



Goldenhill Primary Academy

Curriculum Progression Map - Maths (EYFS)

EYFS Maths Skills Progression: Sharing

Progression of Skills	Possible Misconceptions	Pedagogical Guidance
Children understand fair and unfair when objects or snacks are shared between them.		Model using the vocabulary fair and unfair. Talk about different scenarios where we use these words, e.g. it is not 'fair' to stop someone having a go in a game, but we also use 'fair' to mean sharing something equally. Provide opportunities to model sharing in a group. Ask the children if the way you have shared resources is 'fair.'
Children can share fairly through practical activities such as putting food on plates or sharing toys equally.	Children may not recognise that to be shared fairly, everyone needs to have the same amount.	Practise sharing out fruit equally at snack time or sharing out a number of objects such as building bricks. Also explore sharing things such as playdough and looking at size rather than quantity. Discuss with the children that 'fair' is about the amount or size of objects and now how the objects appear (e.g. whether a group of raisins are spread out or close together).
Use the vocabulary of sharing such as 'equal groups', 'sharing fairly', 'shared between', 'fair' and 'unfair'.		Model using a variety of vocabulary when talking about sharing, including fair, unfair, more, fewer, less, shared equally, shared fairly, shared between. Use practical activities, such as sharing snacks and equipment, sharing a number of toys between children or sharing out items in role play. Set up unfair scenarios to encourage children to actively use vocabulary. Model getting it wrong yourself and ask children to tell you how to make it more fair.
Compare groups of objects, saying when they have the same number.	Children might not understand the vocabulary 'same' in terms of number or quantity.	In any of the continuous provision areas, take opportunities to discuss with children how they have shared equipment amongst themselves and whether they have the same number or a different number of objects. Play sharing games with the children where they must share objects between toys or characters, such as sharing coins between pirates, then discuss the amounts and whether they have the same.



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Children can count the groups they have made and count how many objects are in each group.	Children struggle to understand whether they are counting the number of groups or the objects in the groups.	Play practical sharing games in small groups using concrete objects. Encourage the children to count their objects into groups, count how many in each group and how many groups they have made.
Children are aware that the original quantity remains unchanged, but it has been shared equally.	Children may not understand that the original quantity remains unchanged and may need to count to check.	Provide opportunities for children to talk about what they have found when sharing by talking about it in whole sentences. For example, 'I shared four apples between two friends. There are still four apples but they have two each.'
They solve problems, including sharing.		Provide children with opportunities to solve problems that involve sharing, such as sharing snacks at a teddy bears' picnic to find out how many snacks they can have each, sharing sweets or sharing shells between two sandcastles. Investigate how many children can fairly share ten sweets. Talk about what happens if there is something 'left over'.