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| **Autumn Maths Progression- Nursery** | | |
| **Emerging** | **Expected** | **Exceeding** |
| 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 can be different from one another. | 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 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. | | |

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| **Spring Maths Progression- Reception** | | |
| **Emerging** | **Expected** | **Exceeding** |
| 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 of up to 3 with support. | To represent, compare and compose quantities of up to 3 independently. | To represent, compare and compose quantities 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. |

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| **Summer Maths Progression- Reception** | | |
| **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, on top of, underto 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. | To describe a route using 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.. |