



## Mathematics Skills Progression

Topic	Nursery	Reception	SEND Provision
<b>Counting</b>	<ul style="list-style-type: none"> <li>*Recognition of up to 3-objects (subitising)</li> <li>*Recite numbers to 5</li> <li>*Say one number for each item in order: 1,2,3,4,5.</li> <li>*Understand that the last number counted in a small set of objects denotes the total (cardinal principle)</li> <li>*Show 'finger numbers' up to 5.</li> <li>*Link numerals to amounts (one-to-one correspondence)</li> </ul>	<ul style="list-style-type: none"> <li>*Recite and count numbers past 10</li> <li>*Say one number for each item in order</li> <li>*Know that the last number reached in a larger set of objects denotes the total (cardinal principle)</li> <li>*Count objects, actions and sounds (Development Matters, 2021)</li> </ul>	<ul style="list-style-type: none"> <li>*Showbie</li> <li>*Photographic and pictorial prompts</li> <li>*Use of communication boards to support with explaining understanding</li> <li>*Consistent use of concrete manipulatives</li> <li>*Apply learning to daily situations</li> <li>*Regular exposure to patterns with added modelling</li> <li>*Appropriate SEND support</li> </ul>
<b>Place Value</b>		<ul style="list-style-type: none"> <li>*Develop fast recognition of up to 5 objects, without having to count them individually ('subitising').</li> <li>*Show "finger numbers" up to 5.</li> <li>*Experiment with their own symbols and marks as well as numerals. Subitise.</li> <li>*Have a deep understanding of numbers to 10, including the composition of each number</li> </ul>	<ul style="list-style-type: none"> <li>*Showbie</li> <li>*Photographic and pictorial prompts</li> <li>*Use of communication boards to support with explaining understanding</li> <li>*Consistent use of concrete manipulatives</li> <li>*Apply learning to daily situations</li> <li>*Appropriate SEND support</li> </ul>
<b>Representing number</b>	<ul style="list-style-type: none"> <li>*Experiment with their own symbols and marks as well as numerals. Subitise.</li> </ul>	<ul style="list-style-type: none"> <li>* Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>*Explore and represent patterns within numbers to 10, including even and odds, double facts and how quantities can be described.</li> </ul>	<ul style="list-style-type: none"> <li>*Showbie</li> <li>*Photographic and pictorial prompts</li> <li>*Use of communication boards to support with explaining understanding</li> <li>*Consistent use of concrete manipulatives</li> <li>*Apply learning to daily situations</li> </ul>
<b>Mathematical language</b>	<b>More, less, add, take away, left, altogether</b>	<ul style="list-style-type: none"> <li>*Understand a 2-part question or instruction</li> <li>*Use appropriate vocabulary to answer Why questions</li> <li>*Use talk to help work out problems and organise thinking and activities and to explain how things work and predict</li> <li>*Use vocabulary 'more than', 'less than', 'fewer', 'the same as' and 'equal to'.</li> </ul>	<ul style="list-style-type: none"> <li>*Showbie</li> <li>*Photographic and pictorial prompts</li> <li>*Use of communication boards to support with explaining understanding</li> <li>*Apply learning to daily situations</li> <li>*Appropriate SEND support</li> </ul>
<b>Number</b>	<ul style="list-style-type: none"> <li>*Compare quantities using words: more and less</li> <li>*Talk about and identify patterns around</li> </ul>	<ul style="list-style-type: none"> <li>*Compare numbers</li> <li>*Understand 'one more than/one less than' relationship between consecutive numbers</li> <li>*Compare quantities up to 10 in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>*Showbie</li> <li>*Photographic and pictorial prompts</li> <li>*Use of communication boards to support with explaining understanding</li> <li>*Consistent use of concrete manipulatives</li> <li>*Apply learning to daily situations</li> <li>*Appropriate SEND support</li> </ul>
<b>Problems</b>	<ul style="list-style-type: none"> <li>*Notice and correct an error in a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>*Solve real world mathematical problems with number to 5</li> <li>*Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</li> <li>*Distribute items evenly from a group</li> </ul>	<ul style="list-style-type: none"> <li>*Showbie</li> <li>*Photographic and pictorial prompts</li> <li>*Use of communication boards to support with explaining understanding</li> <li>*Consistent use of concrete manipulatives</li> <li>*Apply learning to daily situations</li> <li>*Appropriate SEND support</li> </ul>
<b>Mental</b>	<ul style="list-style-type: none"> <li>*Do fast recognition of up to 3 objects without having to count them individually (subitising)</li> </ul>	<ul style="list-style-type: none"> <li>*Do fast recognition of up to 3 objects without having to count them individually (subitising)</li> <li>*Automatically recall number bonds 0-5 and some to 10.</li> <li>*Subitise up to 5</li> </ul>	<ul style="list-style-type: none"> <li>*Apply learning to daily situations</li> <li>*Appropriate SEND support</li> <li>*Use of communication boards to support with explaining understanding</li> </ul>
<b>Shapes &amp; Space</b>	<ul style="list-style-type: none"> <li>*Explore 2D and 3D shapes using informal and mathematical language: sides, corners, flat, round.</li> <li>*Understand position through words alone no pointing.</li> <li>*Select appropriate shapes for a function (flat surface for a building)</li> <li>*Combine shapes to make new ones</li> </ul>	<ul style="list-style-type: none"> <li>*Select, rotate and manipulate shapes to develop special reasoning skills</li> <li>*Compare length, weight and capacity</li> <li>*Duplicate and create repeating patterns in various contexts</li> <li>*Compose and decompose shapes so that children recognise a shape can have other shapes within it – like numbers</li> </ul>	<ul style="list-style-type: none"> <li>*Showbie</li> <li>*Photographic and pictorial prompts</li> <li>*Use of communication boards to support with explaining understanding</li> <li>*Consistent use of concrete manipulatives shape puzzles, shapes</li> <li>*Apply learning to daily situations</li> </ul>

Blue highlighted font = Expected (Good) level of development - EYFS framework (ELG)

Black font = Non-statutory curriculum guidance for EYFS, 2021