

F1 Maths Progression

| Autumn Term | Page number | Spring Term | Page number | Summer Term | Page number |
|---|-------------|--|-------------|--|-------------|
| Recite numbers to 5 during songs and games, with increasing consistency | | Consistently recite numbers in order to 5 | | Consistently recite numbers to 10 | |
| Show 'finger numbers' (1 and 2) | | Show 'finger numbers' to 5 with increasing consistency | | Consistently showing 'finger numbers' to 5 and sometimes beyond. | |
| Say one number name for each item when counting sets of objects to 3 Know that the last number reached when counting a small set tells you how many there are in total (with increasing consistency, numbers to 3) | | Say one number name for each item when counting sets of objects to 5 Know that the last number reached when counting a small set tells you how many there are in total (consistently with numbers to 5) | | Counting a set of objects or pictures, accurately saying how many are in the set (consistently with numbers to 5 and then 10) Fast recognition of objects to 3, without having to count them individually | |
| In the context of a game, count out the right number of objects to match a number that is given verbally (to 3) See and say some numerals to 3 e.g. when coming across a number in the environment | | Link numerals to amounts: e.g. showing the right number of objects to match the numeral (to 3) See and say some numerals to 5 e.g. when coming across a number in the environment or playing a game | | Link numerals to amounts: e.g. showing the right number of objects to match the numeral (to 5) | |
| Join in with 'one more' and 'one less' Number songs e.g. 5 Little Speckle Frogs | | Begin to solve real world, practical mathematical problems with numbers up to 5 (one more than, one less than) | | Solve real world, practical mathematical problems with numbers up to 5 (simple addition and take away) e.g. two little speckle frogs jump off the log, how many are there now? | |
| | | Compare quantities, pointing to which has more and which has less | | Compare quantities using language 'more than' 'fewer than' | |
| Explore 2D and 3D shapes in provision | | Continue to explore 2D and 3D shapes; begin to select shapes appropriately | | Use informal mathematical language to talk about 2D and 3D shapes | |

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| Identify patterns in the environment, e.g. 'pointy', 'spotty', 'blobs' | | Identify ABAB patterns and begin to extend them | | Identify, continue and correct ABAB patterns Begin to identify more complex repeated patterns, such as ABCABC or AABAAB | |
| Use non-verbal cues to make comparisons between objects relating to size, weight, length and capacity. E.g. point to the longest/shortest | | Begin to use language to make comparisons between objects relating to size, weight, length and capacity | | Confidently use language to make comparisons between objects relating to size, weight, length and capacity | |
| | | | | Describe a sequence of events, using words such as 'first', 'then' | |