Maths - Reception Progression Map 2023-24

		Autumn	Spring	Summer	Mastery
Number		Represents numbers 1-5 in a variety of ways For example: 5 frame, Numicon, cubes, digit, a tally, a picture, dots on a dice.	Uses concrete objects to partition and recombine an amount up to 10 - identifying the pairs of numbers that make a total. Shows the **composition of numbers** up to 5 e.g. I can make 5 with 2 + 3 or 4 + 1. Can look closely at numbers to see what else they can see.	**Have a deep understanding of number to 10, including the composition of each number (ELG)**	Shows a more complex understanding of the composition of a number when in the provision for example- "2p, 2p, 1p and the same again makes 10p altogether." Shows an understanding of the different ways that numbers can be partitioned, i.e. into more than two groups.
		Begins to explain composition of numbers (numbers within numbers) with the support of visual aids such as tens frames or Numicon			
		Matches a number symbol with a number of objects up to 5 **(link the number symbol (numeral) with its cardinal number value)**	Matches a number symbol with a number of objects up to 10 **(link the number symbol (numeral) with its cardinal number value)**		
		Begins to **subitise** 1-5 items and say the quantity they represent.	Begins to subitise amounts (e.g. on a dice, tens frame, dominoes) and in irregular arrangements.	**Subitises (recognise quantities without counting) up to 5 (ELG)**	Subitises in different contexts, such as when counting using equipment in the indoor and outdoor provision.
		Doubles numbers 1 - 3 using concrete objects. Represent and explain no bonds to 5 using concrete objects	Automatically **recalls number bonds** to 5 and some to 10. Recall doubles up to 5 - TP Begin to Double numbers up to 10 using concrete objects	**Automatically recalls (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 (ELG)**	Applies number bond knowledge when solving practical problems. "There's 10 Lego people, I can only see 3 so we need to find 7."
Numerical Patterns		Begins to **count objects, actions and sounds** to 10 accurately, saying the number names in sequence.	Begins to **count beyond 10** by rote and using objects, saying the number names in sequence. Counts backwards from 10. Orders numerals from 1 to 10. Counts irregular arrangements of objects to 10.	**Verbally counts beyond 20, recognising the pattern of the counting system (ELG)** Re-orders numerals from 1 to 20. Begins to work out one more and one less than a number up to 20 using a preferred method: mentally, using objects or on a number line.	Uses and writes numbers beyond 10 independently in learning through play.
		Compares quantities up to 5, saying when they have more, less or the same. Can check that groups are equal by counting concrete objects. **Understands the concept of the 1 more than or 1 less than relationship between consecutive numbers**, with concrete objects. *Recognising that if they add one, they will get the next number, or if one is taken away, they will have the previous number. For example: 'There are 4 frogs on the log, 1 frog jumps off. How many will be left? How do you know?'*	Begins to **compare numbers** and quantities up to 10 using vocabulary more than, less than, fewer, greater than, the same as and equal to. Recognises amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same. Counts out or 'give' up to 5 objects from a larger group of objects e.g. play a dice game to collect a number of objects from a larger group.	**Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)**	Records quantities in games independently such as a tally chart to keep score. Able to use representations to say who has won or order the points in a game.

	Partitions amounts into equal groups when sharing with a friend. Begin to make links with doubles facts.	Uses concrete objects to partition and recombine an amount up to 10 - identifying the pairs of numbers that make a total (also in 'Number section') Identifies even and odd numbers up to 10.	**Explores and represents patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)**	Explores counting in jumps of numbers in 2s, 5s and 10s.
Shape, Space and Measure – (Still to be covered)	Begins to compare the size of different objects using terminology- shorter, taller, large, small, big and little by matching and sorting.	Measures and compares length using non-standard measures and mathematical language such as shorter/longer/taller	Uses mathematical language when **comparing length, weight and capacity**: 1. Length- Long/short, longer/shorter, tall/short 2.Weight – heavy/light, heavier than, lighter than 3. Capacity full/empty, more than, less than, half full. 4. Time – quicker, slower, before, after. 5. Accurate use of today, yesterday and tomorrow 6. Name the days of the week in order	Show a deeper understanding of measurement and applying the skills they have been taught to independent play and exploration: *e.g. "I'm going to weigh this and it weighs.. I am going to check if this is heavier or lighter" "I think this will hold more water/this has the same amount as.." "This paper is half the size".* Shows a deeper understanding of the passage of time such as how many days have passed since an event or counting down days to an event with clear understanding. Use of time in the provision such as using timers.
	Talks about passage of time through days of the week and months of the year.	Knows that there are 7 days in a week and 12 months in a year. Understands which day and month it is.		
	Selects, rotates and manipulates shapes to develop spatial reasoning skills through learning through play e.g. Construction, small world.	Completes a jigsaw puzzles independently. Names some 2D and explain their properties using informal and mathematical language such as sides, corners, straight, flat and round.	Names some 3D shapes explain their properties using informal and mathematical language such as faces, curved, flat. **Composes and decomposes shapes to recognise a shape can have other shapes within it, just as numbers can.**	Confidently uses correct mathematical vocabulary to name 2D and 3D shapes and their properties.
	Follows prepositional instructions through games and songs like Simon Says and the Hokey Cokey. Describes a familiar route.	Understands prepositional language such as in front of, behind, next to, in-between. Discusses routes and locations, using words like 'in front of' and 'behind'.	Follows instructions using prepositional language e.g. Put the teddy inside the box.	Understands and uses more complex positional language such as left and right, and explaining a route or location with more detail.
	Talks about an AB pattern (including shapes) and continue it.	Copies and creates own AB patterns and some ABB patterns.	**Continues, copies and creates repeating AB, ABB and ABBC patterns.** **Recognises an error in an AB pattern.**	Recognises an error in a repeating AB, ABB, ABBC pattern.