



Maths Progression

	End of Term One	End of Term Two	End of Term Three
Two YR Olds / N1	<ul style="list-style-type: none"> • Can combine objects eg stacking blocks • Complete inset puzzles • Count in everyday contexts / some numbers in sequence (may skip numbers) 	<ul style="list-style-type: none"> • Can take part in finger rhymes • Build with a range of resources • Reacts to changes of amount – up to 3 items • Compare amounts using language eg ‘lots’, ‘more’, ‘same’ 	<ul style="list-style-type: none"> • Arrange things into patterns (notice) • Compare sizes – using gestures and language eg ‘big/small/little/bigger/smaller/tall/heavy/high/low) • Climb and squeeze themselves into different types of sizes
Nursery 2	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. 	<ul style="list-style-type: none"> • .Show ‘finger numbers’ up to 5. • Experiment with their own symbols and marks as well as numerals. • Compare quantities using language: ‘more than’, ‘fewer than’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Solve real world mathematical problems with numbers up to 5 • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception</p>	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Compare numbers • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
--	--	--	---