

Maths Measures Progression Overview EYFS

Measures							
NCETM Typical Progression ↓	Nursery				Reception		
	Baseline <small>ready to start 3-4 years curriculum</small>	Autumn	Spring	Summer <small>& YR Baseline to start YR curriculum</small>	Autumn	Spring	Summer
Recognising attributes	Shows interest in differences in size, weights, capacities in play.	Re combining measures in play - changing the shape of play dough then manipulating it back to it's original shape, Splitting toys from one bucket on outdoor balance scales between both then back again.	Experience talking about attributes: Length Height Weight Capacity In play situations. E.g. in the mud kitchen, in the play dough.	Begin to use measures vocabulary; full, empty, tall, short, high, low	Recognise the attribute being measured: Length Height Weight Capacity Recognise and use vocabulary; full, empty, tall, short, high, low	Recognise that the amount stays the same even if the appearance changes. e.g. play dough stretched then rolled back again. Water poured into cups then poured back into the jug. Recognise and use some vocabulary: narrow, wide, thick, thin	

<p>Comparing amounts of continuous quantities</p>			<p>Experience comparing in play situations. Adults model: Compare lengths and heights by aligning starting points.</p> <p>Compare capacities by pouring/filling from one container to another.</p> <p>Compare weight/mass by feeling the pull on arms. Using elastic to see the pull/stretch as our arms. Relate to balance scales.</p> <p>Begin to extend vocabulary from bigger/smaller to begin to use measures vocabulary: taller, shorter, heavier, lighter, taller, shorter, more full, less full</p>	<p>Compare accurately.</p> <p>Extend vocabulary from bigger/smaller to begin to use measures vocabulary: taller, shorter, heavier, lighter, taller, shorter, more full, less full</p>	<p>Find something taller, shorter, heavier, lighter, taller, shorter, more full, less full</p>	
<p>Showing awareness of comparison in estimating and predicting</p>	<p>Fills and empties containers: e.g. n sand, water, in role play</p>	<p>Experience estimating and predicting in play situations. E.g. when finding a blanket for a doll, when filling suacepans for cooking in the role play area</p> <p>Use some vocabulary: size, holds, enough, not enough, too much, too little</p>		<p>Estimate and predict through real life problems: e.g. Find clothes for a doll, build a bed for teddy, select a box for an animal</p> <p>Use some vocabulary: guess, estimate, predict, enough, not enough, too much, too little, too many, too few, nearly, close to, about the same as, just over, just under</p>		
<p>Comparing indirectly</p>	<p>Compare one thing with one other.</p>			<p>Compare one thing with two others.</p> <p>Use language tallest, shortest, longest, shortest, heaviest, lightest.</p>		
<p>Recognise the relationship between the size and number of units</p>	<p>Handle a range of equipment in and outside.</p>			<p>Compare units of different sizes in practical contexts: e.g. fill a container with small bales or large balls, what if we use ping pong balls?</p> <p>Generalisation: the smaller the unit the more we need of them. The bigger the unit the less we need of them</p>		

<p>Begin to use units to compare</p>	<p>Handle real life measures equipment in play. e.g. height charts, jugs, timers, clocks.</p>			<p>Identical bricks, metre sticks so can physically count the units - height charts, timers, measuring tapes (although not yet fully understand how they work)</p>
<p>Begin to use time to sequence events</p>	<p>Experience visual timetable during sessions. Begin to anticipate key times such as lunch time and home time. Begin to join in with retelling stories.</p>	<p>Join in with the visual timetable and retelling stories using words: first, next, after that, finally Sequence everyday events/routines and focus stories. Before, after, next, Days of week Yesterday, today</p>		
<p>Beginning to experience specific time durations</p>	<p>Sand timers used to support taking turns in group activities such as bikes and trikes.</p>	<p>How many sleeps Sand timers in play Time duration in Songs</p>		

