




## Hadrian School - Progression of Skills Document

### Early Years Foundation Stage - Reception

#### Skill Progression of Mathematics


|   | End of Nursery Goals  | Autumn Term  | Spring Term  | Summer Term  |
|---|---|--|--|--|
| <p>Number</p>  | <p>Develops fast recognition of up to 3 objects, without having to count them individually (subitising).</p> <p>Recites numbers past 5. Says one number for each item in order: 1,2,3,4,5. Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Shows 'finger numbers' up to 5.</p> <p>Links numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5.</p> <p>Experiments with their own symbols and marks as well as numerals.</p> <p>Solves real world mathematical problems with numbers up to 5. Compares quantities using language: 'more than', 'fewer than'.</p> | <p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p> | <p>Look at small quantities in familiar patterns - for example a dice - and random arrangements, saying how many they can see.</p> <p>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.</p> <p>Counts objects, claps and movements to 10.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p> | <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5/0-10.</p> <p><b>ELG Number</b><br/>Have a deep understanding of number 10, including the composition of each number.</p> <p><b>ELG Number</b><br/>Subitise (recognise quantities without counting) up to 5.</p> <p><b>ELG Number</b><br/>Automatically recall - without reference to rhymes, counting or other aids - number bonds up to 5. Recall some number bonds to 10, including doubling facts.</p> |



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|   |   |   | Recalls some double facts e.g. 1 and 1 is 2.   |  |
| <p>Numerical Patterns</p>  | <p>Talks about and identifies the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper.</p> <p>Uses informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extends and creates ABAB patterns - stick, leaf, stick, leaf.</p> <p>Notices and corrects an error in a repeating pattern.</p> <p>Begins to describe a sequence of events, real or fictional,</p> | <p>Use vocabulary 'more than', 'less than'.</p> <p>Become familiar with two digit numbers and start to notice patterns within them.</p> <p>Distribute items evenly from a group.</p> <p>Counts objects accurately to 10 using one to one correspondence and</p> | <p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting.</p> <p>Recognises patterns within number. Start to identify odd and even numbers linked to sharing</p> | <p><b><u>ELG Numerical Patterns</u></b><br/>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><b><u>ELG Numerical Patterns</u></b><br/>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p><b><u>ELG Numerical Patterns</u></b><br/>Explore and represent patterns within numbers up to 10, including evens and</p> |



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|              |  |   |   |  |
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|              | using words such as 'first', 'then...'   | can identify when objects have the same, less that or more than.<br><br>I can order numbers to 5.   | Recognises numbers to 10 and puts them in order.  | odds, double facts and how quantities can be distributed equally.  |
| <p>Shape</p> | <p>I can talk about 2D and 3D shapes (using informal vocab e.g sides, straight, round, flat)</p> <p>Makes comparisons between objects relating to size, length, weight and capacity.</p> <p>Understands position through words alone, e.g. "The bag is under the table," - with no pointing.</p> | <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Uses some shape names appropriately and understands prepositional language.</p> <p>Creates a repeated pattern with colour and shape.</p> | <p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns. Spot errors in the pattern. Names patterns e.g. ABAB</p> <p>Uses mathematical language to compare and talk about shape and size.</p> | <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p><b>No ELG relating to Shape and Space</b></p> |



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