

Maths Shape & Space Progression Overview EYFS

Shape & Space							
NCETM Typical Progression ↓	Nursery				Reception		
	Baseline r <small>ready to start 3-4 years curriculum</small>	Autumn	Spring	Summer & YR Baseline to start YR curriculum	Autumn	Spring	Summer
Developing spacial awareness	<p>Fit into and through spaces.</p> <p>Play with a variety of constructions, train track, making arrangements with objects, explore printing, inset and 4-6 piece jigsaws, exploring filling containers.</p>	<p>Move in different ways: climbing, balancing, trikes and scooters around track. (PD)</p> <p>Remember the way around the setting.</p> <p>Explore using equipment and toys in different ways: rotating them, flipping them, etc. 6-8 piece jigsaws.</p>	<p>Move body and toys to negotiate still objects. (PD)</p> <p>Explore how things look far away and near.</p>	<p>Move body and toys to negotiate other children. (PD)</p> <p>Continue to explore how things look far away and near.</p> <p>Predict, move and rotate objects to fit a space or to create a shape they want.</p>	<p>Move themselves and objects around in a wide range of contexts using: Construction - varying and more challenging routes and obstacle courses. Small world - making complete train tracks Patterns - make pictures, printing Tangrams - challenge to make pictures using the shapes Jigsaws Beebots Trikes around varying and more challenging routes and courses.</p>		
Developing spatial vocabulary	<p>Respond to some positional and directional words in games, play and instructions for daily routines:</p>		<p>Responds to positional and directional words in games, play and instructions for daily routines:</p>	<p>Begin to use some positional and directional words:</p>	<p>Explore different viewpoints of models made: in front of behind forwards backwards</p>	<p>Use positional words in on under Use directional words - up down across:</p> <p>Obstacle courses - directing a friend \hunting for hidden object Bear Hunt story Zoo maps</p>	<p>Use positional words in on under Use directional words - up down across:</p> <p>Journeys we make, journeys from our focus books. Traditional Story maps.</p>

Shape awareness:	Explore using objects to build vertically.	Explore using objects to build horizontally.	Explore using objects to create spaces and enclosures.		<p>Construction choosing shapes - how built, why shapes chosen, space created within an enclosure:</p> <p>Explain why the shapes chosen were good shapes to use.</p> <p>Use strategies to complete jigsaws: e.g. find all the pieces with straight edges first.</p>		
Representing spatial relationships	Use small world, loose parts play, construction outside.	Choose which parts and pieces to use and where to place them.	<p>Handle and 'use' simple maps in role play and imaginary play.</p> <p>Explore how things look from different viewpoints: near and far</p>		<p>Small world play - describe where things are</p> <p>Behind, in front of, on top of,</p> <p>Draw from different perspectives/ viewpoints: can you draw your construction from above?</p>	<p>Design models, real things in the setting.</p> <p>Make simple maps of a route with landmarks, e.g. houses, trees on our local walk, animal enclosures at the wildlife park.</p> <p>Follow a simple map on local walks, wildlife park visit. Traditional story maps, journeys we make, journeys from our focus stories.</p>	
Identifying similarities between shapes		<p>Choose which parts and pieces to use and where to place them.</p> <p>Recognise shapes in the continuous provision resources that are the same.</p>	Recognise similarities and differences between shapes in the continuous provision resources.		<p>Construct and create things that represent objects in their environment</p> <p>Making links to the object and shapes, e.g. a ball as a circle, a train from wooden blocks, a curved block for an elephants trunk</p>		

Showing awareness of properties of shape		Begin to use some everyday language to describe shape: straight, curved, curvy, pointy, round, flat, sides, corners.	Experience using different shapes to build different structures, starting to think about which shape is best.	Use some everyday language to describe shape: straight, curved, curvy, pointy, round, flat, sides, corners.	Model specific language: Curvedness Number of sides and corners (2D) Number of edges, and vertices (3D) Equal sides Parallel sides Angle size, including right angles 2D shapes as faces on 3D shapes	Make representations of things around them using different objects including natural objects. Print using 3D shapes, exploring what the footprint will look like. e.g. What footprint do you think this cylinder will make?	
Describing properties of shape						Can utilise properties of shape as they build. E.g. I used this ball shape so it rolls down...	Distinguish between shapes using informal language - flat triangle, pointy triangle
Developing an awareness of relationships between shapes						Spot shapes within shapes Identify smaller triangles making bigger triangle Identifying 2D faces on 3D shapes Pattern blocks - can point out smaller shapes in the whole pattern/picture	Predict what shape we will see when paper is cut/folded Make decorations - folding paper, 3D shapes using interlocking cubes, Use 2D shapes to construct 3D model e.g. triangles and rectangles to create a tent

