

BCI EYFS Mathematics Curriculum Overview and Progression

2025–2026



At BCI, our EYFS mathematics curriculum is designed to be ambitious, coherent and carefully sequenced, ensuring that all children develop the knowledge, skills and understanding they need to succeed in the next stage of their education.

Intent

Our intent is for all children to develop a deep and secure understanding of number, alongside appropriate knowledge of shape, space and measure. We aim for children to use mathematical language confidently, make connections in their learning, and develop positive attitudes towards mathematics.

Implementation

To achieve this, we use the NCETM Mastering Number programme as the core approach for teaching number in Reception. This programme is highly structured and sequenced, enabling children to develop fluency and number sense through subitising, counting, comparison and composition. In EYFS, a Word Aware approach is used to explicitly teach and reinforce key mathematical vocabulary. Learning builds cumulatively over time so that children know more and remember more.

As Mastering Number does not explicitly cover shape, space and measure, we use the White Rose Maths EYFS scheme to plan and teach these areas across the year. White Rose provides a clear progression for shape, space and measure, ensuring that the full breadth of the EYFS mathematics curriculum is taught.

Both approaches are delivered through short, focused adult-led sessions alongside meaningful opportunities within continuous provision. Teaching is practical, visual and language-rich, ensuring learning is accessible to all pupils and supports all children to make progress.

Impact

As a result of this carefully designed curriculum, children leave Reception with:

- a secure understanding of number to 10
- confidence in using and explaining mathematical ideas
- experience of a broad and balanced mathematics curriculum
- strong foundations for place value, calculation and reasoning in Key Stage 1

This ensures continuity and progression into the Key Stage 1 mathematics curriculum.

Curriculum Structure and Progression

Number – NCETM Mastering Number

Mastering Number forms the backbone of number teaching in Reception. Daily sessions focus on subitising, counting and cardinality, composition and decomposition of numbers, and comparison and number relationships.

Learning is purposeful and carefully sequenced, supported through the use of manipulatives such as counters, five frames, ten frames and part-whole models, alongside high-quality mathematical talk. Alongside daily adult-led sessions, learning is reinforced through continuous provision, ensuring children develop secure number sense and strong foundations for progression into Key Stage 1.

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20

Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	Subitise within 5 focusing on die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number to</i> Make unequal sets equal
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8 Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers

Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – '5 and a bit'	Composition - of 10	Comparison – linked to ordinality Play track games	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

Shape, Space and Measure – White Rose Maths

Alongside the focus on number, shape, space and measure are taught using the White Rose Maths EYFS scheme, ensuring clear sequencing and progression across the year. Learning is practical and play-based, delivered through adult-led sessions, continuous provision and enhanced provision opportunities, supported by high-quality mathematical talk.

This approach enables children to develop secure positional and spatial language, confidence in recognising and describing 2D and 3D shapes, and an early understanding of measure and comparison, providing strong foundations for progression into Key Stage 1.

Term	White Rose Units	Focus and Key Learning
Autumn	Getting to know you	Children explore their environment, use positional language and notice similarities and differences through play.
	Match, sort and compare	Children sort objects by colour, size and shape, compare objects and begin to recognise patterns.
	Talk about measure and patterns	Children use everyday language to describe length, height, size and patterns through practical activities.
	Circles and triangles	Children recognise, name and describe circles and triangles, focusing on simple properties.
	Shapes with four sides	Children explore squares and rectangles and compare shapes with four sides.
Spring	Mass and capacity	Children compare objects using language such as heavy, light, full and empty through hands-on exploration.
	Length, height and time	Children measure and compare length and height and begin to use everyday language related to time and sequencing.
	Explore 3D shapes	Children recognise and describe common 3D shapes and explore their properties in real-life contexts.
Summer	Visualise, build and map	Children develop spatial reasoning by visualising, building structures, using maps and applying positional language.
	Make connections	Children apply their understanding of shape, space and measure across different contexts and make links in their learning.
	Consolidation	Children revisit and secure key concepts in shape, space and measure in preparation for Year 1.