

## Meadow View Primary EYFS FSO Progress Curriculum in Maths

	Milestone 1 Components	Milestone 2 Components
	<u>Subitising and Counting</u> <ul style="list-style-type: none"> <li>Chants number words in "sing-song" fashion and may run them together</li> <li>Can identify whether collections are the "same" number or which is "more" visually</li> </ul>	<u>Subitising and Counting</u> <ul style="list-style-type: none"> <li>Verbally counts with distinct words, not necessarily in the correct order above "five"</li> <li>Makes a small collection (usually 1 - 2 and possibly 3) with the same number as another collection</li> </ul>
	<u>Comparing and Composing Number</u> <ul style="list-style-type: none"> <li>Recognises that two very small collections have the "same number"</li> </ul>	<u>Comparing and Composing Number</u> <ul style="list-style-type: none"> <li>Uses words such as "more," "less," or "same."</li> <li>Compares collections more similar in number but only for very small numbers (up to 3)</li> </ul>
	<u>Shape</u> <ul style="list-style-type: none"> <li>Matches 2D shapes to outlines</li> <li>Complete a 2D shape puzzle</li> <li>Stack similar blocks on top of each other to make a tower</li> </ul>	<u>Shape</u> <ul style="list-style-type: none"> <li>Matches familiar shapes (circle, square, typical triangle) that have the same size and orientation</li> <li>Builds vertically and horizontally with blocks eg builds a house with a floor and a wall</li> </ul>
	<u>Length, Height, Weight and Capacity</u> <ul style="list-style-type: none"> <li>Begins to recognise specific attributes of length/height/weight with support – that a stick is long; adults are tall, feathers are light.</li> <li>Enjoys filling up vessels.</li> </ul>	<u>Length, Height, Weight and Capacity</u> <ul style="list-style-type: none"> <li>Begins to make comparisons of length, height and weight with support</li> <li>Enjoys filling up vessels, describes as 'big/small'.</li> </ul>
	<u>Pattern</u> <ul style="list-style-type: none"> <li>Anticipates pattern in a story or a song</li> </ul>	<u>Pattern</u> <ul style="list-style-type: none"> <li>Recognises pattern in body movements</li> </ul>
	<u>Spatial Awareness</u> <ul style="list-style-type: none"> <li>Can cover the whole area of a 2D shape when colouring/painting</li> <li>Explore how their body fits into a space</li> </ul>	<u>Spatial Awareness</u> <ul style="list-style-type: none"> <li>Draws mostly-closed shapes and lines with no indication of covering a specific shape/area.</li> <li>Predicts what will fit inside a space</li> <li>Find something in the room by being given a verbal clue eg the teddy is under the chair/in the box</li> </ul>
	<b>Universal Pathway</b>	
	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
	<b>Universal Plus Pathway 'scaffold up to an inclusive curriculum'</b>	
	*Additional exploration of shape *Additional number rhymes *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Additional exploration of shape *Additional number rhymes *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers

	<ul style="list-style-type: none"> <li>*Continue discussion with SENCO</li> <li>*Work in partnership with any external professionals already involved – contribute to assessments as needed</li> <li>*Carry out 1:1 specialist programmes as needed</li> <li>*Maintain close involvement with parents/ carers</li> <li>*Provide ideas to support parents/ carers</li> </ul>	<ul style="list-style-type: none"> <li>*Continue discussion with SENCO</li> <li>*Work in partnership with any external professionals already involved – contribute to assessments as needed</li> <li>*Carry out 1:1 specialist programmes as needed</li> <li>*Maintain close involvement with parents/ carers</li> <li>*Provide ideas to support parents/ carers</li> </ul>
<p><b>Composite:</b> Be ready to explore learning using early shape, space and measure understanding.</p>		

## Meadow View Primary EYFS FS1 Progress Curriculum in Maths

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<u>Subitising and Counting</u> <ul style="list-style-type: none"> <li>Rote count to 5 with support</li> <li>Begin to join in with number songs</li> <li>Counting out to 2 with support</li> <li>Can copy a group of objects by matching (up to 3)</li> </ul>	<u>Subitising and Counting</u> <ul style="list-style-type: none"> <li>Subitise to 3 (DM)</li> <li>Rote count to 10 independently (DM)</li> <li>Develops 1:1 correspondence when counting small groups of objects</li> </ul>	<u>Subitising and Counting</u> <ul style="list-style-type: none"> <li>Can count up to 5 objects with 1:1 correspondence</li> <li>Subitise to 4</li> </ul>
<u>Comparing and Composing Number</u> <ul style="list-style-type: none"> <li>Recognising numerals to 2 independently</li> <li>Mastery and multi-sensory teaching of numbers to 2 – numicon, dice patterns, fingers, flick numbers</li> <li>Begin to identify which group of objects has more or less by sight.</li> </ul>	<u>Comparing and Composing Number</u> <ul style="list-style-type: none"> <li>Recognising numerals to 3 independently</li> <li>Mastery and multi-sensory teaching of numbers to 3 – numicon, dice patterns, fingers, flick numbers</li> <li>Beginning to recognise numerals to 3 with less support.</li> <li>Finger numbers to 3</li> </ul>	<u>Comparing and Composing Number</u> <ul style="list-style-type: none"> <li>Recognising numerals to 5 independently.</li> <li>Mastery and multi-sensory teaching of numbers to 5 – numicon, dice patterns, fingers, flick numbers</li> <li>Link numerals and amounts to 5 (DM)</li> <li>Finger numbers to 5 (DM)</li> <li>Understand more/ fewer than (DM)</li> </ul>
<u>Shape</u> <ul style="list-style-type: none"> <li>Matches familiar shapes (circle, triangle, square) with different orientations and sizes</li> <li>Compares and matches a wider variety of shapes with the same size and orientation.</li> <li>Creates arches, bridges and enclosures in block play.</li> </ul>	<u>Shape</u> <ul style="list-style-type: none"> <li>Recognises and names triangle, square, circle, rectangle and can find these in books or the environment</li> <li>Compares and matches a wider variety of shapes with different sizes and orientations.</li> </ul>	<u>Shape</u> <ul style="list-style-type: none"> <li>Sorts 2D shapes by group with different size and orientation</li> <li>Matches combinations of shapes to each other</li> <li>Match 2D shapes to make pictures.</li> <li>Can recognise some common 3D shapes, such as sphere and cube, using formal or informal names.</li> </ul>
<u>Length, Height, Weight and Capacity</u> <ul style="list-style-type: none"> <li>Able to recognise the specific attributes of length/height/weight – that a stick is long; adults are tall, feathers are light</li> <li>Builds with blocks, associating more blocks with terms like “big” and fewer blocks with terms like “small.”</li> <li>Identifies capacity or volume as attribute.</li> </ul>	<u>Length, Height, Weight and Capacity</u> <ul style="list-style-type: none"> <li>Makes simple comparisons of length intuitively (similar to Subitising)</li> <li>Compare and build with many types of materials</li> <li>Explores volume of two containers by pouring one into the other</li> </ul>	<u>Length, Height, Weight and Capacity</u> <ul style="list-style-type: none"> <li>Pours one container into another to see which holds more.</li> <li>In packing situations, places cubes into a rectangular box to fill it.</li> </ul>
<u>Pattern</u> <ul style="list-style-type: none"> <li>Matches ABABAB pattern with support</li> <li>Explores patterns in the environment</li> </ul>	<u>Pattern</u> <ul style="list-style-type: none"> <li>Recognises a simple sequential ABABAB pattern.</li> </ul>	<u>Pattern</u> <ul style="list-style-type: none"> <li>Extends ABABAB patterns</li> </ul>
<u>Spatial Awareness</u> <ul style="list-style-type: none"> <li>Explores how shapes and blocks fit together</li> <li>Cover surfaces with materials, and uses vocabulary for specific dimensions. Eg empty, full, area.</li> <li>Uses positional words such as “under”, “over”, and “through”.</li> </ul>	<u>Spatial Awareness</u> <ul style="list-style-type: none"> <li>Can place one 2D shape over another and say which is bigger</li> </ul> Talk about things that are close by and far away (eg the playground and their house)	<u>Spatial Awareness</u> <ul style="list-style-type: none"> <li>Compares different 2D shapes and sizes and finds out which is bigger</li> </ul> Understands language associated to a route such as ‘go straight, turn, next to, near, beside’
<b>Universal Pathway</b>		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’

Universal Plus Pathway 'scaffold up to an inclusive curriculum'		
*Daily counting to 5 Daily numeral recognition using flash cards/ number lines *Additional shape recognition practice *Initiate contact with parents/ carers *Provide ideas to support parents/ carers	*Daily counting to 10. *Additional shape recognition practice *Daily numeral recognition using flash cards/ number lines *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Daily counting to 10. *Additional shape recognition practice *Daily numeral recognition using flash cards/ number lines *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Emerging/ Additional Needs Pathway		
*Initiate discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
<b>Composite:</b> Be ready to explore numbers and learn number facts. Be ready to explore learning using early shape, space and measure understanding.		

## Meadow View Primary EYFS FS2 Progress Curriculum in Maths

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<u>Subitising and Counting</u> <ul style="list-style-type: none"> <li>Counting out to 6 with support</li> <li>Begin to show awareness of subitising to 5</li> </ul>	<u>Subitising and Counting</u> <ul style="list-style-type: none"> <li>Count to 9 independently</li> <li>Subitise to 5 with confidence (DM)</li> </ul>	<u>Subitising and Counting</u> <ul style="list-style-type: none"> <li>Count to 10 with confidence and accuracy</li> <li>Develop Conceptual subitising up to 10</li> </ul>
<u>Comparing and Composing Number</u> <ul style="list-style-type: none"> <li>Recognising numerals to 6 independently</li> <li>Mastery and multi-sensory teaching of numbers to 6 – numicon, dice patterns, fingers, flick numbers</li> <li>Begin to show awareness of number bonds through composition of some numbers to 6</li> <li>Compare numbers (DM)</li> <li>Explore part/ part/ whole to 6</li> <li>Develop an understanding of odd and even to 6</li> <li>Develop quick recall of 1 more/ less to 6</li> </ul>	<u>Comparing and Composing Number</u> <ul style="list-style-type: none"> <li>Recognising numerals to 9 independently</li> <li>Mastery and multi-sensory teaching of numbers to 9 – numicon, dice patterns, fingers, flick numbers</li> <li>Begin to show awareness of composition of some numbers to 9</li> <li>Develop an understanding of odd and even to 9</li> <li>Develop automaticity of number bonds to 5</li> <li>Say some doubles up to double 10 confidently</li> <li>Explore part/ part/ whole to 10</li> </ul>	<u>Comparing and Composing Number</u> <ul style="list-style-type: none"> <li>Recognise some numbers above 10 and count to 20 (DM)</li> <li>Deepen awareness of composition of some numbers to 10 – quick recall</li> <li>Mastery and multi-sensory teaching of numbers to 10 – numicon, dice patterns, fingers, flick numbers</li> <li>Develop recall of odd and even to 10</li> <li>Developing understanding of number bonds to 10- automatic recall to 5.</li> <li>Use word problems</li> <li>Say some doubles up to double 10 confidently</li> <li>Understand 1 more/ less to 10 (DM)</li> </ul>
<u>Shape</u> <ul style="list-style-type: none"> <li>Recognises less typical squares and triangles and rectangles</li> <li>Construct 2D shapes using different materials eg lollipop sticks</li> <li>Make a 2D shape picture by combining shapes.</li> </ul>	<u>Shape</u> <ul style="list-style-type: none"> <li>Compare and discuss various 2D shapes based on the amount of sides the shape has</li> <li>Recognises and talks about rectangles of different sizes and orientations.</li> <li>Explores 2D shapes by discussing and comparing corners or vertices</li> </ul>	<u>Shape</u> <ul style="list-style-type: none"> <li>Differentiates between 2D and 3D shapes.</li> <li>Recognises all faces of a solid as 2D shapes, counting faces accurately.</li> <li>Intentionally chooses shapes that will fill an outline and rotates and flips the shapes into place.</li> </ul>
<u>Length, Height, Weight and Capacity</u> <ul style="list-style-type: none"> <li>Compares length, weight and height of objects by physically aligning/weighting.</li> <li>Uses terms: long, longer, longest, short, shorter, shortest. Heavy, heavier, heaviest, light, lighter, lightest.</li> <li>When packing, children begin to put objects inside a container in an organised way.</li> </ul>	<u>Length, Height, Weight and Capacity</u> <ul style="list-style-type: none"> <li>Compares the length, height or weight of two objects by representing them with a third object.</li> <li>Fills a container using another (smaller container) and counts the number needed to completely fill the larger container</li> </ul>	<u>Length, Height, Weight and Capacity</u> <ul style="list-style-type: none"> <li>Places objects end-to-end to measure and is beginning to order up to 5 objects by length.</li> <li>Pours one container into two others, concluding that one holds less because it overflows, and the other is not fully filled.</li> </ul>
<u>Pattern</u> <ul style="list-style-type: none"> <li>Builds own ABABAB pattern</li> <li>Spots mistake in ABABAB pattern and fixes it</li> </ul>	<u>Pattern</u> <ul style="list-style-type: none"> <li>Recognises repeating patterns with core units such as AAB, ABC, and AABC</li> </ul>	<u>Pattern</u> <ul style="list-style-type: none"> <li>Describes and builds repeating patterns with core units such as AAB, ABC, and AABC</li> </ul>
<u>Space and Spatial awareness</u> <ul style="list-style-type: none"> <li>Beginning to be able to completely cover a 2D shape without leaving any gaps</li> <li>Can fit 2D shapes together and make patterns using language such as flip, slide, turn</li> </ul>	<u>Space and Spatial Awareness</u> <ul style="list-style-type: none"> <li>Estimate how many tiles will fill a grid on a 2D shape</li> <li>Explore and talk about line symmetry</li> <li>Discuss familiar routes using an aerial map in local area, eg route to school using positional language</li> </ul>	<u>Space and Spatial Awareness</u> <ul style="list-style-type: none"> <li>Given a gridded area to measure with, children can talk about the area of a square or rectangle</li> <li>Can slide, turn, flip and fit shapes together to create other shapes (eg two triangles to make a square)</li> </ul>

<ul style="list-style-type: none"> <li>Give and follow spatial directions</li> </ul>		<ul style="list-style-type: none"> <li>Recount a journey story by drawing a simple map of the route the character took</li> </ul>
<b>Universal Pathway</b>		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
<b>Universal Plus Pathway 'scaffold up to an inclusive curriculum'</b>		
<ul style="list-style-type: none"> <li>*Additional numeral writing practice</li> <li>*Additional shape recognition practice</li> <li>*Daily numeral recognition using flash cards/ number lines</li> <li>*Initiate contact with parents/ carers</li> <li>*Provide ideas to support parents/ carers</li> </ul>	<ul style="list-style-type: none"> <li>* Additional numeral writing practice</li> <li>*Additional shape recognition practice</li> <li>*Daily numeral recognition using flash cards/ number lines</li> <li>*Additional tasks to develop understanding of number bonds/ addition</li> <li>*Maintain close involvement with parents/ carers</li> <li>*Provide ideas to support parents/ carers</li> </ul>	<ul style="list-style-type: none"> <li>* Additional numeral writing practice</li> <li>*Additional shape recognition practice</li> <li>*Daily numeral recognition using flash cards/ number lines</li> <li>*Additional tasks to develop understanding of number bonds</li> <li>*Maintain close involvement with parents/ carers</li> <li>*Provide ideas to support parents/ carers</li> </ul>
<b>Emerging/ Additional Needs Pathway</b>		
<ul style="list-style-type: none"> <li>*Initiate discussion with SENCO</li> <li>*Work in partnership with any external professionals already involved – contribute to assessments as needed</li> <li>*Carry out 1:1 specialist programmes as needed</li> <li>*Initiate close involvement with parents/ carers</li> <li>*Provide ideas to support parents/ carers</li> </ul>	<ul style="list-style-type: none"> <li>*Continue discussion with SENCO</li> <li>*Work in partnership with any external professionals already involved – contribute to assessments as needed</li> <li>*Carry out 1:1 specialist programmes as needed</li> <li>*Maintain close involvement with parents/ carers</li> <li>*Provide ideas to support parents/ carers</li> </ul>	<ul style="list-style-type: none"> <li>*Continue discussion with SENCO</li> <li>*Work in partnership with any external professionals already involved – contribute to assessments as needed</li> <li>*Carry out 1:1 specialist programmes as needed</li> <li>*Maintain close involvement with parents/ carers</li> <li>*Provide ideas to support parents/ carers</li> </ul>
<p><b>Final Milestone <u>ELG Composite</u></b></p> <p>Number</p> <p>*Have a deep understanding of number to 10, including composition *Subitise up to 5 *Automatically recall number bonds to 10</p> <p>Numerical Patterns</p> <p>*Verbally count beyond 20 *Compare quantities up to 10 in different contexts, recognising greater, less, same *Explore and represent patterns within numbers to 10, including odds/ evens, double facts and equal distribution</p>		