

Nursery Mathematics Progression Document

<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<u>Number and pattern –</u> <u>Pre- number-</u> Matching colours Matching patterns Recite numbers past 5.	<u>Number and pattern –</u> Say one number for each item in order 1, 2, 3, 4, 5. Compare quantities using language more than and fewer than. Recite numbers past 5.	<u>Number and pattern –</u> Show finger numbers up to 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) Experiment with their own symbols and marks as well as numerals. Recite numbers past 5.	<u>Number and pattern –</u> Experiment with their own symbols and marks as well as numerals. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Fast recognition of up to 3 objects, without having to count them individually (subitising) Recite numbers past 5.	<u>Number and pattern –</u> Link numerals and amounts for example, showing the right number of objects to match the numeral up to 5. Experiment with their own symbols and marks as well as numerals. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	<u>Number and pattern –</u> Link numerals and amounts for example, showing the right number of objects to match the numeral up to 5. Experiment with their own symbols and marks as well as numerals. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
<u>Shape, space and measure –</u> Comparing big/small. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new	<u>Shape, space and measure –</u> Make comparisons between shapes relating to size. Select shapes appropriately: flat surfaces for building, a triangular prism for a	<u>Shape, space and measure –</u> Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	<u>Shape, space and measure –</u> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language:	<u>Shape, space and measure –</u> Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Make comparisons	<u>Shape, space and measure –</u> Make comparisons between objects relating to capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a

Nursery Mathematics Progression Document

ones – an arch, a bigger triangle, etc.	roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.	Make comparisons between objects relating to size. 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. Extend and create ABAB patterns – stick, leaf, stick, leaf.	‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’ Make comparisons between objects relating to length. 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. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Extend and create ABAB patterns – stick, leaf, stick, leaf.	between objects relating to weight. 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. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.	roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. 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...’
					<u>Problem solving</u> Link numerals and amounts for example, showing the right number of objects to match the numeral up to 5.

Nursery Mathematics Progression Document

					Compare quantities using language more than and fewer than.
Daily group times will include counting, number recognition and shape recognition.					
<u>On track –</u> <u>N</u> Can match colours Can explain the odd one out Can talk about what is different out of 3 objects. Recite past 5 Can count out amounts past 5. <u>SSM-</u> Can compare shapes and sizes.		<u>On track –</u> <u>N</u> Can cardinal count past 5. Begin to make marks in relation to numbers. Can subitise numbers up to 3. <u>SSM -</u> Describe a simple route. Knows some positional language. Complete a simple pattern Name and describe some shapes. Talk about patterns on objects.		<u>On track –</u> <u>N</u> Match numbers to quantity up to 5. Can cardinal count past 5. Begin to make marks in relation to numbers. Can subitise numbers up to 3. <u>SSM-</u> Understand positional language. Talk about the description of shapes through play. Can complete ABBA pattern. Can sequence daily events.	