



The Laurels Primary School – EYFS Progression of Skills - Comparison, Addition and Subtraction

Number

Concept: Comparison and Addition and Subtraction

Comparing numbers involves knowing which numbers are worth more or less than each other. This depends both on understanding cardinal values of numbers and also knowing that the later counting numbers are worth more (because the next number is always one more). This understanding underpins the mental number line which children will develop later, which represents the relative value of numbers, i.e. how much bigger or smaller they are than each other.

What the Educational Programme says:

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. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

	Aged 3-4 (on entry and during Autumn 1 depending on starting points)	In Reception (Following 'typical development')			End of KS expectations
		Autumn	Spring	Summer	
Comparison of number	Compare amounts saying 'lots', 'more', or 'same' (Drawing attention to changes in amount e.g. adding more bricks to a tower, eating things...) Compare two groups (when the amounts are obviously different and the objects are of a similar size) saying where there is more and where there is less. Compare two groups (when the amounts are less obviously different and the objects are of a similar size) saying where there is more and where there is less.	Compare two groups and understand that bigger does not always mean more.	Compare two groups (when the amounts are less obviously different and the objects are not of a similar size) saying where there is more and where there is less.	Know what one more than and one than a number from 1-5 is. Know what one more than and one than a number from 1-10 is. Children can explain how they know what one more and one less than a number is.	Number ELG Children at the expected level of development will - Have a deep understanding of number to 10, including the composition of each number - 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.
	Match the objects in two groups to find out that they have an equal number of things.	Say that groups are equal by counting them and reaching the same number.	Say which number is more or less than another number with the support of objects. Recall one more and one fewer for numbers to ten.	Explain why a number is more or less or equal than another number. Describe a number as a lot bigger or a little bigger by looking at their positions on a number line. Describe a number as a lot smaller or a little smaller by looking at their positions on a number line.	
Addition	Know that combining two groups makes more.	Add by combining groups and counting all. Recall number facts within 5 e.g. 1+1, 2+1	Begin to add by counting on, within ten. Double numbers to 5+5 practically. Recall all number bonds within 5.	Add by counting on, sometimes beyond ten. Recall doubles to 5+5 automatically. Recall number bonds to 5 and some to ten.	
Subtraction	Know that removing some objects leaves fewer. For example if I have some raisins and I eat some I know there are not as many.	Take objects away and say how many I have left, within 5. Begin to know one less in number songs and rhymes,	I can subtract by taking away or crossing out, within ten. I can recall subtraction facts within 5 (Such as how many are left in the bag).	Begin to subtract by counting back. Recall subtraction facts within 10.	