



Mathematics

Skills Progression for Number and Number Pattern

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
	Autumn Term		Spring Term		Summer Term	
Foundation 1						
Number	Children will count to 5 by rote	Children will begin to count to 5 using 1 to 1 correspondence Children will begin to identify more/less.	Children will count in correspondence to 5, knowing that the total is 5. Children will show 'finger numbers' up to 5. Children will to identify more/less.	Children will count to 10 by rote Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Children will begin to count to 10 using 1 to 1 correspondence Children will subitise to 3. Compare quantities using language: 'more than', 'fewer than'.	Children will count in correspondence to 10, knowing that the total is 10. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10.
Number Pattern	Children will sort by colour, size and object. Children will match objects that are the same.	Children will use language including light, heavy, full and empty.	Children will identify a circle, square, rectangles and triangles. Children will use language including sides, corners, straight, flat and round.	Children will use positional language including on top, under, next to and behind. Children will discuss routes and locations using words such as 'in front of' and 'behind'.	Children will begin to identify patterns around them such as stripes on clothes. Children will notice and correct an error in a repeating pattern.	Children will solve real world mathematical problems with numbers up to 5.

			Children will use language including small, big, tiny, huge, medium Children will compare big and small.	Children will identify a cube and cuboid.	Children will make an AB repeating pattern. Children will sequence using language including first, then and after.	
	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
	Autumn Term		Spring Term		Summer Term	
Foundation 2 Number	Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Subitise within 5 focusing on die patterns	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as 5 and a bit	Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition – of 10 Comparison – linked to ordinality Play track games	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting

Number pattern		Match numerals to quantities within 5				
	Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than Children will match and sort. Children will talk about measures and patterns	Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Verbal counting beyond 20 Children will identify and describe circles, triangles, squares and rectangles To order the days of the week Repeated Patterns	Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal Children will compare mass and capacity Length, height and time	Doubles- explore how some numbers can be made with 2 equal parts Explore 3D shapes	Sorting numbers according to attributes - odd and even numbers Visualise, build and map Make connections	Consolidation