FS2 Maths Curriculum Progression

	Step 1	Step 2	Step 3	Step 4
Number	Recognise numerals 0-5	Recognise numerals to 10	Recognise numerals to 20	Recognise number patterns beyond 20
	Recognise visual representations of numbers to 5	Recognise visual representations of numbers to 10	Recognise visual representations of numbers to 20	Recognise visual representations of numbers beyond 20
	Can correctly count objects, actions and sounds to 5	Can correctly count objects, actions and sounds to 10	Can correctly count objects, actions and sounds to 20 and beyond	Explore counting patterns, such as counting up in 2's
	Match numeral 0-5 with their quantity	Match numeral 0-10 with their quantity	Match numerals to 20 with their quantity	Match numerals to 20 and beyond with their quantity
	Understand the composition of numbers to 5 e.g. 4 = 1+1+1+1, 2+1+1, 1+1+2, 1+3, 3+1, 4+0, 0+4	Understand the composition of numbers to 8 – drawing in facts learnt from autumn 1 including doubling / number bonds	Understand the composition of numbers to 10– drawing in facts learnt previously, including doubling / number bonds	Understand the composition of numbers to 20– drawing in facts learnt previously, including doubling / number bonds
	Understand what doubling means Double 1 is 2 double 2 is 4	Can recall doubling facts in numbers to 8	Can recall doubling facts to 10	Can recall doubling facts to 20
	Begin to understand even and odd numbers in numbers to 5 by sharing into two	Understand and explain why numbers are odd and which are even to 8	Understand and explain why numbers are odd and which are even to 10	Understand and explain why numbers are odd and which are even to 20
	Subitise numbers to 5 using different arrangements	Begin to subitise numbers to 10 using different arrangements	Can subitise by combining numbers of smaller subgroups e.g. 3 and 5 makes 8 (perception subitising) and explain how they have done this	
Numerical patterns	Can recall the number bonds to 5	Can recall number bonds for 6,7,8.	Can recall number bonds for 9 and 10 including subtraction facts.	Can recall number bonds beyond 10 including subtraction facts.
	Verbally count to 10 and back from zero	Verbally count to 10 and back from zero	Verbally count forwards and backwards from any given number (to 10)	Verbally count forwards and backwards from any given number beyond 10
	Can understand the one more one less relationship between numbers to 5 using objects	Can understand the one more one less relationship between numbers to 10 using objects and other scaffolds including ten frames and number lines	Can understand the one more one less relationship between numbers to 10 with and without a scaffold and can order numbers.	Can understand the one more one less relationship between numbers to 20 with and without a scaffold and can order numbers.
	Can compare quantities to 5 in different contexts and can recognise when quantities are greater than / less than or the same	Can compare quantities to 8 in different contexts and can recognise when quantities are greater than / less than or the same	Can compare quantities to 10 in different contexts and can recognise when quantities are greater than / less than or the same	Can compare quantities beyond 10 in different contexts and can recognise when quantities are greater than / less than or the same
	Explore how quantities to 5 can be distributed evenly – how many groups can you have that are the same. Explain what this means in different contexts	Explore how quantities to 8 can be distributed evenly - how many groups can you have that are the same. Explain what this means in different contexts	Explore how quantities to 10 can be distributed evenly - how many groups can you have that are the same. Explain what this means in different contexts	Explore how quantities beyond 10 can be distributed evenly - how many groups can you have that are the same. Explain what this means in different contexts
Shape	Recognise and name square, circle, semi-circle, triangle, rectangle, hexagon, pentagon		Explore the composition of shapes and recognise that a shape can have other shapes within it – link to the composition of numbers e.g a circle can be made of two semi circles, a square can be made of 4 triangles.	
	Explore the properties of 2D shape including sides, corners and recall facts about them		Describe everyday objects using learnt mathematical language	
	Recognise and name 3d shapes cylinder, sphere, cube, cuboid, pyramid		Explore the properties of 3d shapes and including faces and their shapes	
	Select, rotate and manipulate shapes to develop special reasoning skills			
Capacity	Explore the capacity of objects and develop an understanding of empty, full, half full, half empty		Can order containers according to capacity and use this knowledge to problem solve	
Length	Explore the length of objects and can order objects according to size	I can measure objects using non-standard measure to solve a problem	Begin to understand units of standard measure and equipment which can be used	
	Use correct language to describe and compare length including tall, short, narrow, wide, tallest, shortest, bigger etc			
Weight	Explore the weight of objects and can order objects from heaviest to lightest		Begin to understand units of standard measure and equipment which can be used	
	Use correct language to describe and compare weight including heavy, light, heavier, lighter, lightest			
Pattern	To recognise, copy and create simple repeating patterns with up to three variables ABAB / ABCABC repeating pattern	To recognise, copy and create more intricate patterns with two or more variables AABB, AABBCC patterns etc	To recognise, copy and create more complicated patterns with three or more variables including AABAAB	
Position	To show understanding of the positions under, in, on, in front of under next to	To follow two step instruction placing something in a position	To be able to describe somethings position using the correct vocabulary	
Direction	To understand directions forwards, backwords, left, right	To follow directional instructions – *Link to maps UTW*	To give directional instructions to someone to achieve a goal	