



Maths Long Term Progression Overview

Check Point 1 – October (Baseline)

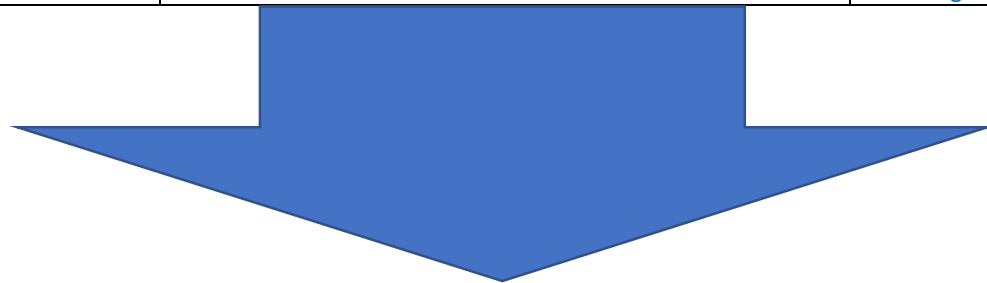
Check Point 2- December

Check Point 3- March

Check Point 4- May

Check Point 5 ELG - June

Area of Maths: Numbers	Area of Maths: Numerical Patterns	Area of Maths: Shape, Space and Measure
<p style="text-align: center;">Pre School On Track Check Point 1</p> <ul style="list-style-type: none"> ➤ Uses some number names and language within play and may show fascination with large numbers ➤ May enjoy counting verbally as far as they can go ➤ Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 ➤ Begins to subitise up to 3 objects ➤ Uses fingers during fine motor skill activities ➤ Uses fingers alongside singing number rhymes ➤ Counts up to five items, recognising that the last number said represents the total counted so far ➤ Beginning to realise that numbers are made up of smaller numbers ➤ Begin to recognise numerals 0-5 ➤ Begin to link numerals with amounts up to 5 ➤ Ascribe mathematical meanings to their mark making ➤ Use number to solve practical problems in play ➤ When counting recognises each number is 1 more or 1 less ➤ Compares two small groups of up to five objects, saying when they are the same ➤ Verbally rote count to 10 ➤ Knows a part is smaller than a whole e.g. half a pizza is smaller than a whole pizza 	<p style="text-align: center;">Preschool On Track Check Point 1</p> <ul style="list-style-type: none"> ➤ Listens to number songs ➤ Begins to join in with number songs, attempting to represent numbers using fingers where appropriate ➤ Begins to recite numbers to 10 ➤ Orders numerals up to 5 ➤ Identifies first and second ➤ Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same 	<p style="text-align: center;">Pre School On Track Check Point 1</p> <ul style="list-style-type: none"> ➤ Sorting objects which are alike e.g. colour or shape ➤ Predicts, moves and rotates objects to fit the space or create the shape they would like ➤ Enjoys partitioning and combining shapes ➤ Begins to respond to and use positional language ➤ Uses language associated with shape e.g. round, flat, ball, block ➤ Beginning to use some shape names in play ➤ Shows awareness of shape similarities and difference between objects ➤ Notices shape in the environment around them e.g. a house is a square ➤ Explores 3D shapes in play e.g. uses blocks to build ➤ Explore the language and differences of size, weight and capacity ➤ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' ➤ Creates their own spatial patterns showing some organisation or regularity e.g. a route to a familiar destination ➤ Uses trial and error to move and rotate objects to fit spaces or match shapes ➤ Explores and adds to patterns of two or three repeats ➤ Creates a two-part repeating pattern e.g. ABAB ➤ Join in with simple patterns in sounds predicting what comes next ➤ Notice and correct an error within a pattern ➤ Follow prepositional instructions through games and songs like Simon says, Hokey Cokey, Where's the bear?



On Track Check Point 2

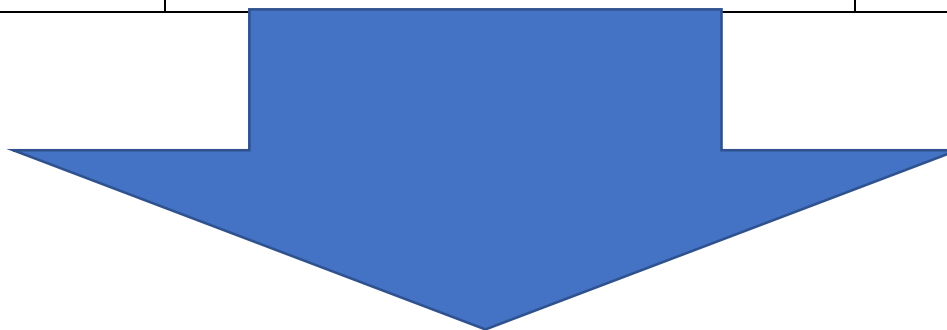
- Subitise to 5
- Represent 1 – 5 in a variety of ways e.g. on fingers, on a fives or tens frame, with objects, with numicon, cubes, digits, tally, a picture, dots on dice, money
- Begin to explain the composition of numbers (numbers within numbers) with support of visual aids such as tens frames, cubes, objects and Numberblock characters
- Begin to recognise parts within numbers. E.g. Look at 4 buttons and say “I can see a group of 2 and another group of 2”
- Begin to use a 5 frame model
- Begins to add two groups of objects which total 5
- Begins to explore subtraction from 5 or less objects
- Begins to recall number bonds to 5
- Reads and orders numbers 1-5

On Track Check Point 2

- Join in with number songs, attempting to represent numbers using fingers where appropriate
- To be able to make representations of number rhymes. Show me 5 current buns, but 1 is taken away.
- Demonstrate understanding that we use one number for each item, when counting
- Attempt to count objects, actions and sounds to 10 accurately
- Use and understand the term “more” and “less” or “fewer” in practical contexts
- Begin to link each number to 5 with its cardinal number value
- Know that the last number reached when counting is the total
- Begin to understand the concept of 1 more and 1 less with concrete objects to 5
- Order numbers 1-5
- Ordinal numbers up to 5

On Track Check Point 2

- Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/little, large/small round/straight
- Time - understand first/next
- Time-able to talk about the passing of time through own experiences
- Pattern- Begin to continue, copy and create AB patterns
- Shape - Select, rotate and manipulate shapes to develop spatial reasoning skills through learning through play
- Follow prepositional instructions through games and songs like Simon says, Hokey Cokey, Where’s the bear?
- Name 2D shapes and explain their properties using mathematical language e.g. sides, corners
- Shape- Use shapes to make pictures/models
- Uses a sand timer



On Track Check Point 3

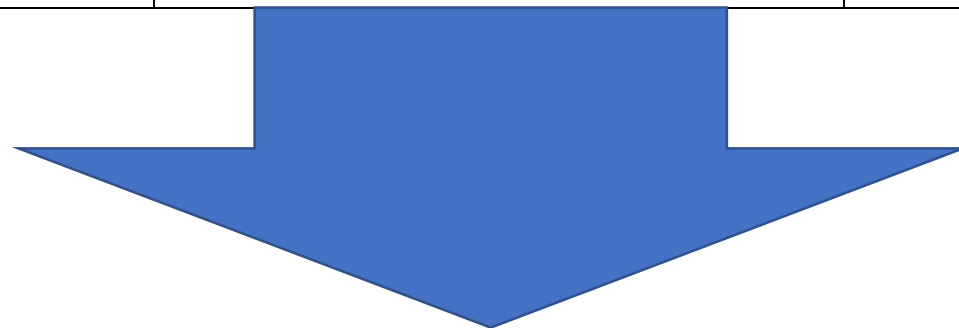
- Begin to subitise amounts on a dice and on a tens frame
- Represent 5-10 in a variety of ways e.g. on fingers, on a fives or tens frame, with objects, with numicon, cubes, digits, tally, a picture, dots on dice, money
- Discuss composition of numbers to 10, showing some automatic recall of number facts. E.g. I can make 6 with $3 + 3$ or $4 + 2$
- Partition amounts into equal groups
- Double numbers 1-10 using concrete objects
- Use a tens frame model to represent numbers to 10 and some addition and subtraction sums, with support
- Recall number bonds to 5 and some corresponding subtraction facts
- Begins to recall some number bonds to 10
- Use a part, whole model with concrete objects to partition and recombine an amount
- Combine 2 groups of concrete objects and write addition number sentences with support
- Some exposure to number doubles e.g. through Numberblocks, one and another one makes two
- Beginning to count on from a number instead of 1

On Track Check Point 3

- Recite numbers to 10 or beyond
- To be able to make representations of number rhymes. Show me 10 green bottles, but 1 is taken away
- Recite numbers to 20 confidently
- Confidently count back from 10
- Begin to count back from 20 with support and visual aid such as a number line
- Order numbers to 10
- Demonstrate understanding of the cardinal principle when counting objects.
- Show accuracy when counting a group of up to 10 objects
- Begin to compare numbers and quantities up to 10 using and understanding the terms more than, greater than, fewer, less than in practical contexts
- Understand the term equal when comparing two groups of objects
- Begin to understand the concept of 1 more and 1 less using a number line, to 10
- Ordinal numbers up to 10

On Track Check Point 3

- Time - Understand yesterday/today/tomorrow
- Time-Recite days of the week and months of the year
- Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape
- Measure - use and understand the terms shorter/taller, larger/smaller - sequence 4 items according to these criteria
- Measure - measure and compare length using non-standard measures
- Pattern- Continue, copy and create AB, ABB and ABBC patterns
- Able to complete jigsaw puzzles independently.
- Begin to use and understand prepositional language such as in front of, behind of
- Uses the word 'than' when making comparisons



<p style="text-align: center;">On Track Check Point 4</p> <ul style="list-style-type: none"> ➤ Confidently subitise rather than count small groups of objects ➤ Subitise to 10 using familiar concept images (e.g. a tens frame, with Numicon, on a dice, and using fingers) ➤ Double numbers 1-5 confidently and begin to recall some double facts from memory ➤ Add 2 single digit numbers using known number facts ➤ Write addition and subtraction number sentences ➤ Recall number bonds to 5 automatically and some number bonds to 10 ➤ Sorting objects into small groups 	<p style="text-align: center;">On Track Check Point 4</p> <ul style="list-style-type: none"> ➤ Recite numbers to 20 and beyond; and back from 20 ➤ Count on from a given number to 20 and back from a given number 0 - 10 ➤ Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle ➤ Say the number one more/less than a given number 1 - 10 ➤ Explore sharing into equal groups in practical contexts, commenting on what they notice. ➤ Understanding the pattern of numbers and recognise odd and even numbers 	<p style="text-align: center;">On Track Check Point 4</p> <ul style="list-style-type: none"> ➤ Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind ➤ Time - Use and understand before/after ➤ Time- Have an understanding of what the day and the month is ➤ Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns ➤ Shape- Name some 3D shapes and describe their properties using mathematical language ➤ Measure- Use Mathematical language when comparing length, weight and capacity ➤ Follow prepositional language e.g. put Teddy inside the box ➤ Estimates how many cubes will fit into a space ➤ Beginning to use a calendar to talk about the day or month
<p style="text-align: center;">Check point 5 ELG:</p> <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 style="text-align: center;">Check point 5 ELG:</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 style="text-align: center;">NO ELG FOR THIS AREA</p>