

## Early Years Skills Progression - Mathematics

	Autumn	Spring	Summer
0-3		<ul style="list-style-type: none"> <li>• Combine objects like stacking blocks and cups.</li> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>• Climb and squeezing selves into different types of spaces.</li> <li>• Build with a range of resources.</li> <li>• Complete puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>	
3-4 (Nursery)	<ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</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> <li>• Show 'finger numbers' up to 5.</li> <li>• Experiment with their own symbols and marks</li> <li>• Talk about and explore 2D shapes (circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>• Extend and create ABAB patterns - stick, leaf, stick, leaf</li> <li>• Make comparisons between objects relating to size, length,</li> <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>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about and explore 3D shapes (for example, cuboids, sphere, cone, pyramid) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects weight and capacity.</li> </ul>

<p>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>•Compare numbers.</li> <li>•Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>•Explore the composition of numbers to 10.</li> <li>•Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>•Automatically recall number bonds for numbers 0-10.</li> <li>•Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>•Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>•Compare length, weight and capacity.</li> </ul>	<p><b><u>Number</u></b></p> <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> </ul> <p><b><u>Numerical Patterns</u></b></p> <ul style="list-style-type: none"> <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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