Maths Progression

	Counting	Place value, ordering and comparing	Identifying, representing and estimating numbers	Number facts (+/-)	Problem-solving (+/-)	Number facts (x/÷)	Problem-solving (x/÷)	Pattern
Nursey	• recite numbers past 5 • develop 1:1 correspondence • understand that the last number reached when counting a small set of objects tells you how many there are in total (cardinality)	• begin comparing quantities using language: 'more than', 'fewer than'.	• fast recognition of up to 3 objects without having to count them individually (subitising) • use fingers to represent numbers up to 5 • identify the numeral representation for different quantities up to 5 • experiment with representing numbers using their own symbols and marks as well as numerals					• talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • extend and create ABAB patterns – stick, leaf, stick, leaf. • notice and correct an error in a repeating pattern.

	Counting	Place value, ordering and comparing	Identifying, representing and estimating numbers	Number facts (+/-)	Problem-solving (+/-)	Number facts (x/÷)	Problem-solving (x/÷)	Pattern
Reception *Learning from nursery is revisited and consolidated across all strands	• 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 the composition of numbers up to 10	• subitise up to 5 • understand the link between numerals with their cardinal value beyond 5	• begin to understand the 'one more than'/'one less than' relationship between consecutive numbers • automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, include double facts	• using quantities and objects, add and subtract 2 single-digit numbers and count on or back to find the answer	• explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly	• explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly	• continue, copy and create repeating patterns (ABB/AAB/ABC)

Maths Progression

	Measures	Money	Time	Shape vocabulary Properties of 2-d shape Properties of 3-d shape	Position & Direction
Nursey	• use everyday language to talk about size, length, weight and capacity, begin making comparisons between them • being to describe a sequence of events, real or fiction, using words such as 'first', 'then'...			• 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'. • select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. • combine shapes to make new ones – an arch, a bigger triangle, etc.	• understand position through words alone, for example, "The bag is under the table," without pointing • describe a familiar route • discuss routes and locations, using words like 'in front of' and 'behind'

	Measures	Money	Time	Shape vocabulary Properties of 2-d shape Properties of 3-d shape	Position & Direction
Reception ***Learning from nursery is revisited and consolidated across all strands**	• consolidate comparing length, weight and capacity • use everyday language to talk about time	• use everyday language to talk about money, compare quantities and solve problems	• use everyday language to talk about time and solve problems	• select, rotate and manipulate shapes in order to develop spatial reasoning skills • compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.	• revisit and consolidate learning from nursery • draw information from a simple map.

	Mathematical Vocabulary
	Communication & Language 18 months- 3 years • Start to use words for time e.g. now/ later And include descriptive words e.g. blue car 3 & 4 year olds • Use a wider vocabulary • Understand 'why' questions, like 'Why do you think the caterpillar is so fat?' Reception • Use new vocabulary in different contexts **ELG: Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary**
	Number & Place Value
Counting	Mathematics 18 months- 3 years • Count in everyday contexts (sometimes skipping) • Notice patterns and arrange things in patterns 3 & 4 Year Olds • Say one number for each item • Recite numbers past 5 • Show 'finger numbers to 5' • Know that the last number reached when counting a small set of objects tells you how many there are in total ('Cardinal Principle') Reception • Count beyond 10 • Count objects, actions and sounds **ELG: Mathematics Numerical Patterns** **Verbally count beyond 20, recognising the pattern of the counting system**

Recognising Numbers (Understanding Composition of Numbers)	Mathematics 18 months- 3 years • Take part in finger rhymes with numbers e.g. round and round the garden • Count in everyday contexts (sometimes skipping e.g. 1,2,3,5) 3 & 4 Year Olds • Show 'finger numbers to 5' • Link numerals and amounts to 5 • Say one number for each item • Recite numbers past 5 Reception • Explore the composition of numbers to 10 • Link the numerical symbol with its cardinal number value (numeral value) • Count objects, actions and sounds **ELG: MATHEMATICS: NUMBER** **Have a deep understanding of number to 10, including the composition of each number**
Identifying, Representing & Estimating Numbers	Mathematics 18 months- 3 years • React to changes of amount in a group of up to 3 objects • Count in everyday contexts • Take part in finger rhymes with numbers e.g. round and round the garden 3 & 4 Year Olds • Fast recognition of up to 3 objects (subitise) • Show 'finger numbers to 5' • Link numerals and amounts to 5 • Experiment with their own symbols and marks as well as numerals Reception • Subitise • Count objects, actions and sounds • Link the numerical symbol with its cardinal number value (numeralvalue) **ELG: MATHEMATICS: NUMBER** **Subitise (recognise quantities without counting) up to 5**
Reading & Writing number	Mathematics 18 months- 3 years NA 3 & 4 Year Olds

	• Experiment with symbols and marks as well as numerals • Link numerals and amounts to 5: for example, showing the right number of objects to match the numeral, up to 5. Reception • Link the number symbol (numeral) with its cardinal number value
Compare & order numbers	Mathematics 18 months- 3 years • Compare amounts saying lots, more, same. 3 & 4 Year Olds • Compare quantities using vocabulary: more, less, fewer, same Reception • Compare numbers • Understand the one more/ one less than relationship **ELG: MATHEMATICS: Numerical Patterns** **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity**
Solve Problems	Mathematics 18 months- 3 years • Complete inset puzzles (problem solving) • Climb and squeeze selves into spaces- problem solving 3 & 4 Year Olds • Solve real world maths problems with numbers up to 5
	Addition & Subtraction
Mental Calculations	Mathematics Reception • Recall number bonds to 10 **ELG: MATHEMATICS: NUMBER** **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**
Solve Problems	Mathematics Reception • To subitise • Link the number symbol (numeral) with its cardinal number value **ELG: MATHEMATICS: NUMERICAL PATTERNS** **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**

	Measurement	
Describe, Measure, Compare & Solve	Mathematics 18 months- 3 years • Compare sizes, weights, etc. Tall, long, high, heavy etc 3 & 4 Year Olds • Make comparisons between objects relating to length, size, weight and capacity Reception • Compare length, weight and capacity	
Telling the Time	Mathematics 3 & 4 Year Olds • Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then….' Reception • use everyday language to talk about time and solve problems	
	Properties of Shape	
Recognising 2D and 3D shapes and their properties	Mathematics 18 months- 3 years • Build with a range of equipment Complete inset puzzles • Combine objects such as blocks and stacking cups- put inside each other and remove Complete inset puzzles 3 & 4 Year Olds • Talk about and explore 2D and 3D shapes using informal mathematical language • Select shapes appropriately for building or creating pictures and models • Combine shapes to make new ones. Reception • Talk about and explore 2D and 3D shapes using informal mathematical language • Select, rotate and manipulate shapes in order to develop spatial reasoning skills	
Compare & Classify Shapes	Mathematics Reception • Compose and decompose shapes- recognition that a shape can have shapes within it (just like a number)	
	Position and Direction	
Position Direction and Movement	Mathematics 3 & 4 Year Olds	Understanding the World Reception • Draw information from a simple map

	• Understand position through words alone e.g. under, over, on top of etc. • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind'	
Patterns	Mathematics 18 months- 3 years • Notice patterns and arrange things in patterns. 3 & 4 Year Olds • Talk about and identify patterns around them e.g. stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy, spotty, blobs etc. • Extend and create patterns ABAB patterns – stick/leaf/stick/leaf etc. • Notice errors in patterns and correct Reception • Continue copy and create repeating patterns	
	Weight & Size	
Weight & Size Comparison	Mathematics 18 months- 3 years • Compare sizes, weights, etc. using gesture and language e.g. big, tall heavy 3 & 4 Year Olds • Make comparisons between objects relating to length, size, weight and capacity Reception • Compare length, weight and capacity	
	Statistics	
Record, Present and Interpret Data	Mathematics 3 & 4 Year Olds • Experiment with their own symbols and marks, as well as numerals	