



Foundational Skills in Maths at Brookfield



At the heart of our mathematics curriculum is a strong focus on securing pupils' **foundational knowledge**. We have clearly identified the essential building blocks of number - subitising, counting and cardinality, composition, comparison and number relationships - and sequenced these progressively from Reception through Key Stage 1. These core concepts are prioritised through **daily Mastering Number sessions** to ensure pupils develop fluency, automaticity and a deep understanding of number structure. Through carefully planned progression, repeated practice and opportunities for application, pupils are supported to secure and retain this knowledge over time, enabling them to access increasingly complex mathematical learning with confidence.

The purpose of this document is to:

- bring greater coherence to the national curriculum by identifying and securing core concepts and foundational knowledge, and by demonstrating clear progression across Early Years and Key Stage 1
- summarise the most important knowledge and understanding within each year group, highlighting key connections between mathematical concepts

These aims reflect national guidance, which emphasises the importance of identifying the essential conceptual knowledge pupils need in order to progress successfully through the mathematics curriculum.

This document should be used alongside the Department for Education's *Ready to Progress Criteria* and our whole school progression document to support curriculum implementation.

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EYFS					
	Subitising	Counting and Cardinality	Composition	Comparison	Number Relationships
Autumn Term	✓ I can tell when I can see how many without counting. ✓ I can subitise amounts up to 5 in different arrangements. ✓ I can explain what I see when I subitise.	✓ I can count objects accurately, saying one number for each item.	✓ I can make numbers up to 5 in different ways. ✓ I can find smaller parts within a number.	✓ I can compare two groups and say which has more or fewer.	
Spring Term	✓ I can subitise numbers within and beyond 5. ✓ I can spot smaller numbers within a larger number.	✓ I can count objects accurately to support my understanding.	✓ I can find missing parts of numbers (within 5). ✓ I can explain numbers as '5 and a bit'. ✓ I can show numbers using fingers and frames. ✓ I can recognise and show doubles.	✓ I can say if two groups are equal or not equal. ✓ I can compare groups using counting or matching.	✓ I can match quantities to numerals. ✓ I can recognise that doubles are two equal groups.
Summer Term	✓ I can recognise when a group can be subitised or must be counted.	✓ I can count larger sets accurately. ✓ I can count actions and sounds. ✓ I know the last number I say tells me how many. ✓ I can count carefully, making sure each item is counted once. ✓ I can join in with counting beyond 20. ✓ I understand that each number is one more than the previous number.	✓ I can show numbers in different ways (e.g. 10-frame, fingers). ✓ I can describe numbers as a whole made of parts. ✓ I can show doubles using structured representations.	✓ I can compare numbers and quantities. ✓ I can explain when an amount is a lot more or a little more. ✓ I can compare groups even when the objects look different.	✓ I can find one more and one less (within 10). ✓ I can order numbers. ✓ I can see patterns in the counting sequence. ✓ I can sort numbers into odd and even using patterns. ✓ I can use tools (e.g. 10-frame, rekenrek) to understand number patterns.

Year 1					
	Subitising	Counting and Cardinality	Composition	Comparison	Number Relationships
Autumn Term This term will build and consolidate the Early Learning Goals and support the teaching and consolidation of the following RtP criteria: • 1AS-1 • 1NF-1 • 1NPV-2	✓ I can subitise numbers within 5, including using resources (e.g. rekenrek). ✓ I can recognise patterns within small numbers.	✓ I can count within 10 accurately. ✓ I understand how numbers increase in a counting sequence.	✓ I can explain the composition of 5. ✓ I can explain numbers 6-9 as '5 and a bit'. ✓ I can represent numbers using structures (e.g. rekenrek, fingers).	✓ I can compare numbers within 10. ✓ I can use accurate mathematical language (greater than, fewer than, equal to).	✓ I can order numbers within 10. ✓ I can find 1 more and 1 less than a number. ✓ I understand how numbers fit in the number system up to 10.
Spring Term This term will particularly support the teaching and consolidation of the following RtP criteria: • 1AS-1 • 1NF-1	✓ I can recognise structured groups within numbers.	✓ I can use counting to support solving problems.	✓ I can explore and explain compositions of 7 and 9. ✓ I can partition numbers into parts. ✓ I can explain how odd and even numbers are composed. ✓ I can identify numbers that are 2 more or 2 less.	✓ I can compare odd and even numbers. ✓ I can use comparison to notice patterns in numbers.	✓ I can explain patterns with odd and even numbers. ✓ I can recognise that: 2 more/less keeps the same odd/even pattern. ✓ I can explain how numbers are related through patterns.
Summer Term This term will particularly support the teaching and consolidation of the following RtP criteria: • 1AS-2 • 1NF-1 • 1NPV-2	✓ I can recognise number structures within 10 and beyond.	✓ I can count within 20. ✓ I understand where numbers sit on a number line.	✓ I can explain numbers 11-19 as '10 and a bit' ✓ I can partition and recombine numbers within 20. ✓ I can explain the composition of numbers 6, 8 and 10. ✓ I can explain how even numbers can be made by doubling or groups of 2. ✓ I can explain how odd numbers are made of 2s and 1 more.	✓ I can compare numbers within 20. ✓ I can explain numbers using their position in the number system.	✓ I can identify midpoints (5, 10, 15) on a number line. ✓ I can use number lines and number tracks. ✓ I can explain addition and subtraction using number stories. ✓ I can connect addition and subtraction to parts and wholes. ✓ I can use 'first, then, now' to explain changes in number.

Year 2					
	Subitising	Counting and Cardinality	Composition	Comparison	Number Relationships
Autumn Term This term will particularly support the teaching and consolidation of the following RtP criteria: • 1NPV-2 • 2NF-1	✓ I can recognise number structures quickly without counting.	✓ I can ✓ Recall number bonds within 10. ✓ I can use known facts to find totals without counting.	✓ I can explain numbers 6-9 as '5 and a bit'. ✓ I can explain numbers 11-20 as '10 and a bit'. ✓ I can explain how even numbers can be made of equal parts.	✓ I can compare numbers using mathematical language. ✓ I can use the symbols $<$, $>$ and $=$ correctly.	✓ I can explain how numbers are positioned in the number system to 20. ✓ I can explain how numbers are related through their structure (odd/even parts).
Spring Term This term will particularly support the teaching and consolidation of the following RtP criteria: • 2NPV-2 • 2NF-1 • 2AS-1	✓ I can recognise number patterns to support calculation.	✓ I can use known facts to calculate within 20.	✓ I can double numbers using '5 and a bit' or '10 and a bit'. ✓ I can use doubles to solve near doubles. ✓ I can use number bonds of 10 to find bonds of 20. ✓ I can use known number bonds to calculate within 20.	✓ I can compare numbers within 20 and beyond.	✓ I can explain how numbers within 10 connect to numbers within 100. ✓ I can identify multiples of 10. ✓ I can identify and explain the midpoint of 50. ✓ I can explain how number relationships help me calculate efficiently.
Summer Term This term will particularly support the teaching and consolidation of the following RtP criteria: • 2NF-1 • 2AS-1 • 2AS-2	✓ I can use known structures to recognise numbers and support reasoning.	✓ I can use efficient strategies to solve addition and subtraction problems.	✓ I can add and subtract across the 10 boundary. ✓ I can use different strategies to subtract across 10. ✓ I can use bonds of 20 with any given number. ✓ I can use three numbers that combine to make 10. ✓ I can combine and partition numbers within 20.	✓ I can solve and explain inequalities. ✓ I can explain whether a number sentence is true or false.	✓ I can use doubles and near doubles to solve calculations. ✓ I can transform calculations into known facts (e.g. near doubles – doubles). ✓ I can explain addition and subtraction as related operations. ✓ I can use a number line to position multiples of 10 to 100. ✓ I can identify and explain midpoints on number lines.



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