-type: none"> <li>Compare Size, Mass &amp; Capacity</li> <li>Exploring Capacity</li> </ul> <p><b>Autumn: Phase 2: It's Me 1 2 3!</b></p> <ul style="list-style-type: none"> <li>Circles and Triangles</li> <li>Positional Language</li> </ul> <p><b>Autumn: Phase 3: Light and Dark</b></p> <ul style="list-style-type: none"> <li>Shapes with 4 sides</li> <li>Time</li> </ul>



**Development Matters – 3 and 4-Year-Olds Mathematics**

- 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’.
- Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

**Development Matters – Reception Mathematics**

- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity

**Spring: Phase 4: Alive in 5!**

- Compare Mass
- Compare Capacity

**Spring: Phase 5: Growing 6.7, 8**

- Length & Height
- Time

**Spring: Phase 6: Building 9 and 10**

- 3D Shape
- Pattern

**Summer: Phase 7: To 20 and Beyond**

- Spatial Reasoning
- Match, Rotate, Manipulate

**Summer: Phase 8: First Then Now**

- Spatial Reasoning
- Compose and Decompose

**Summer: Phase 9: Find My Patter**

- Spatial Reasoning
- Visualise and Build

**Summer: Phase 10: On The Move**

- Spatial Reasoning
- Mapping