Maths Progression

Foundation Stage

F1 Maths Progression

Mathematics	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Number	• Know that things exist, even when out of sight. • Begin to organise and categorise objects (e.g. putting all the teddy bears together or teddies and cars in separate piles). • Select a small number of objects from a group when asked (up to 2).	• Recite some number names in sequence up to 5. • Mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc). • Show finger numbers to 3. • Begin to solve real life maths problems with support.	• Recite numbers past 5 • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show finger numbers to 4. • Fast recognition of up to 2 objects, without having to count them individually ('subitising'). •Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. •Experiment with their own symbols and marks as well as numerals.	• Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. • Rote counts to 10 • Subitises to 3. • Represent numbers to 5 using fingers, marks or digits. • Know the last number in a counting sequence is the total number (cardinal principle)
Numerical Patterns	• I can count in every day contexts, potentially missing some numbers. • I can join in with finger rhymes.	•Say one number for each item in order: 1,2,3,4,5. • Can show an understanding of simple comparisons like 'more'.	• Compare quantities using language: 'more than', 'fewer than'.	• Compares amounts using the language of 'more, fewer or same'. • Reads numerals to 5 and matches to an amount.
			•Begin to solve real world mathematical problems with numbers up to 5.	• Orders numbers to 5. • Solve real world maths problems with numbers up to 5.
Shape, Space and Measure	• Can attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Can use blocks to create my own simple structures and arrangements. • Can associate a sequence of actions with daily routines. • Beginning to understand that things might happen 'now.' • Compare sizes, weights etc. using gesture and language – bigger/little/smaller, high/low, tall, heavy. • Can fill and empty a container.	• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Explores and talks about different shapes using language such as 'big' and 'little'. • Makes comparisons relating to size. • Talk about 'my day'.	• *Extend and create ABAB patterns –stick, leaf, stick, leaf.* • Show some understanding of 'now' and 'next'. • Talk about a familiar route • Use prepositions in front/behind. • Explore 2D and 3D shapes naming a few. • *Make comparisons between objects relating to size, length, weight and capacity.* • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	• Uses some everyday language to talk about and compare size and shape. • Recognises a repeated pattern and is beginning to create own patterns and arrangements. • Talk about routines e.g. before/after. • Start to identify shapes • Identify shapes in the environment. • Use positional language

F2 Maths Progression

Mathematics	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Number	• Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. • Rote counts to 10 • Subitises to 3. • Represent numbers to 5 using fingers, marks or digits. • Know the last number in a counting sequence is the total number (cardinal principle)	• Subitise to 3. • Recognise numbers to 5. • Represent 1 - 5 on fingers, on a tens frame and with objects • Discuss composition of numbers to 3, showing some automatic recall of number facts. • Show accuracy when counting a group of up to 5 objects.	• Subitise to 4. • Recognise numbers to 10. • Count an irregular arrangement of up to ten objects. • Estimate how many objects I can see and check by counting them. • Understand there are different ways to make numbers up to 10. • Discuss composition of numbers to 5, showing some automatic recall of number facts.	•Have a deep understanding of number to 10, including the composition of each number; •Subitise (recognise quantities without counting) up to 5; •Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	• Compares amounts using the language of 'more, fewer or same'. • Reads numerals to 5 and matches to an amount. • Orders numbers to 5. • Solve real world maths problems with numbers up to 5.	• Recite numbers to 20 confidently. • Count back from 10. • Compare groups of objects up to 3. • Understand the term equal when comparing two groups of objects. • Demonstrate understanding of the cardinal principle (the final number you say is the total) when counting objects. .	• Show some understanding of doubling and halving in familiar contexts. • Recite numbers to 20 and back from 20 with a little support. • Count on from a given number to 20. • Use the language of 'more' and 'fewer' to compare two sets of objects. •Understand the 'one more than/one less than' relationship between consecutive numbers. •I can find the total number of items in two groups by counting all	•Verbally count beyond 20, recognising the pattern 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.
			of them and starting to use 'counting on'. • Say the number one more/less than a given number 1 - 10. • Explore sharing into equal groups in practical contexts, commenting on what they notice.	
Shape, Space and Measure	• Uses some everyday language to talk about and compare size and shape. • Recognises a repeated pattern and is beginning to create own patterns and arrangements. • Talk about routines e.g. before/after. • Start to identify shapes • Identify shapes in the environment. • Use positional language	• Use comparative language like taller, shorter, the same. • Compare items according to these criteria. • Start to identify shapes in the environment – circles, triangles and 4 sided shapes. • Understand yesterday, today, tomorrow. • Recite days of the week. • Recognise and talk about simple patterns. • Sort according to simple properties.	• Experiment with length, height, capacity and use my findings to order and group items. • Identify money and I can start to use money in my play. • Recall routines and start to relate them to the time on the clock. •Compare length, weight and capacity. • Recall names for 2D and 3D shapes and I can use some of the terms to describe their properties. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Use the language of direction when programming toys • Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. • Continue a simple AB, ABC pattern	NO ELG • Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations. • Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved) with support. • Know some common 2D and 3D shapes. • Create, copy and continue a simple pattern • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.