

Reception  
Mathematics Progression  
Mapping

	Numbers			Shape, Space and Measures		
Termly assessment	Counting	Addition and Subtraction	Multiplication and Division	Shape and Space	Measures	Pattern
R Autumn	Chant numbers in order 1–10.	Say the number one more than a given number up to 10.		Begin to use mathematical names for 2D shapes: circle, triangle, square, rectangle.	Compare two lengths or heights using direct comparison.	Copy, continue and begin to create repeating patterns of objects, colours, shapes, sounds and actions.
	Chant numbers in order 1–20.	Say the number one less than a given number up to 10.		Say how many sides and corners a simple 2D shape has.	Order three or four items in relation to length or height.	
	Recognise numerals 1–5.	Recognise up to six fingers or dots on a dice/domino without counting.		Select a particular 2D shape and use mathematical terms to describe it.	Understand that the capacity of a container is a measure of how much it holds.	
	Recognise numerals 1–10.	Partition a set of five objects into two sets.		Begin to use the language of position to describe a simple location, e.g. behind or next to.	Compare two capacities using direct comparison and using the language of full, half-full and empty.	
	Recognise numerals 1–20.	Partition a set of six objects into two sets.		Move an object into position following a simple instruction, e.g. under the table.	Begin to use mathematical vocabulary associated with measures, e.g. longer, shorter, taller.	
	Count to find out how many in a set up to 5, matching spoken numbers to objects (including irregular arrangements).	Begin to read and understand number sentences.			Recite the days of the week in order.	
	Count to find out how many in a set up to 10, matching spoken numbers to objects (including irregular arrangements).	Begin to know number pairs to 5 by heart.			Use everyday language related to time, e.g. morning, afternoon, evening, lunchtime, after two sleeps, yesterday, today and tomorrow.	
	Begin to write numerals 1–5.				Talk about their daily routine using key vocabulary; order and sequence familiar events.	
	Begin to write numerals 6–10.				Begin to recognise the seasons.	
	Count actions or images or items which cannot be moved, e.g. claps, dotty cards, bricks in a tower.				Begin to recognise coins and to understand that different coins have different values.	
Estimate a set of objects or images up to 10.						
Begin to use the language of more and fewer to compare sets of objects.						
Begin to compare and order numbers to 10.						
<p><b>Personal, social and emotional development; Communication and language</b>            Work in small and large groups to solve mathematical problems.            Share ideas and respond to others with relevant comments, questions or actions.            Explore mathematics through play and begin to invent and solve their own mathematical problems.            Begin to use mathematical vocabulary in practical activities and discussion.</p>						

**R Spring**

Chant numbers in order 1–20.	Say the number one more than a given number up to 10.	Count in twos from 0 to 20 (whisper counting); begin to recognise the pattern.	Begin to use mathematical names for 3D shapes: cone, sphere, cube, cuboid, pyramid, cylinder.	Compare and order two, three or more lengths or heights.	Copy, continue and create repeating patterns of objects, colours, shapes, sounds and actions.
Chant numbers in order beyond 20.	Say the number one more than a given number up to 20.	Double numbers to 5 using fingers and objects.	Select a particular 3D shape and use mathematical terms to describe it.	Measure a length or height using uniform non-standard units, e.g. plastic bricks.	
Recognise numerals 1–10.	Say the number one less than a given number up to 10.	Halve even numbers to 10 using fingers and objects.	Recognise line symmetry in pictures, images and simple shapes.	Use and understand the language of length: longer, shorter, taller, etc..	
Recognise numerals 1–20.	Say the number one less than a given number up to 20.	Recognise and use the terms double and half and halve	Begin to know left and right.	Compare two weights using balances.	
Count to find out how many in a set up to 10, matching spoken numbers to objects (including irregular arrangements).	Recognise up to six fingers or dots on a dice/domino without counting.	Begin to halve 1 and 3 by cutting cakes in half.	Follow and give directions using left, right, forward and back.	Use and understand the language of weight: heavier, lighter, etc..	
Count to find out how many in a set up to 20, matching spoken numbers to objects (including irregular arrangements).	Partition a set of up to 10 objects into two sets.		Use the language of position and direction, e.g. forward, back, over, under, above, below, in front of, behind.	Begin to weigh items using uniform non-standard units, e.g. counting bears.	
Write numerals 1–10.	Recognise and write number sentences using addition and equals signs; begin to recognise subtraction signs in number sentences.			Recite the days of the week in order.	
Count actions or images or items which cannot be moved, e.g. claps, dotty cards, bricks in a tower.	Know number pairs to 5 by heart.			Say which day it is today, was yesterday and will be tomorrow.	
Estimate a set of objects or images up to 20, saying whether there are more or less than a given number; check by counting.	Know number pairs to 6 by heart.			Use everyday language related to time, e.g. morning, afternoon, evening, lunchtime, after two sleeps, yesterday, today and tomorrow.	
Recognise zero as the empty set.	Begin to know number pairs to 10 by heart.			Match key times of the day to o'clock times, e.g. school starts at 9 o'clock.	
Order numbers to 20.				Recognise that we use digital and analogue clocks to tell the time.	
Compare two numbers, classifying the largest and the smallest.				Begin to recognise units of time: minutes, hours, days, months and years.	
Recognise that teen numbers are ten and some more.				Begin to recognise the months of the year and recite in order.	
Begin to identify even and odd numbers.				Recognise and name coins 1p–£2.	
				Begin to compare and order coins according to value.	
				Begin to make small amounts using two or three coins.	

**Personal, social and emotional development; Communication and language**  
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**R Summer**

Count to find out how many in a set of moveable items up to 20, matching spoken numbers to objects (including irregular arrangements).	Recognise and write number sentences using addition and equals signs.	Share up to 20 objects (multiples of 4) between four people.	Use mathematical names for 2D shapes: circle, triangle, square, rectangle.	Recite the days of the week in order and say which day was yesterday and will be tomorrow.
Estimate a set of objects or images up to 20, saying whether there are more or less than a given number; check by counting.	Recognise and write number sentences using subtraction and equals signs.	Double numbers to 5 using fingers and objects.	Say how many sides and corners a simple 2D shape has.	Use everyday language related to time, e.g. morning, afternoon, evening, lunchtime, after two sleeps, yesterday, today and tomorrow.
Order numbers to 20.	Say the number one less than a given number up to 20 and count back from any given number up to 20.	Double numbers to 10 using fingers and objects.	Select a particular 2D shape and use mathematical terms to describe it.	Match key times of the day to o'clock times, e.g. school starts at 9 o'clock.
Compare two numbers, classifying the largest and the smallest.	Say the number one more than a given number up to 20 and count on from any number up to 20.	Halve even numbers to 10 using fingers and objects.	Use mathematical names for 3D shapes: cone, sphere, cube, cuboid, pyramid, cylinder.	Recognise that we use digital and analogue clocks to tell the time.
Count up to 100, including marking actions or images or items which cannot be moved, e.g. claps, steps, dotty cards, bricks in a tower.	Add 2, 3 or 4 to any number up to 20.	Halve even numbers to 20 using fingers and objects.	Select a particular 3D shape and use mathematical terms to describe it.	Begin to recognise units of time: minutes, hours, days, weeks, months and years and the relationship between them, e.g. seven days in a week, four weeks in a month.
Recognise zero as the empty set.	Subtract 2, 3 or 4 from any number up to 20.	Recognise and use the terms double and half and halve.		Recognise and name coins 1p-£2 and begin to compare and order coins according to value.
Recognise that teen numbers are ten and some more.	Solve practical problems involving addition.	Begin to count in fives from 5 and recognise the pattern.		Begin to make small amounts using two or three coins.
Write numerals 1-20.	Solve practical problems involving subtraction.	Count in twos from 0 to 20 and recognise the pattern.		Use and understand the language of length: longer, shorter, taller; compare/order two, three or more lengths or heights.
Identify even and odd numbers.	Know number pairs to 5 by heart.	Begin to count in tens from 10 to 100 and begin to recognise the pattern.		Measure a length or height using uniform non-standard units, e.g. plastic bricks.
Count back from 20 to zero.	Know number pairs to 6 by heart.			Use and understand the language of weight: heavier, lighter; compare two weights using balances.
	Know number pairs to 10 by heart.			Begin to weigh items using uniform non-standard units, e.g. blocks.
	Partition a set of up to 10 objects into two sets.			Understand that the capacity of a container is a measure of how much it holds.
				Compare two capacities using direct comparison and using the language of full, half-full and empty.
				Begin to measure capacity using uniform non-standard units, e.g. spoonfuls, cupfuls.

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