

Robin Hood Early Years

Progression of skills N1, N2 and Reception

Mathematics

Mathematics Number			
Term	Autumn Term	Spring Term	Summer Term
Nursery 1 3 years old	- Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items - Compare amounts, saying 'lots', 'more' or 'same'. - Combine objects like stacking blocks and cups. - Put objects inside others and take them out again.	- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	- Count in everyday contexts, sometimes skipping numbers s '1-2-3-5'.
Nursery 2 Children turning 4	- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Show 'finger numbers' up to 5.	- Recite numbers past 5. - 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'). - Begin to make representations of different numbers	- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 - Joins in and sings counting songs and number rhymes. - Listen to and enjoy stories that involve counting. - Begin to recognise some numbers by numerals.
Reception	- Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. - Estimate and guess how many there might be before counting. - Joins in and sings counting songs and number rhymes. - Listen to and enjoy stories that involve counting. - Begin to recognise some numbers by numerals.	- Look at small quantities in familiar patterns s for example a dice s and random arrangements, saying how many they can see. - Use 5 frames and 10 frames to become familiar with the tens structure of the number system. - Talk about how many spaces are filled or unfilled. - Link the number symbol (numeral) with its cardinal number value.	- Explore the composition of numbers to 10 - Automatically recall number bonds for numbers 0- 5/0-10. - Have a deep understanding of number 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall s without reference to rhymes, counting or other aids s number bonds up to 5. - Recall some number bonds to 10, including doubling facts.
SEND support	- Photo and pictorial prompts to support with understanding - Use of Makaton/Communication boards to support with explaining understanding - Consistent practical resources e.g. Numicon - Apply in daily situations e.g. dice with game playing		

Mathematics Numerical Pattern

Term	Autumn Term	Spring Term	Summer Term
Nursery 1 3 years old	- Climb and squeeze themselves into different types of spaces. - Build with a range of resources. Complete inset puzzles	- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'	- Notice patterns and arrange things in patterns - Compare amounts, saying 'lots', 'more' or 'same'.
Nursery 2 Children turning 4	- Enjoy number songs with a rhythmic pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'	- Talk about and identify the patterns around them. - Extend and create ABAB patterns s. stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern.	- Experiment with their own symbols and marks as well as numerals. - Compare quantities using language: 'more than', 'fewer than'. - Solve real world mathematical problems with numbers up to 5.
Reception	- Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. and start to notice patterns within them. - Distribute items evenly from a group.	- Understand the 'one more than/one less than' relationship between consecutive numbers. - Count beyond 10, noticing patterns within the structure of counting	- Verbally count beyond 20, recognising the pattern of the counting system. - Become familiar with two-digit numbers - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
SEND support	- Photo and pictorial prompts to support with understanding - Use of Makaton/Communication boards to support with explaining understanding - Regular exposure to patterns & extra modelling of solving these		

