

| Progression of skills and knowledge Mathematics | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | ELG |
|--|--|---|--|--|--|---|---|
| | To know that counting tells you how many and recognise most and least when given two different groups. | To count out a small amount from a larger group. | To use <u>subitising</u> as a way of knowing how many they have or can see. | To use quick re-call of number by <u>subitising</u> how many they are presented with and using this strategy within the provision. | To recognise numerals and match amounts to them understanding how to use a ten frame. | To recognise numbers to 10 and beyond and understand what that number represents. | <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p><u>Subitise</u> (recognise quantities without counting) up to 5.</p> <p>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.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |
| | To know when two amounts are put together the number in total is greater, when taken away it is of lesser value. | To use knowledge of addition to spot patterns in the environment, e.g. two 3's make 6. | Use counting equipment to spot patterns when re-calling number bonds to 5. | To know how many more they need to make a number when presented with a numeral, e.g. 3 how many more to make 5 | To solve calculations (+ and -) that require knowledge of number bonds and spot the pattern to support them. | To know and re-call number bonds up to 5 with a clear understanding. And some number bonds to 10. | |
| | To spot numerals within the environment and know what that number represents. | To spot numerals in the environment that are represented in different ways, dice, <u>numicon</u> etc. | To recognise numerals and match amounts to them understanding how to use a ten frame. | To order numbers and begin to notice the pattern of the number system. | To use tens and ones, 10p and 1p to match to numerals 10-20. | To count in 10's looking at how the tens number changes, linking it to the numerals in between. | |
| | To recognise from looking which group has more and which group has less and be able to say in words. | To understand the mathematical language greater than, fewer than, same as, more than, less than. | To begin to order numbers from greatest to least or least to greatest and explain what they have done. | Use numbers and counting equipment to explore which number has the greater value and which has the lesser. | When looking at numerals children can explain which one has the greater value using their knowledge of number. | To use mathematical language to explain which groups have more/less, greater/fewer or the same. | |
| | To recognise numbers within the environment. | To recognise how different numbers can be represented. | To spot different ways of representing the same number. | To see the repeated number and know what it would make. | To solve doubling calculations and know it's doubling | To recall doubling facts to 10. | |
| | Use shapes to build and explore with in the environment. | Spot shapes within the environment and discuss what they can see. | To make pictures or structures using shapes and explain what they have used. | To look at the properties of shapes by shape hunting. | To identify 2D shapes and their properties (circle, triangle, square, rectangle) | To re-call 2D and 3D shapes knowing some of the properties. | |
| | To explore weight and capacity within the environment and discuss what they notice. | To identify length and understand vocabulary, taller/shorter. | To investigate filling containers using vocabulary, full, empty, half full, nearly full. | To know that money is a way of measuring how much you have. | To measure successfully within the environment demonstrating a clear understanding. | To know that length, weight and capacity is a standard way of measuring. | |
| | Use pictures/shapes/building blocks within the provision to make patterns. | To make patterns using exploratory tools and begin to order numbers to 5. | To complete pattern challenges set that involve number and shape. | To spot missing numbers within patterns and sequences. | To complete number patterns spotting numerals that may be missing. | To complete and make patterns that involve both number and shapes. | |