

## Maths Progression

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

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