

Maths progression in Early Years

Term 1	Term 2	Term 3
<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Shows interest in shapes in the environment.</p> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p>	<p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e. g. 'round' and 'tall'.</p>	<p>Shows an interest in representing numbers. Shows an interest in number problems.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Uses positional language.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p style="text-align: center;">Early Learning Goal</p> <p style="text-align: center;">They can say which number is one more or one less than a given number.</p> <p style="text-align: center;">Using quantities and objects, they add and subtract two single-digit</p>

<p style="text-align: center;">Early Learning Goal</p> <p>Children count reliably with numbers from one to 20, place them in order and</p>	<p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p> <p>Counts out up to six objects from a larger group.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p style="text-align: center;">Early Learning Goal They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>numbers and count on or back to find the answer.</p> <p>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
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