

Mill Lane - Maths Progression Grid - Nursery

Term	Topic	Objectives
Autumn 1	Number, counting	<p>Take part in finger rhymes with numbers.</p> <p>Count in everyday contexts</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>
	Subitising, comparing numbers	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>
	Shape and Space	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p>
Autumn 2	Number, counting	<p>Take part in finger rhymes with numbers.</p> <p>Count in everyday contexts</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>
	Number Problem Solving	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>
	Measure	<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>

Spring 1	Subitising, comparing numbers	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>
	Positional Language	<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>
	Number Problem Solving	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>
Spring 2	Pattern	<p>Notice patterns and arrange things in patterns.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
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Summer 1	Subitising, comparing numbers	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>
	Measure	<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>
	Number Problem Solving	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>
Summer 2	Positional Language	<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>

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Yellow objectives are minimum learning

Bold vocabulary is minimum learning