Wheelers Lane Primary School

Maths Skills Progression - Nursery -Year 1



Legal to devolve a sequence of events recible numbers goal 5 con service frequence of events and control frequence of events		Indicates ELG in Reception	Page with a		
Social to discretion a sequence of scores and scores and sequence of scores and sequence of scores and sequence of scores and sequence of scores and scor	Nomen	AUTURAN		CHAMED	
segis to describe a equative of west) color a native so and 1 color and or west and a second 100, through a	Nursery	AUTUMN		SUMMER	Year 1
southern to deep the a requester of events. The contraction point of a contract of the contra		T	NUMBER	<u> </u>	Tanish to and access 400 feetings and
Telementary and the companies of the control from the control for any more from the control for	begin to describe a sequence of events				backwards, beginning with 0 or 1, or from any given number
Transmission of the control from an indicated section of the control from an i	recite numbers past 5				numerals; count in multiples of twos, fives
Legislation for each filter in order In common and attractions In common	show 'finger numbers' up to 5	Can say numbers in order			numerals and words.
Local matter freezhed selection of the last further resoluted selection of the company of the co	say one number for each item in order				objects and pictorial representations
Can start set of checks talls you. Can make for an under near to each counting one are an early of checks talls you. Can recognize the effect when presented boding at an experiment of the billion thering to count them individually at the present of the billion thering to count them individually at the present of the p	link numerals and amounts				
Service fast recognition of top to 3 stocks, which of having to round from model and with the fast of	counting a small set of objects tells you				
Can recognize the different verys numbers that did can be made that did	develop fast recognition of up to 3 objects,	Estimate how many before counting	Say how many they can see when looking at small quantities in familiar and		
an is brainfaire to 5 and beginning to servery rise different ways In all 5 can be made In all 5 can be made	without having to count them individually	Can subitise to 5	-	·	
middle distribution for six within 20 can be made " composition of numbers to 5 structure of the number system is structure of the number system in the season of the number system is structure of the number system in the season of the number system is structure of the number system. Can share dejects equally from a group			can be made to 5 and beginning to apply	numbers to 10, including the composition	
Structure of the number system Can share objects equally from a group Can share objects occurring the structure of the number and the structure of the struct			composition of numbers to 5		related subtraction facts within 20
NUMERICAL PATTERNS Can share objects equally from a group Count's tigies to 10 accurately using one count to make the count in multiples of twos, fives and large objects equally from a group Count's digies to 10 accurately using one count to make the county of the					numbers to 20, including zero
Can share objects equally from a group Counts objects to 10 accurately using an contract support 10 and is notice; and other within number and other double facts and how quantifies and extremely count in multiples of toos, fives and ten count in proper to and is notice; and the counting system. Recognize numbers to 10 and can put them in order. Take about and identify the patterns around from the fact summary of the standard order. It is a familiar vote digit numbers and beginning to notice patterns in them counting system. SHAPE SHAPE SHAPE Can identify when checks have the same, less than or more than and one less than relationship between consciousness and extremely count from the counting system. SHAPE SHAPE Can identify when checks have the same, less than or more than. SHAPE SHAPE Can identify when checks that the same, less than or more than. SHAPE Can identify when checks have the same, less than or more than. SHAPE Can identify when checks that the same is another quantitie. SHAPE Can indicate that the same is a somether quantitie. SHAPE Can notice that shapes can contain other shapes appropriately such as fair sunhaces for building or a thangular priam or a root of the counting states and the counting system. Is beginning to delevop spatial maximity. SHAPE Can use some shape names Can use			-		
word support 10 and is auditional and activities to 10 accurate upines to 10 and can put free in notice. The proper numbers to 10 and can put free in notice in the number and the substitute of counting systems within the number and the splinting with not digit mumber and the splinting to notice patterns within the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice patterns in the number and the splinting to notice that shapes are noticed that shapes can contain other and splinting to delevory spatial reasoning splinting to delevory spatial reasoning and splinting to delever and splinting to dele			NUMERICAL PATTERNS		
patterns within the number and the spectrum or commendation of the counting spectrum of counting spectrum or commendation or c		Can share objects equally from a group		within numbers up to 10, including evens and odds, double facts and how quantities	count in multiples of twos, fives and tens
therin norder: talk about and identify the patterns around including the patterns around in familiar or more than in order. Can understand the one more than and one less than or more than one one than and one less than or more than and one less than or more than one one than and one less than or more than one one than and one less than or more than one one than and one less than or more than one one than and one less than or more than the standard than one more than and one less than or the standard than or more than and one less than or more than the standard than one more than and one less than or the standard than one more than and one less than or the standard than one more than and one less than or the standard than one more than than one more than than than or the standard than one more than than than or the standard than one more than than or t			patterns within the number and the	recognising the pattern of the counting	
talk about and identify the patterns around the members and is beginning to notice patterns in them consecutive numbers Can identify when objects have the same, less than or more than. Can understand the one more than and flewer than? SHAPE SHAPE SHAPE Can notice that shapes appropriately such as flat surfaces for building or a thirtingular practical position through words alone describe a familiar route discuss routes and locations, using words like in front of and "behind" Can use mathematical language to compare length, weight and capacity Exam as comparisons between objects read in the patterns of the surface of the patterns of the pa			structure of counting	system	
Can identify when objects have the same, less than or more than. I can understand the one more than and compare quantities using language income than in and fewer than? SHAPE SHAPE SHAPE SHAPE SHAPE Can notice that shapes another quantity. Signater, than, less than of the same as another quantity. Signater, than, less than of the same as another quantity. Signater, than, less than of the same as another quantity. Signater, than, less than of the same as another quantity. Signater, than, less than of the same as another quantity. Signater, than, less than of the same as another quantity. Signater, than, less than of the same as another quantity. Signater, the same as anoth		Is familiar with two digit numbers and is			
SHAPE SHAPE Can notice that shapes can contain other shapes to make new ones. select shapes appropriately such as flat surfaces for building or a triangular prism for a roof ror a roof Can use some shape names Can use mathematical language to compare shape and size Can use mathematical language to compare shape and size Can compare length, weight and capacity agactif can create a repeated pattern with colour and shape Can create a repeated pattern with colour and shape Can continue, copy and create repeated patterns in chronological orders may now morning, afternoon and evening engines and name and row one same in chronological orders morning, afternoon and evening, afternoon and e		Can identify when objects have the same,	one less than relationship between	different contexts, recognising when one	
combine shapes to make new ones, select shapes appropriately such as flat surfaces for building or a triangular prism for a roof a roof in a roof a roof in			consecutive numbers	quantity is greater than, less than or the same as another quantity	use the language of: equal to, more than, less than (fewer), most, least
tombine shapes to make new ones, select shapes appropriately such as flat surfaces for building or a triangular prism for a roof. Can notice that shapes can contain other shapes within them just as numbers can place, find and name a quarter as or of four equal parts of an object, shape or quantity recognise, and an an an a quarter as or of four equal parts of an object, shape or quantity recognise and name common 2-D and D shapes, including: 2-D shapes pelege, rectangles (including): 2-D shapes pelege (including): 2-D			SHAPE		
select shapes appropriately such as flat surfaces for building or a triangular prism for a roof to a roof to a roof Can use some shape names Can use some shape names Can use some shape names Can use mathematical language to compare shape and size Can use mathematical language to compare shape and size Can compare length, weight and capacity and create ABAB patterns Is beginning to delevop spatial reasoning skills by manipulating different shapes can object, shape can deput the shapes within them just as numbers can be shapes, including. Tecognise and name common 2-D and 1 D shapes, including squares), circles and triangles) 3-D shapes [e.g. cubodis (including squares), circles and triangles] 3-D shapes [e.g. cubodis (including squares), circles and triangles] 3-D shapes [e.g. cubodis (including squares), circles and triangles] 3-D shapes [e.g. cubodis (including squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 4-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 5-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 5-Beaper [e.g. tool spotton, flouring squares), circles and triangles] 5-Beaper [e.g. tool spo					
surfaces for building or a triangular prism for a roof Can use some shape names Can use mathematical language to compare shape and size Can use mathematical language to compare shape and size Can compare length, weight and capacity Eath of the capacity and volume (e.g. full/empty, make comparisons between objects reading to size, length, weight and capacity Extended and create ABAB patterns Can create a repeated pattern with colour and shape Extended or can continue, copy and create repeated patterns with colour and shape TERMINOLOGY TERMINOLOGY D shapes, including. 2.D shapes, [e.g. cuboids (including squees), pyramids and spheres). Can use mathematical language to compare shape and size Can use mathematical language to compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, fall/short, double/half] mass/weight [e.g. heavy/light, heavier than, lighter than] capacity and volume [e.g. full/empty, make comparisons between objects and shape are compared to the compared to	combine shapes to make new ones,				recognise, find and name a quarter as on- of four equal parts of an object, shape or quantity
describe position, direction and movement, including half, quarter and three-quarter turns. describe a familiar route discuss routes and locations, using words like 'in front of' and 'behind' Understands prepositional language Can use mathematical language to compare shape and size Can use mathematical language to compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] mass/weight [e.g. heavyliight, heavier than, lighter than] capacity and volume [e.g. full/empty, methan, less than, half, half full, quarter and three-quarter turns. Can compare length, weight and capacity can create a repeated pattern with colour and shape can create a repeated pattern with colour and shape more than, less than, fewer, the same as, TERMINOLOGY	surfaces for building or a triangular prism for a roof	Can uso some share somes			2-D shapes [e.g. rectangles (including squares), circles and triangles] 3-D shapes [e.g. cuboids (including
understand position through words alone describe a familiar route discuss routes and locations, using words like 'in front of and 'behind' Understands prepositional language Understands prepositional language Understands prepositional language Can use mathematical language to compare shape and size compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] mass/weight [e.g. heavy/light, heavier than, lighter than] capacity and volume [e.g. full/empty, me than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later] recognise and know the value of differe denominations of coins and notes extend and create ABAB patterns more than, less than, fewer, the same as, more than, less than, fewer, the same as,	tain about and explore 2D and 3D snapes	can use some snape names			describe position, direction and
discuss routes and locations, using words like 'in front of and 'behind' Understands prepositional language Can use mathematical language to compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] mass/weight [e.g. full/empt, more than, lighter than] capacity and volume [e.g. full/empt, more than, less than, half full, quarter] time [e.g. quicker, slower, earlier, later] recognise and know the value of differed denominations of coins and notes and store and after than and shape Can create a repeated pattern with colour and shape TERMINOLOGY more than, less than, fewer, the same as,					
Like 'in front of and 'behind' Understands prepositional language compare shape and size compare, shape and size compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] mass/weight [e.g. long/short, double/half] mass/weight [e.g. play/light, heavier than, lighter than] capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later] can compare length, weight and capacity fecognise and know the value of differe denominations of coins and notes sequence events in chronological order using language such as: before and after next, first, today, yesterday, tomorrow, morning, afternoon and evening terminology more than, less than, fewer, the same as,			0		
problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] mass/weight [e.g. heavy/light, heavier than, lighter than] capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] capacity time [e.g. quicker, slower, earlier, later] Can compare length, weight and capacity time [e.g. quicker, slower, earlier, later] recognise and know the value of differe denominations of coins and notes sequence events in chronological order using language such as: before and aftrent, striptions, afternoon and evening patterns TERMINOLOGY more than, less than, fewer, the same as,		Understands prepositional language			
recognise and know the value of difference denominations of coins and notes sequence events in chronological order using language such as: before and after next, first, today, yesterday, tomorrow, morning, afternoon and evening TERMINOLOGY more than, less than, fewer, the same as,	relating to size, length, weight and				problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] mass/weight [e.g. heavy/light, heavier than, lighter than] capacity and volume [e.g. full/empty, mon than, less than, half, half full, quarter]
extend and create ABAB patterns Can create a repeated pattern with colour and shape Can continue, copy and create repeated pattern with colour and shape Can continue, copy and create repeated pattern with colour patterns TERMINOLOGY more than, less than, fewer, the same as,					recognise and know the value of different
more than, less than, fewer, the same as,	extend and create ABAB patterns				
more than, less than, fewer, the same as,			TERMINOLOGY		
		more than, less than, fewer, the same as,			