EYFS Maths Milestones			
	Milestone 1 (end of Term 1)	**Milestone 2 (end of Spring 1)**	**Milestone 3 (end of year)**
Counting	• Verbally counts with separate words but not necessarily in the correct order • Verbally counts to ten with some correspondence with objects • May point to objects to count a few items but then loses track	• Keeps one to one correspondence for small groups of objects in a line • Answers 'how many?' by counting again • Accurately counts to five and can answer 'how many?' by using the last number (e.g. one, two, three, four. There are four). • Is beginning to demonstrate cardinality. • Can count to ten and may write or draw the numeral 5.	• Counts objects up to five. • Shows a group of four objects. • Counts structured arrangements to ten. • Draws or writes numerals to ten. • Accurately counts a line of objects and says how many. • Says what comes before or after a number by counting up from one. • Counts beyond twenty.
Number sense	• Subitises up to three or four objects quickly. • Identifies first and second. • Matches numeral to quantity up to five. • Can place numeral cards in order up to five.	• Subitises to five in familiar arrangements • Identifies first to fifth • Can place numbers on a blank number line to ten	• Subitises to six in familiar and non familiar arrangements, describing what they see and how they see it • Identifies first to tenth • Can place numbers on a blank number line to 20 • Can place numbers on a vertical number line, including 0
Pattern	• Recognises, describes and builds A B repeating patterns (A B A B A B) • Fills in a missing element of an AB pattern • Duplicates an A B pattern when the model is close by	• Recognises, describes and builds more complex patterns e.g. A A B, A B C and A B B C. • Fills in the missing element of a pattern. • Extends a pattern if it ends with a whole unit within the pattern.	• Can translate patterns by using new materials or actions to represent a pattern • Recognises core units of a pattern e.g. cube, circle, triangle is a unit within a pattern • Is able to extend a pattern even if it ends in a partial unit • Creates their own patterns
Number operations **(Addition and Subtraction)**	• Finds answers to 'result unknown' problems up to five by counting with objects e.g. 'you have two books and get one more.' • Matches sets by lining them up with 1:1 correspondence • Knows a whole is bigger than the parts but may not accurately quantify each	• Finds answers to 'result unknown' problems up to ten by counting with objects. • Solves subtraction problems by separating objects. • Compares by counting with groups up to five. • Quickly names parts of a set up to six.	• Counts on from the first set rather than counting the whole • Beginning to solve 'change unknown' problems with manipulatives • When subtracting, counts back from first number, keeping track of counts • Compares larger sets by counting, identifies more or less • Can compose and decompose numbers to 10.

EYFS Maths Milestones			
	Milestone 1 (end of Autumn 1)	**Milestone 2 (end of Spring 1)**	**Milestone 3 (end of year)**
Number operations **(Multiplication and Division)**	• Shares by dealing out a group of objects between two people. • Engages in rhythmic counting e.g. one two one two.	• Makes small equal groups (up to six) in the context of sharing fairly. • Skips one to one counting, saying 'two, four, six'	• Solves sharing problems using concrete objects up to 20 and between two and five people. • Solves small number multiplication problems by sorting objects into small groups.
Finger gnosis	• Uses fingers during fine motor skill activities • Takes part in finger rhymes.	• Identifies different fingers especially in songs like 'Peter Pointer' and 'Baby Small.' • Matches finger symbols to collections of objects.	• Shows numbers with fingers. • Follows lines on a maze with different fingers.
Sets	• Recognises and identifies objects that are alike e.g. red objects. • Sorts by using a single attribute e.g. 'I picked out all the heart shaped pieces.'	• Uses binary sorting: dividing a collection into two groups, ones with a specific attribute and ones without. • Comes up with own criteria for sorting.	• Uses multiple set sorting by focusing on different attributes e.g. red gloves and mittens can become large red gloves and large red mittens. • Compares and orders sets by using specifically mathermatical attributes e.g. the set that has the most (quantity).
Measurement	• Identifies length, weight and capacity as attributes • Explores differences in size, weight and length • Compares capacity of two containers by pouring • Understands recent past and future. • Is beginning to anticipate times of the day e.g. lunch, home. • Describes length or height measurement as big or small.	• Makes comparisons between objects relative to size, length, weight and capacity. • Physically aligns two objects to see which is longer. • Packs cubes into a box in an organised way. • Can order up to five objects by length • Uses 'than' to compare objects • Remembers the sequence of events in a book or real life • Uses non-standard measuring tools	• Describes measurable attributes of objects • Enjoys predicting and discussing comparisons of attributes • Understands fairness and accuracy • Uses a variety of measuring tools • Compares the length of two objects by using a third object • Estimates how many cubes will fill a space • Sequences and orders events • Is beginning to use a timer and a calendar • Uses an increasing amount of measurement vocabulary.

EYFS Maths Milestones			
	Milestone 1 (end of Term 1)	**Milestone 2 (end of Spring 1)**	**Milestone 3 (end of year)**
Shapes	• Uses names of 2D shapes as labels • May physically rotate shapes to match a prototype shape • Uses everyday language for 3D shapes e.g. ball or block • Is beginning to see shapes in the environment e.g. a house is a square with a triangle roof. • Uses blocks to build structures.	• Is beginning to use attributes to describe shapes • Recognises corners • Describes 3D shapes using 2D names e.g. a cuboid as a rectangle • Recognises edges and sides • Can make a picture using 2D shapes • Can build structures with arches, roofs and gaps for windows	• Uses attributes to identify some unusual shapes • Recognises most familiar shapes • Ignores the orientation of shapes when identifying them • Describes the faces on a 3D shape • Names some common 3D shapes e.g. a sphere or a cube. • Puts 2D shapes together to make part of a picture. • Builds more complex structures
Spatial relationships	• Responds to and uses some spatial language • Walks different routes and points out landmarks • Uses trial and error to move and rotate objects to fit spaces	• Describes the position of an object • Follows/gives verbal directions to find something using spatial language • Follows a simple map	• Describes where an object is using spatial language • Follows a sequence of directions • Plans and discusses different routes • Rotates and flips objects to make shapes flip, using spatial reasoning • Enjoys making simple maps
Data	• Recognises and identifies objects that are alike • Sorts by using a single attribute e.g. colour, shape or function • Interprets a realia graph by saying which has more or less.	• Sorts objects by a single attribute and is able to say how many • Interprets a realia graph and pictogram with some adult guidance	• Sorts objects for a reason • Creates realia graphs and pictograms • Can say which has more and which less on a bar graph • Makes labels for a graph