



Progression in Early Mathematics at Highfields

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p><u>Number</u> (Numbers to 10, Sorting, Comparing Groups, Change within 5/10, Time)</p> <ul style="list-style-type: none"> *Uses some number names and number language spontaneously. *Uses some number names accurately in play. *Recites numbers in order to 10. *Knows that numbers identify how many objects are in a set. *Beginning to represent numbers using fingers, marks on paper or pictures. *Sometimes matches numeral and quantity correctly. *Shows curiosity about numbers by offering comments or asking questions. * Compares two groups of objects, saying when they have the same number. *Shows an interest in number problems. *Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. *Shows an interest in numerals in the environment. *Shows an interest in representing numbers. *Realises not only objects, but anything can be counted, including steps, claps or jumps. *Recognise some numerals of personal significance. •Recognises numerals 1 to 5. *Counts up to three or four objects by saying one number name for each item. 	<p><u>Number</u> (Number Bonds to 5, Number Bonds to 10, <u>Combining two groups to find the whole</u>)</p> <ul style="list-style-type: none"> *Counts objects to 10 and beginning to count beyond 10. *Counts out up to six objects from a larger group. *Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • *Counts an irregular arrangement of up to ten objects. *Estimates how many objects they can see and checks by counting them. *Uses the language of 'more' and 'fewer' to compare two sets of objects. *Finds the total number of items in two groups by counting all of them. *Says the number that is one more than a given number. *Finds one more or one less from a group of up to five objects, then ten objects. *In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. *Records, using marks that they can interpret and explain. *Begins to identify own mathematical problems based on own interests and fascinations. 	<p><u>Number</u></p> <ul style="list-style-type: none"> *Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. *Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. *Solve problems, including doubling, halving and sharing. <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> *use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. *recognise, create and describe patterns. *explore characteristics of everyday objects and shapes and use mathematical language to describe them.



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- *Counts actions or objects which cannot be moved.
- *Counts objects to 10 and beginning to count beyond 10.
- *Counts out up to six objects from a larger group.
- *Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. •
- *Counts an irregular arrangement of up to ten objects.
- *Estimates how many objects they can see and checks by counting them.
- *Uses the language of 'more' and 'fewer' to compare two sets of objects.
- *Finds the total number of items in two groups by counting all of them.
- *Says the number that is one more than a given number.
- *Finds one more or one less from a group of up to five objects, then ten objects.
- *In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- *Records, using marks that they can interpret and explain.
- *Begins to identify own mathematical problems based on own interests and fascinations.

Shape, Space and Measure

- *Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- *Shows awareness of similarities of shapes in the environment.
- *Uses positional language.

- *Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- *Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- *Solve problems, including doubling, halving and sharing.

Shape, Space and Measure

- *Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- *Selects a particular named shape. •Can describe their relative position such as 'behind' or 'next to'.
- *Orders two or three items by length or height.
- *Orders two items by weight or capacity.
- *Uses familiar objects and common shapes to create and recreate patterns and build models.

- *use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- *recognise, create and describe patterns.
- *explore characteristics of everyday objects and shapes and use mathematical language to describe them.



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- *Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- *Shows interest in shapes in the environment.
- *Uses shapes appropriately for tasks.
- *Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

- *Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- *Selects a particular named shape.
- *Can describe their relative position such as 'behind' or 'next to'.
- *Orders two or three items by length or height.
- *Uses familiar objects and common shapes to create and recreate patterns and build models.
- *Uses everyday language related to time.
- *Orders and sequences familiar events



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