HCAT Nursery Maths Curriculum Progression

	Step 1	Step 2	Step 3
Number	Explore the concept of number through number songs and rhymes		
	Recognise at least numerals 0, 1 and 2	Recognise at least numerals 3, 4, 5	Recognise numerals 0-5 and beyond
	Show finger numbers 0, 1, 2 in a variety of ways e.g 1 and 1	Show finger numbers 3, 4, 5 in a variety of ways e.g 1 and 2	Show finger numbers 0-5 in different ways (begin to explore number bonds)
	Correctly touch count a number of objects to at least 2 understanding that the last number reached tells you how many there are including that 0 means that there are none	Correctly touch count a number of objects to 5 accurately understanding that the last number reached tells you how many there are	Begin to solve problems to five including -sharing -explaining who has more / less -ordering numbers and amounts -estimating
	Use language such as more, lots or the same to compare amounts	Compare amount using the language more than / fewer than	
	Count out the correct number of objects to match a given number to at least 2	Count out the correct number of objects to match a given number to at least 5	
	Begin to explore how numbers can be shared	Begin to explore how numbers can be shared	
	Begin to make symbols, marks and numerals to represent numbers		
	Understand what it means to subitise and begin to apply this using known numbers	Begin to subitise objects to 3	Subitise a number of objects to 3 accurately
	Recite numbers to five	Recite numbers past five	Recite numbers past five forwards and backwards
Shape	Recognise and name square, circle, triangle, rectangle	Recognise and name 3d shapes sphere, cube, cuboid, cylinder	I can use 2d and 3d shapes appropriately when building a structure / collage and describe them using taught vocabulary
	Find known 2d shapes in the environment	Find known 3d shapes in the environment	
	Introduce vocabulary including sides, corners, round and straight to describe 2d shapes	Introduce vocabulary including flat, solid, 2d and 3d to describe shapes	
Pattern	Explore and describe natural and man-made patterns in the environment using words such as stripes, spots to describe	Recognise and continue an ABAB pattern	I can correct an error in a repeating ABAB pattern
Time	Through daily maths meeting introduce days of the week, yesterday, today, tomorrow and the date.		
	Describe a sequence of events using the words first, next, finally e.g first I get dressed, next I brush my teeth, finally I have my breakfast		
Capacity	Introduce a range of vocabulary to describe capacity including full, empty, overflowing	Explore the capacity of objects using taught vocab and make comparisons of capacity using most least fuller, emptier	
Length	Introduce a range of vocabulary to describe length including tall, short, big, small	Compare the lengths of objects using vocabulary such as longest shortest longer, shorter, taller, smaller.	Order and make comparisons of objects according to size and use vocabulary to describe including longer, shorter, taller, smaller.
Weight	Introduce a range of vocabulary to describe weight including heavy and light	Compare the lengths of objects using vocabulary such as heaviest, lightest	Order and make comparisons of objects according to size and use vocabulary to describe including lighter, heavier
Position	Introduce vocabulary in front of, behind, next to, inside, under	Follow a one-step instruction to place an object in position	Use every day language to describe the position of objects
Direction	Explore the language of direction when going on short walks e.g. we are going past the / around the	Encourage children to tell you the next direction we will do when taking a familiar route	Describe a familiar route independently