

EYFS · PRE-K-Y1

Early Maths

EYFS Knowledge Organiser — Reception / KS1

Key early maths concepts

1

Subitising

The ability to instantly recognise HOW MANY objects are in a small set — without counting. Develops before reliable counting.

Example: Seeing ●●● and saying 'three' immediately — like a dice face

2

Cardinality

Understanding that the last number counted tells you HOW MANY there are in the whole group.

Example: Counting 1,2,3,4 crayons → understanding there are 4 crayons

3

One-to-one correspondence

Touching each object once and saying one number — the foundation of accurate counting.

Example: Moving each brick to a separate spot while counting

4

Conservation of number

Understanding that the number of objects stays the same even if they're rearranged or spread out.

Example: 5 bricks pushed together = 5 bricks spread apart (ages 4-5 develop this)

5

Ordinality

Understanding that numbers have a fixed order, and that position matters.

Example: 3 comes after 2; 2nd place in a race



6

Part-whole thinking

Understanding that a quantity can be split into parts, and those parts recombine to make the whole.

Example: $5 = 3$ and 2 ; $5 = 4$ and 1 ; $5 = 5$ and 0

Progression — number development

Progression

Typical development from age 2 to end of EYFS

- AGE 2-3: Knows some number names; counts 1-2-3 but may not match objects; recognises 'more'
- AGE 3-4: Counts reliably to 10; beginning 1-1 correspondence; subitises to 3
- EARLY RECEPTION: Counts reliably to 20; beginning to subitise to 5; can find one more/one less within 10
- END RECEPTION ELG: Count reliably to 20; place each number correctly; say which is more/fewer; using +/- language; subitise to 5; automatically recall number bonds to 5
- MASTERY SIGNAL: When a child instantly knows 'one more than 6 is 7' without counting on — they've internalised the number system

