

Reception Progression of Skills Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2	Early Learning Goal (ELG)
Number and Numerical Patterns (Mastering Number)	Focus: Subitising To subitise within 3. To subitise objects and sounds. Focus: Counting, ordinality and cardinality To develop counting skills. Focus: Composition To explore how all numbers are made of 1s. To explore the composition of 3 and 4. Focus: Comparison To compare sets – ‘just by looking’ To use the language of comparison: <i>more than</i> and <i>fewer than</i>.	Focus: Counting, ordinality and cardinality To develop counting skills and knowledge, including: that the last number in the count tell us ‘how many’; to be accurate in counting – each thing must only be counted once; understanding that anything can be counted – actions and sounds. To make different arrangements of numbers within 5 and talk about what they can see. Practise object counting skills using 1-1 correspondence. To match numerals to quantities within 10. Verbal counting beyond 20.	Focus: Subitising To continue to develop their subitising skills for numbers within and beyond 5. To match numerals to quantities within 5. To begin to identify missing parts for numbers within 5. Focus: Counting, ordinality and cardinality To focus on ordinality and the ‘staircase’ pattern. To recognise that each number is one more than the previous number. Focus: Composition To develop the composition of 5. To recognise and explore the structure	Focus: Counting, ordinality and cardinality To join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. Focus: Comparison To order numbers to 8. Use language of <i>less than</i>. Focus: Composition To explore the composition of 7. To recognise doubles as two equal groups. To explore how some numbers can be made with 2 equal parts. To sort numbers according to attributes <i>e.g. their shape</i> - odd and even numbers.	Focus: Counting, ordinality and cardinality To continue to develop their counting skills by counting larger sets. To develop accuracy in counting actions and sounds. Focus: Subitising To develop subitising up to 6 - including in structured arrangements. Focus: Composition To explore the composition of 10. To represent a range of numbers using a 10-frame. Focus: Comparison To order sets of objects, linking this to their understanding of	Focus: Subitising To be secure in subitising to 5. Focus: Counting, ordinality and cardinality To continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. To develop accuracy in both verbal and object counting. Focus: Comparison To compare quantities and numbers, including sets of objects which have different attributes. To identify the one more than and one less than within 10. Focus: Review and Assess	Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system.

		Focus: Composition To explore the concept of 'whole' and 'part' To explore the composition of 3, 4 and 5. To spot smaller numbers 'hiding' inside larger numbers. Focus: Comparison To compare sets by matching. To use the language of comparison: <i>more than, fewer than, an equal number.</i>	of 6 and 7 as '5 and a bit' To compare sets and use the language of comparison: <i>more than, fewer than, an equal number to.</i> To make unequal sets equal.		the ordinal number system.	Automatic recall of bonds to 5. Composition of numbers to 10. Comparison. Number patterns. Counting.	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 and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape, Space, Patterns and Measure	Focus: Measure To compare size. To compare mass. To compare capacity. Focus: Patterns To explore simple patterns. To copy and continue simple patterns.	Focus: Shape To identify and name circles and triangles. To compare circles and triangles. To identify and recognise shapes in the environment. To identify and name shapes with 4 sides. Combine shapes with 4 sides. Focus: Measure	Focus: Measure To compare mass. To find a balance. To explore capacity. To compare capacity. To explore length. To compare length. To explore height. To compare height. To talk about time.	Focus: Shape To recognise and name 3D shapes. To recognise and identify 3D shapes in the environment. Focus: Patterns To identify more complex patterns. To copy and continue patterns. To identify and recognise patterns in the environment.	Focus: Shape To select shapes for a purpose. To rotate and manipulate shapes. To explain shape arrangements. To copy 2D shape pictures. To find 2D shapes within 3D shapes.	Focus: Patterns To identify units of repeating patterns. To create own pattern rules. To explore own pattern rules. Focus: Space Describe position and direction using vocabulary such as: 'in', 'on', 'under', 'up', 'down', 'across', 'in front of', 'behind', 'forwards',	There are no Early Learning Goals that directly relate to shape, space, patterns and measure objectives. However, children will have experienced rich learning opportunities to explore and develop their understanding of shape, space, patterns and

	To create simple patterns.	To discuss day and night (<i>in relation to beginning to understand the concept of time</i>) Focus: Space To begin use vocabulary to describe position and direction such as: 'in', 'on', 'under', 'up', 'down', 'across', 'in front of', 'behind'.	To order and sequence events.			'backwards', 'left' and 'right'.	measure ready for Key Stage 1.
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