

Mathematics Progression Map

Reception

Topic/Text	Key Knowledge	Skills Progression	Rationale	Vocabulary
Number	<ul style="list-style-type: none"> ● Have a deep understanding of number to 10, including the composition of each number; ● Subitise (recognise quantities without counting) up to 5; ● Automatically recall (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. 	<p>Teaching and learning at this stage must be informed by the fact that pupils may enter school at very different starting points and it is therefore essential to meet each child where they are in terms of their understanding of number.</p> <p>The teacher’s role in developing understanding is to help the child to build up connections between new experiences and previous learning, regardless of their starting points, so that they can ensure that concepts are deeply embedded and understood rather than just learned by rote.</p> <p>Teachers will do this by planning for a high-quality learning environment which provides pupils with myriad opportunities to explore number in different contexts, including through songs, stories and a wide range of practical activities, both indoor and outdoor, as part of the continuous provision.</p> <p>Adults will model the use of these resources and the appropriate language to use as they support the pupils in their play; they should be aware of the mathematics that arises naturally through pupils’ self-initiated play and respond to pupils organically as well as planning more structured activities. ‘Adults should aim to listen to the children to note their interests and achievements, and listen <i>for</i> what they can develop mathematically.’ (H. Williams, 2018)</p>	<ul style="list-style-type: none"> ● The basics of learning about numbers is the first vital mathematical skill which learners must grasp - it is this work which will underpin all the learning to come on place value and the four operations. The EYFS mathematics curriculum is designed to provide the foundation children need to succeed as they move into KS1 and beyond. ● At this point pupils are introduced to simple numerical concepts and basic terminology so that they are ready to apply their understanding further up the school. 	count subitise order/ordinal forwards backwards numerals digit number bonds part whole double half twice as many equal unequal share group odd even

<p>Numerical patterns</p>	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Through practical activities, pupils begin to use the language of addition and subtraction, e.g. add, more, plus, total, together, makes, the same as, less. They will begin to explore adding two sets of objects by putting them together and counting them all. They will practise counting on from a given number.</p> <p>Pupils will use a range of concrete resources and pictures to support counting and recognition of number patterns.</p>		<p>compare one more add plus altogether total one less take away/minus equal to more than less than (fewer) part whole double half twice as many equal unequal share group odd even</p>
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