



St Anne's Catholic Primary School

Maths Progression - Early Years

	<u>Nursery</u>	<u>Reception</u>
Cardinality and Counting	<ul style="list-style-type: none">• To have a deep concise understanding of number names to 2• Recite finger and number rhymes• Count in everyday contexts• To understand the last number counted gives the total (Cardinal principle)• To recognise up to 2 objects without counting (Subitising)• Link numerals to amounts up to 2• To understand the conservation of numbers knowing that the number does not change if objects are rearranged• Recognises some numerals of personal significance• To have a deep concise understanding of number names to 4• To recognise up to objects without counting(Subitising)• Recite number rhymes• Recite numbers past 5 and say one number for each item in order• Understand the last number counted gives the total (Cardinal principle)• Link numerals with the correct amountTo compare amounts	<ul style="list-style-type: none">• Children need to know number names, to five.• Recite number rhymes and count back from five• Counting objects and things that can't be seen, such as sounds, actions• Understand the last number counted gives the total.(Cardinal principle)• To recognise up to 5 objects without counting.(Subitising)• Link numerals to amounts up to 5• To understand the conservation of numbers knowing that the number does not change if objects are rearranged• Recognises some numerals of personal significance• To know number names, to 10.• Recite number rhymes and count back from 10• To know number names to 10, and extending to larger numbers, including crossing boundaries 19/20 and 29/30• Counting back,starting from different numbers



	<ul style="list-style-type: none"> • To have a deep concise understanding of number names to 5 • To recognise up to 3 objects without counting (Subitising) • Understand the last number counted gives the total (Cardinal principle) • Show finger numbers up to 5 • Link numerals with the correct amount Count 5 objects accurately 	<ul style="list-style-type: none"> • To match numerals with the correct amount of objects to 10 • Understand the last number counted gives the total (Cardinal principle) • Counting back, starting from different numbers • To match numerals with the correct amount of objects to 10 • To understand the pattern of odd/even and doubles
Comparison	<ul style="list-style-type: none"> • To compare amounts using 'lots', 'more' or 'same' • To identify groups with the same total Solve real world mathematical problems • To compare amounts using 'more than', 'fewer than' • To identify groups with the same total Solve real world mathematical problems • To compare amounts using 'more than', 'fewer than' • To identify groups with the same total. Solve real world mathematical problems to 5 	<ul style="list-style-type: none"> • Children need to compare quantities, understanding more and less. • To identify groups with the same total. • Children can compare numbers that are far apart, near to and next to each other. • To understand the one more/less relationship between numbers to 5 • To compare quantities, understanding more and less • To understand the symbols for addition/ subtraction and correctly complete simple practical calculations • To be able to half and share groups of objects • To understand the pattern of odd/even and doubles • To understand the pattern of odd/even and doubles
Composition	<ul style="list-style-type: none"> • Experiment with symbols, marks and numerals 	<ul style="list-style-type: none"> • Children need to recognise smaller numbers within a bigger number to 5 (Conceptual subitising)



	<ul style="list-style-type: none">• To see smaller numbers within bigger numbers• To compare amounts, knowing which is the same, which is more• To see smaller numbers within bigger numbers• To understand how to make a given number by adding or taking away 1 object• To know that a given number can be made by adding different amounts	<ul style="list-style-type: none">• Explore all the ways 5 can be and look• To partition a number of things into two groups, and to recognise that those groups can be recombined to make the same total to 5• Recall number bonds to 5• To understand, explore a range of ways to partition a whole number• To automatically recall number bonds to 10• To count things that can't be seen, such as sounds and actions.• To count things that cannot be moved
Pattern	<ul style="list-style-type: none">• Notice patterns in their environment• To arrange things in patterns• To follow simple AB action patterns• To replicate and talk about an AB pattern• To begin to create more complex patterns• To begin to create their own simple AB action patterns• To begin to create and talk through the process of their own AB patterns• Begin to notice mistakes in patterns	<ul style="list-style-type: none">• Spot patterns in stories and in the environment.• Make patterned wrapping paper• Show ABAB patterns for children to continue• To create their own ABAB pattern.• Get children to spot mistakes in patterns• AB patterns• To understand patterns in numbers including odd, even and doubling.• To continue and create AB patterns To begin to create more complex patterns• To be secure with more complex patterns AAB, ABC ABBC• To verbally identify the pattern of repeat eg. red-blue pattern rather than red,blue,red, blue• Making circular patterns



		<ul style="list-style-type: none">• Pattern spotting in the environment and stories/rhymes• To understand patterns in numbers including odd, even and doubling
Shape and Space	<ul style="list-style-type: none">• To complete a range of different puzzles• To stack and place objects inside others• To build with a variety of resources.• Begin talking about and exploring 2D shape, naming a circle when shown.• Use a circle appropriately for pictures/models• Select a circle from a group of shapes.• Begin to be aware that a circle has no corners and one side• Develop some spacial awareness(climbing/squeezing into different places)• Explore positional language through stories e.g Going on a Bear Hunt• To build with a variety of resources. Name a triangle when shown and use it appropriately for pictures/models• To select a Triangle from a group of shapes• Begin to be aware that a Triangle has 3 corners and 3 sides..• To recognise a square and point out a corner/side.• To select a square from a group of shapes	<ul style="list-style-type: none">• To expose children to and to use the language of position and direction• Children understand about rotating shapes showing an awareness of space e.g. placing jigsaw pieces• To identify similarities and differences between shapes• To begin to use language to describe shapes and their properties• 2D/3D shapes• Colour recognition• To begin to use language to describe shapes and their properties• To begin to use positional language in hiding games and stories (Bear Hunt, Rosie's Walk)• To construct and create things that represent objects in their environment• To notice and discuss shape properties



	<ul style="list-style-type: none">• Begin to notice similarities and differences and sort shapes according to whether they have corners or not• Understand positions through words alone.• To understand position: 'in', 'on', 'under' direction: 'up', 'down', 'across'• To build with a variety of resources, beginning to choose some appropriate shapes Recap 2D shapes.• To sort 2D and 3D shapes.• Begin to use informal and mathematical language• To begin to use some positional language	
Measures	<ul style="list-style-type: none">• Begin to sequencing pictures and events• Find things in the environment that are longer, shorter or the same length• To compare parcels, ensuring some of the smaller parcels are heavy, and some of the larger parcels are light• To order 3 things by height/length.• Begin to build up their vocabulary to describe length• Understand each day of the week has a different name• Spot mistakes in sequencing of pictures/events• To fill and empty containers• To identify and say when a container is full and empty• To order 3 containers for capacity	<ul style="list-style-type: none">• To begin to show an awareness of estimating and predicting• Sequence daily events• Time lines• Ordering by size• To compare capacity using different-sized containers• To compare size, weight and lengths.• To begin to use language to describe size, length and weight• To describe sequences by retelling stories.• Ordering by size• To compare capacity using different-sized containers• To begin to recognise attributes of length



	<ul style="list-style-type: none">• To know which container has more/less• To begin to predict 'What will fit in here?'	<ul style="list-style-type: none">• To compare sizes, lengths, weights and capacities verbally and begin to use more specific terms, such as 'taller than', 'heavier than', 'lighter than', and 'holds more than• To show an awareness of estimating and predicting.• Children use units to 'measure' and compare• Time lines
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