## Mathematics Progression of skills 2025-2026

Autures (Term 1)   Spring (Term 2)   Summer (Term 3)   Autures (Term 4)   Spring (Term 5)   Summer (Term 6)     Number   Counting   Spring (Term 2)   Summer (Term 4)   Autures (Term 4)   Spring (Term 5)   Summer (Term 6)     Skills   Counting   Spring (Term 2)   Summer (Term 4)   Autures (Term 4)   Spring (Term 5)   Summer (Term 6)     Skills   Counting   Spring (Term 2)   Summer (Term 4)   Autures (Term 4)   Spring (Term 5)   Summer (Term 6)     Skills   Counting   Spring (Term 2)   Summer (Term 4)   Spring (Term 5)   Summer (Term 6)     Skills   Counting   Spring (Term 2)   Summer (Term 4)   Spring (Term 5)   Summer (Term 6)     Skills   Counting   Spring (Term 2)   Summer (Term 4)   Spring (Term 5)   Summer (Term 6)     Spring (Term 2)   Summer (Term 4)   Number   Spring (Term 2)   Summer (Term 6)     Spring (Term 2)   Summer (Term 4)   Number   Spring (Term 2)   Summer (Term 6)     Spring (Term 2)   Summer (Term 4)   Number   Spring (Term 2)   Spring (Term 6)				Progression of skills—Nurser	y (Two year programme)		
Number Creparison Cauting Caut		Autumn (Term 1 )	Spring (Term 2)	Summer (Term 3)	Autumn (Term 4)	Spring (Term 5)	Summer (Term 6)
Shape Able to join in with simple patterns   Pushes objects through different sounds, objects, games and stories de   shaped holes, and attempts to fit movement, predicting what comes ne   shapes into spaces on inset boards or puzzles   Beginning to select a shape for a specific space	Skills	Number Comparison Responds to words like lots or more Counting En joys joining in with counting rhymes. Says some counting words May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Cardinality Beginning to use number words for example one or two Uses number words, like one or two and sometimes responds accurately when asked to give one or two things Spatial Awareness En joys filling and emptying containers Investigates fitting themselves inside and moving through spaces Able to respond to some spatial and positional language Shape Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles Beginning to select a shape for a specific space	Counting Beginning to count objects within their play. Showing an awareness of counting and number names. Cardinality Beginning to respond accurately when counting and using vocabulary such as one or two. Pattern Becoming familiar with patterns in daily routines Jable to join in with and predicts what comes next in a story or rhyme Beginning to arrange items in their own patterns, e.g. lining up toys	Number Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting Begins to say numbers in order, some of which are in the right order (ordinality) Measures Able to explore differences in size, length, weight and capacity Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time	Comparison Able to compare and recognise changes in snumber and words. Counting May en joy counting verbally as far as the can go. Is able to point or touch , saying one number for each . Cardinality (How many?) In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Is beginning to count on their fingers. Shape Able to select a shape for a specific space Able to name circle, square, triangle, oblong . En joys using blocks to create their own simple structures and arrangements	Counting Is able to use some number names and number language within play, and may show fascination with large numbers Is beginning to recognise numerals O to IO Cardinality Beginning to subitises one, two and three objects (without counting) Is bale to count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Can link numerals with amounts up to 5 meanings Able to represent numbers in counting rhymes using props, fingers or counters Composition Through play and exploration, beginning to learn that numbers Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	Cardinality Able to subitises one, two and three objects (without counting) Links numerals with amounts up to 5 and beyond Explores using a range of their own marks and signs to which they ascribe mathematica Composition Beginning to use understanding of number t solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Measures In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less ful of two items Recalls a sequence of events in everyday lift and stories Pattern Able to add to a two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Able to join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

	To be able to talk about what happened today, yesterday and tomorrow						
	To understand and be able to use words like lots, more or less.						
	To know that a group of objects can also be represented by a number.						
Knowledge	To be able to count to 10.						
J	To know that numbers can be ordered.						
	To order numbers to 5 and then to 10.						
	To subitise to 3						
	To show an understanding of 1:1 counting to 5						
	To be able to solve practical problems to 5						
	To identify, describe and compare groups of objects.						
	To know that the last number you count represents the total number of objects.						
	To be able to use their own marks to represent number.						
	To compare and order objects by height, weight and length.						
	To select and use shapes appropriately in play.						
	To talk about and explore 2d shapes.						
	To show an awareness of 2d shapes within the environment.						
	To understand and use vocabulary such as flat/ sides/ round/ straight when talking about shapes.						
	To show awareness of positional language.						
	To continue, create a simple AB pattern.						
	To continue a simple ABC pattern. To use own marks to represent number within their play.						

		Progression of skills—Reception	
	Autumn	Spring	Summer
Skills	Comparison is able to use number names and symbols when showing interest in large numbers. is able to estimate a number of things , showing an understanding of relative size. Counting Is able to recite numbers 0 to 10 ( any beyond) Is becoming increasing confident in putting numerals in order 0 to 10 ( and beyond) Cardinality Is able to subtitise numbers 1 ,2 and 3 confidently Spatial Awareness Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models, predicting and visualising how they will look (spatial reasoning) Is able to make simple maps of familiar and imaginative environments, with landmarks Is able to use positional language within their play and with programmable toys. Shape Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build is able to identify and name 2d shapes and some 3d shapes. Is able to describe 2d shapes using mathematical vocabulary Pattern Is able to spots patterns in the environment, beginning to identify the pattern "rule" Is able to spots patterns in the environment, beginning to identify the pattern "rule" Is able to chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat	Comparison Uses number names and symbols when comparing numbers, showing interest in large numbers Counting Is confident at putting numerals in order O to IO (ordinality) is able to count to 20 Cardinality Is able to subtise numbers to IO Counts out up to IO objects from a larger group is able to match the numeral with a group of items to show how many there are (up to IO) Composition Is beginning to show an awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Is beginning to conceptually subitise larger numbers by subtitsing smaller groups within the number, e.g. sees six raisins on a plate as three and three In practical activities, adds one and subtracts one with numbers to IO To be able to find the total of two of objects To begin to explore number bonds to 5 and then to IO Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" Measure To use non standard units to measure length, weight and capacity. En joys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play To use rulers to measure length, scales to measure weight and jugs/ containers to measure capacity. Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time with timers and calendars Is able to read the time to o clock on a digital and analogue clock is able to order the days of the year Shape To be able to identify 3d shapes in the environment. To be able to identify 3d shapes in the environment. To be able to mame sphere, cylinder, cube and cuboid. Is able to describe the 3d shapes suing mathematical vocabulary.	Comparison Uses number names and symbols when comparing numbers, showing interest in large numbers within their play. Counting Is able to count forwards and backwards to 20. Cardinality Is able to subitise numbers to 10 confidently Is able to subitise numbers above 10 Composition Is beginning to show an awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Is able to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three To use objects to solve addition and subtraction problems. To be able to recall number bonds to 5 and then to 10 Explore and works out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" Is able to 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. Is able to confidently double numbers to 10. Numerical Pattern Is able to verbally count beyond 20, recognising the pattern of the counting system; Is able to compare quantities ut no 10. Numerical Pattern Is able to verbally count beyond 20, recognising the pattern of the counting system; Is able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	To say the number names in order to 10, 20 and beyond.
Knowledge	To recognise numbers to 10, 20 and beyond.
	To count forwards and backwards to 20
	To subitise numbers to 10 confidently.
	To subitise larger numbers by subitising smaller groups within the number
	To be able to instantly recall numbers bonds to 5 and to 10.
	To know that 'more' indicates the group is getting larger.
	To know one more or one less than a given numbers
	To say the days of the week in order
	To say the months of the year in order
	To know that addition involves combining two or more groups of objects
	To be able to solve addition and subtraction problems to 10 ( and beyond)
	To use a number line to help solve addition and subtraction
	To know that length, weight and capacity can be measured suing standard units
	To know that halving means splitting a quantity in two
	To know that doubling means having two quantities of the same amount.
	To know that sharing equally means everyone has the same amount
	To know that the long hand represents the minute and the smaller hand the hour.