Progression in Maths: Nursery to Year 1

	Nursery	EYFS	Year 1 (Autumn Term)
Number (Subitising, counting, cardinality, ordinality)	Subitise within 3 • Recite numbers beyond 5 (abstract) • Say one number for each item in order, e.g 1, 2, 3 • Know the last number reached in a group is the total • Link numeral and amounts	Subitise numbers to 5 (explore structured and unstructured subitising within 10) • Count verbally to 20 and beyond… • Represent the cardinality of numbers within 10 and beyond (teen numbers) • Understand concept of one more/less	count to and across 100, forwards and backwards from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations and use the language of: equal to, more/less than • read and write numbers from 1 to 20 in numerals and words
Number (composition and comparison)	Discuss verbally numbers inside numbers e.g "I am 3. 2 and 1 are a part of me" • Compare quantities e.g more than/fewer than	• Explore concept of wholes and parts • Composition of numbers to 5 and then within and to 10 (bonds) • Explore composition of odd and even numbers • Understand composition through doubles • Explore composition through hidden/missing parts • Reason around 'howmanyness' of numbers • Compare/order numbers using language equal/unequal/smallest/greatest	• read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract 1 and 2-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9 Number: Multiplication, Division and Fractions
Geometry (Patterns, colour, sorting)	• Recognise and name colours (matching) • Sorting objects by attributes e.g colour, size, shape • Recognise and follow an AB pattern e.g red, blue, red… • Correct ABAB pattern	• Continue, copy and create repeated patterns (AB, ABB, ABBC) • To match and sort objects in various ways e.g pairs, colour, shape, sharing, equal, • Compose and decompose shapes, identifying new shapes made and shapes within shapes	Geometry/Position & Direction Recognise and name common 2D/3D shapes inc triangle, circle, square, cube, cuboid etc • Patterns with 2D & 3D shapes (ABBCBBA) • describe position, direction and movement, including whole, half, quarter and three-quarter turns
Shape & Space (shapes, positional language)	Explore 2D and 3D shape using informal language e.g corners, curved, round, straight • Ordering events in the day e.g next, after, before • Understand position through words e.g below, under, down • Select shapes appropriately for building e.g flat top	• Name some 2D shapes e.g circle, triangle, square and rectangle and describe basic properties • Explore 3D shape • Select, rotate and manipulate shapes to develop spatial reasoning skills • Compose and decompose shapes • Continue to develop positional language, creating own stories/journeys	Measurement • compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].. mass/weight [for example, heavy/light, heavier than, lighter than]…capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes
Measurement (Weight, capacity, length & height)	• Explore language around size e.g big/little/smaller/bigger • Compare length and height using language taller, shorter • Identify items that may be heavy, make links between 'seesaw' balance scales • Explore capacity using language full, half full, empty	Explore language around length, height and breadth (indirect comparisons using blocks) • Compare and order objects of different size, mass and capacity using increasingly more complex language • Begin to measure time in simple ways e.g how many sleeps • Sequence events in the day, describe events that have happened or that they are looking forward to	• Recognise and use language relating to dates, weeks months etc • Sequence events in chronological order using before, after language and solve problems using language such as quicker/slower • Read the clock to the o'clock and half past the hour and draw hands on the clock face to show these times