Seabridge EYFS - Autumn Maths Progression of skills		
Emerging	**Developing**	**Extended**
To count aloud to 3 with prompting.	To count aloud to 5 with prompting.	To count aloud to 5 independently.
To point and count objects in a row to 3 with support.	To point and count objects in a row to 3.	To point and count objects in a row to 5.
To count out 1 or 2 objects from a group with support.	To count out 1 or 2 objects from a group.	To count out up to 5 objects from a group.
To count up to 3 actions they are performing, e.g. 3 jumps, 3 claps with support.	To count up to 3 actions they are performing, e.g. 3 jumps, 3 claps	To count more than 3 actions they are performing, e.g. 5 jumps, 6 claps.
To know that numbers are represented by symbols.	To point to a given number 1-3.	To recognise numerals 1 to 5.
To know that a numeral can represent a quantity of objects.	To match numeral and quantity- 1, 2, 3 with support.	To match numeral and quantity – 1-3 independently.
To know that numbers can be placed in order.	To order numbers 1-3.	To order numbers 1-5.
To point and count 3 objects in a line.	To point and count different arrangements of objects to 3.	To point and count different arrangements of objects to 5.
	To count the total number in a group of up to 3 objects and know that the total remains the same if no objects have been added or taken away	To count the total number in a group of up to 5 objects and know that the total remains the same if no objects have been added or taken away
To show numbers using fingers to 3 with support.	To show numbers using fingers to 3.	To show numbers using fingers to 5.
To say where an object is when given 2 alternatives, e.g. is it on top of the box or underneath the box?	To understand simple language- next to, on top of, under to place an object with support.	To understand simple language- next to, on top of, under to place an object independently.
To understand first place.	To identify first and last with support.	To identify first and last independently.
To say which group of objects has the most.	To represent, compare and compose quantities of up to 3 with support.	To represent, compare and compose quantities of up to 3 independently.
	To say which group of objects has the most or the least.	To use language of most/more/ a lot when comparing quantities.
To sort shapes into circles and triangles.	I can sort shapes into squares, circles, triangles and rectangles with support.	To sort and name some of the basic shapes- circle, triangle, square, rectangle independently.
To understand that patterns	To notice a pattern in the	To name a pattern in the

can be different from one another.	environment, e.g. who is wearing something spotty/stripy?	environment, e.g. spotty, stripy
To sing songs and join in with physical repeating patterns/actions.	To continue a repeating pattern of 2 colours with support.	To continue a repeating pattern of 2 colours independently.

Within the classroom environment and continuous provision, children will begin to investigate and be exposed to:

- Weight- balance scales in mud kitchen and play dough
- Capacity- sand/water equipment
- Size comparison- everyday comparisons across all areas and discussions.
- Time-visual timetable, order of events, times of the day, days of the week, seasons.

Spring Maths Progression of Skills		
Emerging	**Developing**	**Extended**
To count aloud to 5 with prompting.	To count aloud to 5 independently.	To count aloud to 10.
To count out 1 or 2 objects from a group.	To count out up to 5 objects from a group, knowing when to stop.	To count out more than 5 objects from a group, knowing when to stop.
To count up to 3 actions they are performing, e.g. 3 jumps, 3 claps	To count more than 3 actions they are performing, e.g. 5 jumps, 6 claps.	To begin to use own marks and symbols to record a number of actions when playing a game.
To point to a given number 1-3.	To recognise numerals 1 to 5.	To recognise numbers beyond 5.
To match numeral and quantity- 1, 2, 3 with support.	To match numeral and quantity – 1-3 independently.	To match numeral and quantity 1-5 independently.
To order numbers 1-3.	To order numbers 1-5.	To order numbers up to 10.
To point and count different arrangements of objects to 3.	To point and count different arrangements of objects to 5 with support.	To point and count different arrangements of objects to 5 accurately and independently.
To count the total number in a group of up to 3 objects and know that the total remains the same if no objects have been added or taken away	To count the total number in a group of up to 5 objects and know that the total remains the same if no objects have been added or taken away	To count the total number in a group of more than 5 objects and know that the total remains the same if no objects have been added or taken away
To show numbers using fingers to 3.	To show numbers using fingers to 5.	To show different ways of making numbers to 5 on their fingers.
To understand simple language- next to, on top of, under to place an object with support.	To use simple language- next to, on top of, under to describe the position of an object.	To use simple language- next to, on top of, under, **behind, in front** of to describe the position of an object with support.
To identify first and last with support.	To identify first and last independently.	To identify 1st, 2nd and 3rd
To represent, compare and compose quantities	To represent, compare and compose quantities	To represent, compare and compose quantities

of up to 3 with support.	of up to 3 independently.	of up to 5.
To say which group of objects has the most or the least.	To use language of most/more/ a lot when comparing quantities.	To use the language of 'less' when comparing quantities.
I can sort shapes into squares, circles, triangles and rectangles with support.	To name all basic 2d shapes- square, rectangle, circle and triangle.	To name and describe 2d shapes, sing language such as straight, flat, curved, pointy.
To notice a pattern in the environment, e.g. who is wearing something spotty/stripy?	To name a pattern in the environment, e.g. spotty, stripy	To copy a pattern.
To continue a repeating pattern of 2 colours with support.	To continue a repeating pattern of 2 colours independently.	To make up own 'abab' pattern of objects.

Summer Maths Progression of Skills		
Emerging	**Expected**	**Exceeding**
To count aloud to 5 independently.	To count aloud to 10.	To count beyond 10.
To point and count objects in a row to 5.	To point and count different arrangements of objects to 5 accurately and independently.	To solve pictorial problems by pointing and counting with accuracy.
To count out up to 5 objects from a group.	To count out more than 5 objects from a group, knowing when to stop.	To solve number problems by counting out the correct number of objects from a group.
To count more than 3 actions they are performing, e.g. 5 jumps, 6 claps.	To begin to use own marks, symbols and numerals to record a number of actions when playing a game.	To record some numbers with a recognisable shape.
To recognise numerals 1 to 5.	To recognise numbers beyond 5.	To recognise all numbers to 10.
To match numeral and quantity – 1-3 independently.	To match numeral and quantity 1-5 independently.	To match numeral and quantity up to 10,
To order numbers 1-5.	To order numbers up to 10.	To order numbers beyond 10.
To point and count different arrangements of objects to 5.	To count the total number in a group of more than 5 objects and know that the total remains the same if no objects have been added or taken away	To begin to count the total of 2 small groups of objects.
To count the total number in a group of up to 5 objects and know that the total remains the same if no objects have been added or taken away	To show different ways of making numbers to 5 on their fingers.	To subitise to 5.
	To solve real- life problems with numbers to 5.	To use marks, symbols and numerals to record real life problems with numbers to 5.
To use simple language- next	To use simple	To describe a route using

to, on top of, underto describe the position of an object.	language- next to, on top of, under, **behind, in front** of to describe the position of an object.	directional language.
To identify first and last independently.	To describe a sequence of events with support using words first, then, next, etc.	To describe a sequence of events using words first, then, next, etc.
To represent, compare and compose quantities of up to 3 independently.	To represent, compare and compose quantities of up to 5.	To represent, compare and compose quantities beyond 5.
To use language of most/more/ a lot when comparing quantities.	To use the language of 'less' and 'fewer' when comparing quantities with support.	To use the language of 'less' and 'fewer' when comparing quantities.
To name all basic 2d shapes- square, rectangle, circle and triangle.	To begin to name some 3d shapes- sphere, cube, cuboid and describe using words such as flat, curved, pointy.	To name the 3d shapes sphere, cube, cuboid, pyramid and describe using words such as flat, curved, pointy.
To select shapes to represent objects.	To select appropriate shapes when making pictures and models.	
To continue a repeating pattern of 2 colours independently.	To notice and correct an error in a repeating pattern.	To make up own 'abab' pattern independently..