

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'	