St Nicholas Primary School Maths National Curriculum Skills Progression – 2022-2023– EYFS:

	Early learning goal	**Nursery**	**Reception**
Place Value: Counting	Have a deep understanding of numbers to 10, including the composition of each number Subitise to 5. Verbally count to 20, recognizing the pattern of the counting system.	1. Fast recognition of up to 3 objects, without having to count them individually (subitising) 2. Recite numbers past 5 3. Say one number for each item in order 1,2,3,4,5	1. Count objects, actions and sounds. 2. Subitise 3. Count beyond ten
Place Value: represent	Identify and represent numbers with objects and pictorial representations including introduction to a number line Practise reading and writing numbers from 1 to 10 in numerals and words.	Link numerals and amounts for example, showing the right number of objects to match the numeral, up to 5. Show "finger numbers" up to 5 Knows that the last number said when counting a small set of objects tells you how many there are in total (cardinal principle) Link numerals and amounts eg right number of objects to match numeral 5 Experiment with their own symbols and marks as well as numerals	Link the number symbol with its cardinal number value Begin to represent number with own symbols
Place Value: Use pv and Comparing numbers	Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity Have a deep understanding of numbers to 10, including the composition of each number. Verbally count beyond 20,	Compare quantities using language "more than" "fewer than"	Compare numbers Understand the one more than/one less than relationship between consecutive numbers Explore the composition of numbers to 10

	recognizing the pattern of the counting system.		
	Early Learning goals	**Nursery**	**Reception**
Addition and Subtraction: calculations		Show finger numbers up to 5 Experiment with their own symbols and marks as well as numerals	To become familiar with and understand mathematical symbols linked to addition and subtraction. To begin to represent mathematical sentences with appropriate symbols
Addition and Subtraction: Recall, Represent, Use	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some numbers bonds to 10 including double facts.	Fast recognition of up to 3 objects, without having to count them (subitising)	Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-10 To understand and recall doubling facts up to 10. Subtise Begin to understand the operations of addition and subtraction and use associated vocabulary. Begin to understand mathematical symbols associated with addition and subtraction.

	Early Learning goals	**Nursery**	**Reception**
Multiplication and Division: solve problems	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	To learn about sharing between groups of people/toys.	To be introduced to the concepts of sharing equally and doubling. To understand concept of odd and even numbers.

	Early Learning goal	Nursery	Reception
Fractions: Recognise and write			Beginning to use the term “half” and understand it means sharing into 2 equal parts

	Early Learning goals	Nursery	Reception
Algebra	Have a deep understanding of numbers to 10, including the composition of each number Automatically recall number bonds to 5 and some number bonds to 10 including double facts. Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally	Experiment with their own symbols and marks as well as numerals Solve real world mathematical problems with numbers up to 5 Talk about and identifies the patterns around them. Eg stripes on clothes, designs on rugs and wallpaper (use informal language) Extend and create ABAB patterns 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”	Continue, copy and create repeating patterns Automatically recall number bonds for numbers 0 -10 Explore the composition of numbers to 10 Identifying missing numbers from number lines up to 10

Measurement: ***No Early Learning goals.***

		Nursery	Reception
Measurement: Using measures		Compare quantities using language such as “more” and “fewer” Make comparisons between objects relating to size, length, weight and capacity	To begin to use non –standard units to measure static objects. To record findings during investigations. To understand the importance of constant baseline

		Investigate measure using appropriate vocabulary Heavy/light/same as/ heavier/lighter/tall/short/ Long/longer/shorter/empty Full/nearly full/nearly empty	Compare length, weight and capacity To use prior vocabulary and supplement with Lightest/heaviest/ Tallest/shortest/ Half full/quickest/ Slowest To compare, describe and solve practical problems for >length and heights. >weight >capacity >time To order and sequence 3 comparisons of measure.
Measurement: Time		Understand position through words alone Begin to describe a sequence of events using words such as “first”, “then”	To sequence a familiar set of events both fictional and nonfictional To be introduced to and understand the o’clock time on an analogue clock. To be able to read and draw the hands on a clock face to show this times.

		Nursery	Reception
Geometry: 2D shapes		Talk about and explore 2d shapes… using informal and mathematical language “sides”, “corners”,” straight”, “flat”,” round” Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones. Select shapes appropriately: flat shapes for building e.g. a triangular prism for a roof Using construction sets to create various models.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Recognise and name common 2d and talk about properties of sides, corners, edges, faces, curved and flat. Compose and decompose shapes so that children recognise a shape can have others shapes within, just as numbers can.
Geometry: 3D shapes		Talk about and compare 3d shapes (e.g. cuboids) using informal and formal mathematical language e.g. sides, corners, flat, round. Make comparisons between objects.	To sort shapes into categories according to their properties, eg all 3 sided shapes, shapes with curved edges. Using various construction sets in sustained construction projects e.g. The Shard, The 3 bears beds and chairs.
Geometry: Position and Direction	They recognise, create and describe patterns.	Understand position through words alone e.g. “The bag is under the table” with no pointing Describe a familiar route Discuss routes and locations, using words like in front of and behind Stages of understanding repeated patterns – continue AB pattern –	Select, rotate and manipulate shapes in order to develop spatial reasoning skills To describe position, direction and movement including forwards, backwards, sideways, in front, behind, under, over, beside, next to, in between. To begin to introduce left and right.

		copy AB pattern – make own AB pattern – spot errors in an AB pattern – can identify the unit of repeat e.g. this is a red-blue pattern	Stages of understanding repeated patterns cont. - continue, copy, make own ABC pattern - continue a pattern that has ended mid-unit of repeat - can do the above with a range of patters e.g. ABB, ABBC, AABB can begin to symbolise unit structure of a pattern the letter R for the red dinosaur can begin to explain the rule of a pattern and then create another pattern with the same rule. Can begin to make patterns that are not linear e.g. around a circle, or a border with fixed number of spaces

Geometry: Position and Direction –

	Early Learning Goal	**Nursery**	**Reception**
Position, Direction and Movement	They recognise, create and describe patterns.	Understand position through words alone e.g. “The bag is under the table” with no pointing Describe a familiar route Discuss routes and locations, using words like in front of and behind Stages of understanding repeated patterns – continue AB pattern –	Select, rotate and manipulate shapes in order to develop spatial reasoning skills To describe position, direction and movement including forwards, backwards, sideways, in front, behind, under, over, beside, next to, in between. To begin to introduce left and right.

		copy AB pattern – make own AB pattern – spot errors in an AB pattern – can identify the unit of repeat e.g. this is a red-blue pattern	Stages of understanding repeated patterns cont. - continue, copy, make own ABC pattern - continue a pattern that has ended mid-unit of repeat - can do the above with a range of patters e.g. ABB, ABBC, AABB can begin to symbolise unit structure of a pattern the letter R for the red dinosaur can begin to explain the rule of a pattern and then create another pattern with the same rule. Can begin to make patterns that are not linear e.g. around a circle, or a border with fixed number of spaces

Statistics: - no Early Learning Goals

		Nursery	**Reception**
Statistics: Present and interpret			Introduction to simple tally charts Use of 3d block towers to vote for story time book