Great Orton Primary School

Maths progress model for knowledge and skills

Minimum expectation for Nursery			Minimum expectation for Reception			ELG	Links to KS1
Subitise (to 1)	Subitise (to 2)		Subitise (to 3)	Subitise (to 5)	Make a sensible guess of quantities within 10	**ELG- Number** • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including	Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number
Recognises some numbers	Link numerals and amounts to 3	Links numerals and amounts to 5	Link numerals and amounts to 5+	Link numerals and amounts to 10+	Link numerals and amounts to 10		
Orders numbers to 3		Orders numbers to 5	Orders numbers to 10				Begin to recognise place value in numbers beyond 20 Identify and represent numbers using objects and pictorial representations including the number line
Find different ways to practically make 3		Find different ways to practically make 5	Knows that 5 + 5 and 10 + 0 make 10	Can recall some number bonds to 10	Can recall all number bonds to 10, explaining the pattern		
Experiments with their own symbols and marks, as well as numerals. Is able to write numbers of personal significance.			Is able to write numbers 1-5		Can write numbers 1-10		

		Understands that addition is the combining of sets of objects	Understands that subtraction is removing objects	subtraction facts) and some number bonds to 10, including double facts.	Represent and use number bonds Read and write numbers from 1 to 20 in numerals (and words) Use the language of: equal to, more than, less than (fewer), most, least Given a number, identify one more or one less
Combines amounts and knows that they have 'more'	Takes some away and knows that they have 'less'				
		Understands that doubling is adding the same number to itself	Recall double facts to 10		Read, write and interpret mathematical symbols Add and subtract one-digit and two-digit numbers to 20, including zero
Says number names in an incorrect order	Count beyond 3	Count beyond 5	Count beyond 10	Count beyond 15	Count beyond 20	**ELG- Numerical Pattern**
Says number names in an incorrect order	Count backwards from 3	Count backwards from 5	Count backwards from 10	Count backwards from 15	Count backwards from 20	**ELG- Numerical Pattern** Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Can recite a minimum of 3 number songs *Uses number language in everyday contexts*		*Can recite a minimum of 5 number songs* *Uses number language in everyday contexts*		Can recite 10+ number songs		Solve one-step problems that involve addition and subtraction Recognise, find and name a half as one of two equal parts of an object, shape or quantity Compare, describe and solve practical problems for double/half
Says some number names but not for each object	Counts objects to 3+	Count objects to 5+ *Understands that the last number tells you how many there are*		Count objects to 10+	Count objects to 20- including odd and evens	

				Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	
		Recognises that after each unit of 10, we go back to 1 again	Recognises patterns such as 6, 7, 8 and 16, 17, 18	
Compares quantities using 'more than'	Compares quantities using 'more than', 'less than' and 'the same'	Compare numbers using 'more than', 'less than' 'fewer' 'equal to'	Children understand the difference between quantity and size	
Children can find 1 more than numbers up to 5	Children can find 1 less than numbers up to 5	Children can find 1 more than numbers up to 10	Children can find 1 less than numbers up to 10	Children can find 1 more than and 1 less than in mixed problems	
Children 'share' items by giving items to their friends or teachers		Understands that sharing is splitting an amount into equal parts	Understands that halving is sharing into two equal parts	Can halve even numbers.	
Solves real world mathematical problems with numbers to 3	Solves real world mathematical problems with numbers to 5		Solves real world mathematical problems with numbers to 10		

					Shape, Space and Measure	
Combines shapes to make pictures Select shapes appropriately – triangular roof, square house…	Talks about and explores 2D shapes using informal and mathematical language – corners, sides Combines shapes to make other shapes	Explores how many corners and sides basic 2D shapes have. Is beginning to explain if the sides are 'straight' or 'curved'	Explores how many corners and sides other 2D shapes have	Compose and decompose 2D shapes so that children recognise a shape can have other shapes within it, just as numbers can		Pupils should be taught to recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles Pupils should be taught to recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres
Combines shapes to make pictures Selects shapes appropriately – cube/cuboid for a house	Talks about and explores 3D shapes using informal and mathematical language – corners, faces Combines shapes to make other shapes	Explores which shapes will roll and which will slide and is beginning to explain why using the vocabulary 'curved' and 'flat'	Children recognise that the faces on a 3D shape often comprise of 2D shapes	Recognises that a cube and cuboid have very similar properties. Uses language such as faces, vertices, edge		Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
	Can correctly match some 3D shapes in the environment.	*Can correctly recognise and name cones and spheres*	*Can recognise and name sphere, cube, cuboid, cylinder, cone*	*Is beginning to explore other shapes such as pyramids and triangular prisms*		
Recognises 2D shapes in the environment		*Recognises 3D shapes in the environment*				Compare, describe and solve practical problems for lengths and heights

Talks about pattern in the environment (spotty, stripy…)	Can sort items by their colour or pattern	Copies and continues repeated patterns with colour (AB)	Creates repeated patterns with shape (AB)	Continue, copy and recreate repeated patterns (ABB)	Continue, copy and recreate repeated patterns (ABBC)		Compare, describe and solve practical problems for mass/weight Compare, describe and solve practical problems for capacity and volume Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Recognise and know the value of different denominations of coins and notes
Uses the ordinal vocabulary of 'first' and 'last'	Uses the vocabulary 'in', 'on', 'under', 'behind', 'next to'	Can follow an instruction using positional language		Uses the vocabulary 'in-between', 'over' 'above', 'beneath', 'beside' Can use ordinal numbers to describe position in a line			
Uses 'big' and 'small', 'short' and 'tall to compare size	Make simple comparisons using 'bigger' and 'smaller', 'shorter' and 'taller'	Can order three items by length/height using non-standard measures Uses 'biggest', 'smallest', 'shortest' and 'tallest'		Uses standard measures whilst measuring size			

Uses 'heavy' and 'light'	Make simple comparisons using 'heavier' and 'lighter'	Can order three items by weight using non-standard measures Uses 'heaviest', 'lightest'	Uses standard measures whilst measuring weight		
Uses 'full' and 'empty' to compare capacity	Make simple comparisons using 'more' and 'less'	Can order three items by capacity using non-standard measures Uses 'full', 'empty', 'half empty'	Uses standard measures whilst measuring capacity		

Begins to understand the vocabulary 'first', 'last' and 'soon'	Children can talk about significant times of the day, home time, lunch time etc… and then sequence them	Children can identify if it takes a shorter or longer time to do something	Children can use language before, after, yesterday, today, tomorrow		
Knows some of the days of the week	Says the days of the week in order	Can tell you which day comes before/after a given day	Knows some of the months of the year		

Understands that we need to pay for items in a shop and can talk about what they would like to buy	Talks about the different ways we can pay for things	Recognises that there are different coins	Can pay for items using 1p coins		