The Federation of Snape Community and Thornton Watlass CE Primary Schools
Maths - Skills Progression

Maths - Number			
Nursery	**Reception Autumn Term**	**Reception Spring Term**	**Reception Summer Term**
• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	• Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. • Estimate and guess how many there might be before counting. • Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.	• Look at small quantities in familiar patterns – for example a die – and random arrangements, saying how many they can see. • Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled. • Link the number symbol (numeral) with its cardinal number value.	• Explore the composition of numbers to 10 • Automatically recall number bonds for numbers 0- 5/0-10. Have a deep understanding of number 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 up to 5. • Recall some number bonds to 10, including doubling facts.

Maths – Numerical Pattern			
Nursery	**Reception Autumn Term**	**Reception Spring Term**	**Reception Summer Term**
• Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and identify the patterns around them. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then	• Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. • and start to notice patterns within them. Distribute items evenly from a group.	• Understand the 'one more than/one less than' relationship between consecutive numbers. • Count beyond 10, noticing patterns within the structure of counting.	• Verbally count beyond 20, recognising the pattern of the counting system. • Become familiar with two-digit numbers Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less that or the same as another quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Maths - Shape & Space (No longer ELG)			
Nursery	**Reception Autumn Term**	**Reception Spring Term**	**Reception Summer Term**
• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone with no pointing. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc.	• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	• Compare length, weight and capacity. Continue, copy and create repeating patterns	• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can