



Goldenhill Primary Academy

Curriculum Progression Map - Maths (EYFS)

Progression in Doubling

Progression of Skills	Possible Misconceptions	Pedagogical Guidance
Can understand the vocabulary of 'matching' and 'same' through picture matching or number shapes.		Provide lots of visual examples for children to explore. Encourage children to find two matching items to make a double.
Compares two groups of objects, saying when they have the same number.		Compare items of different appearances, for example colour or size, to explore 'same' based on quantity not appearance. For example, sorting balls, marbles or dolls.
Can recognise dice doubles when playing board games or spot pattern doubles on dominoes, and begin to use the term 'double'.		Provide dice and dominoes for children to explore. Encourage them to roll doubles using two dice and to find the special doubles dominoes that show the same number of spots on both sides of the domino.
Can recognise when a set of objects or pictures are not a double.		Present sets of objects, some of which are not doubles. Encourage children to talk about the objects and explain if they are or are not a double, giving reasons for their answers.
Can complete the second part of a double through mirroring activities, such as mirroring the number of fingers that a partner shows them or painting a matching number of spots.	Children are not able to copy the quantity to complete a double.	Children could hold up a number of fingers in a mirror and look at how the identical reflection makes a double. Children can recognise that the number of fingers is the same. Children can complete the second part of doubles on peg boards, paintings, playdough and role-play activities.
Can make and explain their own doubles through practical activities.	Children may not fully understand the term 'double' and may use it to describe sets of objects that contain different amounts.	Provide opportunities for children to make and talk about doubles during creative activities, such as printing, sticking, painting and cake decorating. Doubles could also be generated on a larger scale with hoops and beanbags by grouping children or outdoor equipment.



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Can use the language of doubling, such as 'two of the same', 'same again' and 'double'.		When the children are engaging in doubling activities, model using a range of different language to describe doubling, such as 'two of the same' and 'same again'.
Can calculate doubles when working practically with concrete resources.	Children may recognise a double but are unable to calculate the answer.	Provide plenty of practical activities to explore doubles, such as placing identical number shapes, counters or real-life objects next to each other to calculate the double. Model the language of doubles and how to calculate the answer.
Can solve problems involving doubles.	Children may not recognise when to use doubling.	Offer the children a range of problem-solving opportunities, such as doubling the number of children in a game or finding double the number of resources in the role-play area.
Has instant recall of some small doubles, up to double five.	Children have instant recall of doubles without fully understanding the concept.	When doubles are spoken about, ensure that both ways of describing the double are used, such as 'double two is four and two add two equals four'. Provide practical opportunities to explore doubles and explain, prove and demonstrate their answer.
Can recognise a double when it is not shown in a regular pattern. Understands that doubled sets of objects may look different/be arranged differently but still be a double.	Children only recognise doubles when both are presented in a regular pattern.	Provide everyday examples of doubles that are not identical or in regular patterns, such as beanbags thrown into a hoop and food on plates.
Can create doubles in order, from one to five, and say what they notice.		Make ladybird doubles or line up number shape doubles in order, from one to five. Circle the doubles on a number line and discuss with the children patterns they can see.