



# Becoming a Mathematician

## Early Years Progression for Mathematical Skills and Knowledge

The teaching of mathematical skills and knowledge begins in Early Years at Swansfield Park Primary School as part of the Mathematical Development curriculum. Alongside this progression grid, effective communication and language skills are an essential part of mathematical development for our youngest learners

Becoming fluent with number	Optimum Learning Point
<b>Focus: Through play activities, laying the foundations of number by:</b>	Preschool
Beginning to join in with finger rhymes involving numbers	Pre-School
Beginning to join in with counting in everyday contexts (For example, number of cups on the table, animals on a page in a story)	Pre-School
Beginning to develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence when engaging in play. (For example: when putting food on a plate in the kitchen)	Pre-School
Beginning to compare amounts either by using words 'lots', 'more', 'same' or by responding when adults use these words (for example, who's got more, you or me?)	Preschool
Building with a range of resources using language related to number (one more, 1, 2, 3,4, 5)	Pre-school
<b>Focus: Through play activities, develop and secure the foundations of number by:</b>	Nursery
Counting forwards to 5 and then 10	Nursery
Accurately touch counting sets of up to 5 items, saying each number as the set is counted	Nursery
Knowing that the last number reached in a set tells you how many there are in total (cardinal principle)	Nursery
Making comparisons between quantities (up to 5) using 'more than', 'fewer than' and 'same'	Nursery
Subitising with numbers to 3 and then 5 (showing fingers, dots on a dice etc)	Nursery

Beginning to represent numbers with marks on paper using numerals and/or own symbols	Nursery
Linking numerals with cardinal value up to 5 (making sets)	Nursery
Using and applying number skills in a range of contexts within nursery (recognising 'how many more' pencils needed so that everyone has one, 'how many more playdoh cakes' to fill the tray, identifying 'who has the most blocks' and opportunities to share)	Nursery
<b>Focus: Through practical experience, show fluency with numerals and amounts whilst applying knowledge by:</b>	Reception
Counting forward and backwards to 10 and then 20	Reception
Counting forward and backwards beyond 20	Reception
Counting objects actions and sounds to 10 and then up to 20	Reception
Linking numerals with cardinal value up to 10 (making sets)	Reception
Making comparisons between quantities to 5 and then 10, recognising when one quantity is greater than, less than or the same as another	Reception
Understanding and identifying the 'one more than/less than' relationship between consecutive numbers	Reception
Subitising with numbers to 5 and then 10	Reception
Exploring the composition of 5 (telling numbers stories and recalling all number facts)	Reception
Exploring the composition of 10 (telling numbers stories and recalling some number facts)	Reception
Exploring and representing patterns within number to 5 and then 10 (sharing, recognising odd and even amounts and doubles)	Reception