

# Early Years Progression

## for Maths

The teaching of mathematical skills and knowledge begins in Early Years at Amble Links Primary School as part of the curriculum for Maths. Alongside this progression grid, effective communication and language skills are an essential part of Maths development for our youngest learners. In Reception the children follow NCETM Mastering Number Programme. This programme focuses on the key knowledge and understanding needed in Reception classes, and progression through KS1, this ensures that when children leave Early Years they are ready to start accessing the National Curriculum.

Optimum Learning Point	Number
Little Pebbles	Say some numbers in play.
Little Pebbles	Begin to show an interest in counting, not always saying numbers in the correct order.
Little Pebbles	Join in with familiar number songs and rhymes.
Little Pebbles	Show an interest in numbers in the environment.
Little Pebbles	Begin to share objects with friends although this may not be in an equal and fair way.
Nursery	Use mathematical language in play including number names.
Nursery	Recognise numerals of personal significance E.g. I am 4 that is my number.
Nursery	I can touch count a small group of objects using 1-2-1 correspondence.
Nursery	I verbally count to 10 with some correspondence to objects.
Nursery	I can compare small groups of objects by subitising.
Nursery	I can count and recount small groups of objects to say how many altogether.
Nursery	I can match small, same size sets of dissimilar items such as comparing 4 bears and 4 chairs and show that they are the same amount.
Nursery	I know that different things can be counted such as claps, hops, jumps.
Nursery	I can share up to 4 objects between 2 people by dealing out 1 for 1. E.g. to share 4 blocks, the child gives each child a block, checks each has 1 then repeats.

Optimum Learning Point	Shape, Space and Measure
Little Pebbles	Fits shapes and into a shape sorter and pieces into an insert jigsaw tray.
Little Pebbles	Sort and match objects by colour.
Little Pebbles	Understand some positional language including under, on top, behind.
Little Pebbles	Investigate shapes through their play.
Little Pebbles	Show an interest in size, weight, height, capacity and investigate in play.
Nursery	Begin to recognise and name some 2D shapes.
Nursery	Explore shapes and begin to choose shapes for a purpose.
Nursery	Begin to name some 2D shapes including circle, square, and triangle and begin to describe them.
Nursery	Talk about similarities and differences.
Nursery	Begin to sort objects according to different criteria.
Nursery	To be familiar with the days of the week and identify that different things can take place on different days.
Nursery	To begin to copy and continue a repeating pattern.

### Early Learning Goal: Maths

#### Number

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.