EYFS Mathematics Skills Progression – Nursery

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Marvellous Me		Counting, ordinality and cardinality	Counting, ordinality and cardinality	Counting, ordinality and cardinality	Counting, ordinality and cardinality	Counting, ordinality and cardinality
Focus		All about number 1	All about number 2	All about number 3	All about number 4	All about number 5
Objectives from Development Matters	Beginning to: • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 2 Let's Celebrate	Counting, ordinality and cardinality Subitising	Comparison	Pattern	Measure	Shape	Moving through space
Focus	Numbers 1-5 Counting and subitising	More/fewer	Sorting Pattern	Capacity	2D shape	Positional language
Objectives from Development Matters	Beginning to: • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Compare quantities using language: 'more than', 'fewer than'. • 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. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Make comparisons between objects relating to capacity. • Talk about and explore 2D shapes. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Discuss routes and locations, using words like 'in front of' and 'behind'.					

	Week 1	Week 2		Week 3		Week 4		Week 5		Week 6	
Spring 1 People who help us	Time	Counting, ordinality and cardinality Subitising	Measure	Moving through space	Counting, ordinality and cardinality Subitising	Counting, ordinality and cardinality Subitising	Measure	Comparison	Pattern	Counting, ordinality and cardinality Subitising	Shape
Focus	Sequencing/ ordering the day	Numbers 1-5 Counting and subitising Weight		Positional and directional language Numbers 1-5 Counting and subitising		Numbers 1-5 Counting and subitising Finding 1 more Length		More/fewer Pattern		Numbers 1-5 Counting and subitising 3D shape	
Objectives from Development Matters	Is confident to: • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Compare quantities using language: 'more than', 'fewer than'. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. Beginning to: • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Make comparisons between objects relating to length and weight. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Describe a familiar route. • Say 1 more than a given number. • Talk about and explore 3D shapes. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.										

	• Combine shapes to make new ones – an arch, a bigger triangle etc.							
	Week 1	Week 2	Week 3	Week 4		Week 5	Week 6	
Spring 2 Rhyme Time	Counting, ordinality and cardinality Subitising	Shape	Counting, ordinality and cardinality Subitising	Counting, ordinality and cardinality Subitising	Moving through space	Comparison	Measure	Counting, ordinality and cardinality Subitising
Focus	Numbers 1-5 Counting and subitising	2D shape	Numbers 1-5 Counting and subitising	Numbers 1-5 Counting and subitising Ordering numerals Positional language		More/fewer	Size Numbers 1-5 Counting and subitising	
Objectives from Development Matters	Is confident to: • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Talk about and explore 2D shapes. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Discuss locations, using words like 'in front of' and 'behind'. • Compare quantities using language: 'more than', 'fewer than'. Beginning to: • Solve real world mathematical problems with numbers up to 5. • Recite numbers past 5. • Order numerals to 5.							

	• Make comparisons between objects relating to size.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Summer 1 Let it Grow	Pattern	Counting, ordinality and cardinality Subitising	Measure	Counting, ordinality and cardinality Subitising	Moving through space	Shape
Focus	Pattern	Numbers 1-5 Counting and subitising Finding 1 less	Height	Numbers 1-5 Counting and subitising More/fewer	Positional and directional language	2D shape
Objectives from Development Matters	Is confident to: • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Recite numbers past 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Compare quantities using language: 'more than', 'fewer than'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Talk about and explore 2D shapes. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. Beginning to:					

<table>
<tr><td></td><td colspan="12">• Find 1 less than a given number.
• Make comparisons between objects relating to height.</td></tr>
<tr><td></td><td colspan="2">Week 1</td><td colspan="2">Week 2</td><td colspan="2">Week 3</td><td colspan="2">Week 4</td><td colspan="2">Week 5</td><td colspan="2">Week 6</td></tr>
<tr><td>Summer 2
We’re all going on a Summer holiday</td><td>Shape</td><td>Moving through space</td><td>Counting, ordinality and cardinality Subitising</td><td>Measure</td><td>Counting, ordinality and cardinality Subitising</td><td>Comparison</td><td>Counting, ordinality and cardinality Subitising</td><td>Measure</td><td>Counting, ordinality and cardinality Subitising</td><td>Pattern</td><td>Measure</td><td>Moving through space</td></tr>
<tr><td>Focus</td><td colspan="2">3D shape
Positional and directional language</td><td colspan="2">Numbers 1-5
Counting and subitising
Size</td><td colspan="2">Numbers 1-5
Counting and subitising
More/fewer</td><td colspan="2">Numbers 1-5
Counting and subitising
Length</td><td colspan="2">Numbers 1-5
Counting and subitising
Pattern</td><td colspan="2">Capacity
Positional language</td></tr>
<tr><td>Objectives from Development Matters</td><td colspan="12">Is confident to:
• Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
• Say one number for each item in order: 1,2,3,4,5.
• Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
• Show ‘finger numbers’ up to 5.
• Recite numbers past 5.
• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
• Experiment with their own symbols and marks as well as numerals.
• Solve real world mathematical problems with numbers up to 5.

• Make comparisons between objects relating to size, length and capacity.
• Compare quantities using language: ‘more than’, ‘fewer than’.
• Extend and create ABAB patterns – stick, leaf, stick, leaf.
• Notice and correct an error in a repeating pattern.
• Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
• Describe a familiar route.
• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
• Talk about and explore 3D shapes.
• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</td></tr>
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	• Combine shapes to make new ones – an arch, a bigger triangle etc.
Nursery ongoing provision	Daily counting of how many children are in, matching to numeral and Numicon. Saying days of the week each morning and completing daily calendar. 5 frames for children to self-register on. Singing number songs daily. Mathematical links in continuous provision i.e. a clock, phones and weighing scales in the house, different sized containers in the sand and water for capacity, number cones in the outdoor area etc. Focused adult led activity for maths at least once a fortnight recorded in Learning Journey books. Maths area enhanced weekly linked to topic. Separate basket for maths/number themed books in Maths area.