

Nursery Progression Map Maths

Mathematics: Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Mathematics- Number

ELG: Number- Have a deep understanding of number to 10, including the compositions of each number, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts.

Baseline	End of Term 1	Interim	End of NURSERY
I can recognise 1 object, without having to count it individually ('subitising').	I can recognise up to 2 objects, without having to count them individually ('subitising').	I can recognise up to 3 objects, without having to count them individually ('subitising').	I am developing fast recognition of up to 3 objects, without having to count them individually.
I enjoy joining in with number rhymes	I am beginning to show an awareness of how to count 1-1, e.g. touching objects and saying number names, not always accurate	I am beginning to count objects and actions to 3.	I am beginning to count objects and actions to 5. I can say one number for each item in order when touch counting.
I can show 'finger numbers' up to 2.	I can show 'finger numbers' up to 3.	I can show 'finger numbers' up to 5.	Shows 5 on their fingers in different ways.
		I can show understanding of conservation.	I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
I can bring some objects when asked.	I can bring one or two objects when an adult requests.	I can bring two or three objects when an adult requests.	I can link numerals and amounts e.g., showing the right number of objects to match the numeral, up to 3.

Mathematics- Numerical Patterns

ELG: Numerical Patterns- Verbally count beyond 20, recognising the patterns of the counting system, compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity, explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Baseline	End of Term 1	Interim	End of NURSERY
I can say some counting words randomly in my play.	I can recite some number names not always in sequence.	I can recite some number names in sequence.	I can recite numbers to 5 in sequence.
	I am beginning to show an interest in numerals in the environment.	I can recognise some numbers to 3.	I can recognise and order numbers to 3.
I can begin to use language of comparison such as 'lots', 'more', 'all gone'	I can use number language accurately in play, such as more, lots.	I can show an understanding of simple comparisons like 'more', 'fewer'	I can use the language of more and fewer to compare quantities. I can understand the one more than, one less than relationship between consecutive numbers to 3.

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Mathematics- Shape, Space and Measure

Not assessed as an ELG as part of EYFSP

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I can get to know and enjoy daily routines eg story time, snack time	I can begin to describe a sequence of events real or fictional using words such as 'first', 'then' etc.	I can show some understanding of 'now' and 'next'. I can ask questions about the routine and what is happening next.	I can talk about the routine of the day using language such as 'before' and 'after' I can begin to use the language of time e.g. morning, afternoon, night.
I can recognise big things and small things in meaningful contexts.	I can talk about size, weight, length and capacity using gestures and language.	I can make comparisons between objects relating to size, weight, length and capacity.	I can use some comparative language like 'taller', 'shorter', 'heavier', 'lighter' 'the same', 'more', 'less' to discuss size, weight, length and capacity.
I can start to fit shapes into board puzzles or shape sorters.	I can use small world play to experiment with size and shape.	I can see some shapes in pictures and can start to make pictures using shapes. I can combine shapes to make new ones e.g., in den building, construction area.	I can talk about and explore 2D shapes using informal mathematical language.
I can climb and try squeezing myself into different types of spaces.	I understand position through words and gestures eg "The bag is under the table".	I can explain where something is using words like 'in front of', 'behind'.	I can understand position through words alone, e.g. the bag is under the table (with no pointing).
I can talk about and identify the patterns around me. E.g., stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	I can notice patterns and arrange things in patterns.	I can extend an ABAB patterns –stick, leaf, stick, leaf.	I can extend and create ABAB patterns. I can notice and correct an error in a repeating pattern.