

Maths (Early Years) Skills Progression

Maths - Number			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p>	<p>Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0- 5/0-10.</p> <p>Have a deep understanding of number 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5.</p> <p>Recall some number bonds to 10, including doubling facts.</p>
<p>SEND Provision:</p>	<p>Photo and pictorial prompts to support with understanding</p> <p>Use of Makaton/Communication boards to support with explaining understanding</p> <p>Consistent practical resources e.g. Numicon</p> <p>Apply in daily situations e.g. dice with game playing</p>		

Maths – Numerical Pattern			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and identify the patterns around them.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'</p>	<p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. and start to notice patterns within them.</p> <p>Distribute items evenly from a group.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Become familiar with two-digit numbers</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>SEND Provision:</p>	<p>Photo and pictorial prompts to support with understanding</p> <p>Use of Makaton/Communication boards to support with explaining understanding</p> <p>Regular exposure to patterns & extra modelling of solving these</p>		

Maths (Early Years) Skills Progression

Maths - Shape & Space (No longer ELG)			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>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'.</p> <p>Understand position through words alone with no pointing.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>
<p>SEND Provision:</p>	<p>Extra shape resources e.g. shape puzzles & boxes etc.</p> <p>Photo and pictorial prompts to support with understanding</p> <p>Use of Makaton/Communication boards to support with explaining understanding</p>		