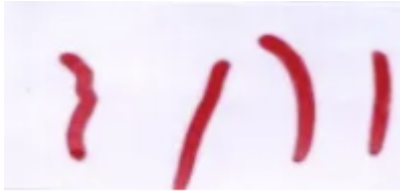
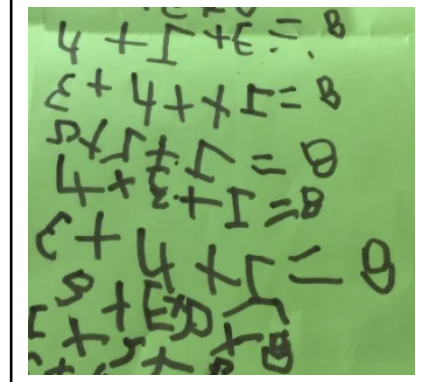
Reception	Autumn	Spring	Summer	Autumn term year 1 Progression
Place Value	Counting objects to 5 Counting aloud to 10 Understanding number symbols (cardinality to 5) Comparing numbers: ordinality to 5 Relative position of numbers to 5 Number composition - How many altogether? up to 5 Subitising – objects Number place value to 5 Begin conceptual Subitising (recognising the number as made up of smaller numbers within it) Addition/subtraction - sorting groups Place value Comparing group Addition/ subtraction - Change within 5 1 more/1 less	Counting objects 10 Counting aloud to 20 Understanding number symbols (cardinality to 10) Comparing numbers: ordinality tp 10 Relative position of numbers to 10 Number composition - How many altogether? up to 10 Subitising – objects Number place value to 10 Number bonds to 5 Comparing groups up to 10 Number bonds to 10 - 10 frame & part/whole model	Counting objects 20 Counting aloud to 30 Understanding number symbols (cardinality to 20) Comparing numbers: ordinality to 20 Relative position of numbers to 20 Number composition - How many altogether? up to 20 Subitising – objects Number place value to 20 Double halving and sharing Odds and evens	subitise within 5, including when using a Rekenrek, and re-cap the composition of 5 Develop their understanding of the numbers 6 to 9 using the ‘5 and a bit’ structure Compare numbers within 10 and use precise mathematical language when doing so Re-cap the order of numbers within 10 and connect this to ‘1 more’ and ‘1 less’ than a given number Explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) Explore the structure of the odd numbers as being composed of 2s and 1 more Explore the composition of each of the numbers 6, 8, and 10 Explore number tracks and number lines and identify the

				differences between them
Spacial reasoning	Respond to position and direction words to identify location, e.g. in, out, on, up, down, over there, long way away. Use position and distance to identify the location of objects in an enclosed space. Manoeuvre toys and themselves around objects and the environment. Place objects with both hands, creating patterns and constructions with two sides which match. Explore what can be seen and how things look from different viewpoints, e.g. partially hidden, looking between your legs or hanging upside down from a sofa. Order objects by size. Respond to differences between shapes and sizes, and associated informal language and gesture (e.g. flat, round, curvy, corner, giant, teeny).	Recognise that two objects have the same shape, e.g. choose two circles for eyes. Predict and fit pieces into inset puzzles. Make simple constructions with blocks, combining identical shapes to make walls, towers, etc. Respond to and use position and direction words, e.g. inside, under, next to, over, through, along, upside down. Use relative position and distance to identify the location of objects. Make patterns with some symmetrical elements, often by placing objects on the other side to 'match' and perhaps some that grow from the middle outwards (radiating patterns). Perspective-take, recognise objects that are near or far away. Recognise things represented by scaled toys and small world environments (such as dinosaurs, cars, figures, dolls house, farms).	Show awareness of similarities and differences between shapes, including selecting items by their shape and size so they are appropriate (e.g. chooses a puzzle piece by its shape, chooses a triangular block for a roof and the wedge shaped block for a ramp). Respond to informal shape language (e.g. straight, round, slanting, pointy). and common shape names (e.g. circle, triangle). Partition and combine shapes to make new shapes with 2D and 3D shapes (e.g. cutting 'square' sandwiches into different shapes, putting blocks together to make a 'floor'). Create arches and enclosures when building, using trial and improvement to select blocks.	Follow and give directions, e.g. forwards, backwards, sideways, and left and right turns when accompanied by gestures. Solve problems (e.g. Will it fit?) involving comparisons and predictions about length/distance, volume/ capacity; paying attention to fairness and accuracy e.g. matching ends and 'fullness'. Identify several examples of the same shape (e.g. different kinds of triangles) and recognise that a shape is the same even in different orientations (e.g. turned round). Turn and flip objects in order to create models and make shapes fit, visualising and predicting how they will look, including to create a mirror image. Create reflections with a vertical axis (top to bottom), or with four lines of symmetry. Compose and decompose shapes, knowing how shapes combine to make other shapes, (e.g. triangles making a rectangle) and identifying shapes within shapes (decomposing).

Mathematical graphics	*Idiosyncratic* – where responses did not seem related to the number of objects present. *Pictographic* – representations related to the appearance of what was in front of them as well as numerosity. 	*pictographic and symbolic – accurately recorded 4 beans.* *Iconic* – representations showing one-to-one correspondence with the number of objects unrelated to the appearance of the objects 	*Emerging Symbolic* – using conventional symbols to represent each quantity. 	*Formal recording* 
Assessments	CHIPs informal number assessments	CHIPs informal number assessments	CHIPs informal number assessments	