Lemington Riverside Primary School

Mathematics Progress Model for Knowledge and Skills

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Minimum Expectations for Nursery | | Minimum expectations for Reception | | | | Links to KS1 curriculum |
| Number | Subitises up to 3. | Recites numbers in order to 10. | Subitise (recognise quantities without counting) up to 5. | Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | | Have a deep understanding of number to 10, including the composition of each number. | Begin adding and subtracting using facts/number bonds to 10/20. |
| Number Pattern | Compares quantities, recognising who has more/less. | Understands ‘one more’ and beginning to understand ‘one less’. | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | Verbally count beyond 20, recognising the pattern of the counting system. | Count to 100 using the pattern of the counting system. |
| Shape | Sorts objects according to colour, shape or object. | Uses informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ | Combines shapes to make new shapes, *e.g. two semi circles to make a circle.* | | | | Recognise and name common 2D and 3D shapes. |
| Space | Understands positional language. | | Uses prepositional language independently | | | | Describe the position, direction and movement. |
| Repeating Pattern | Interested in pattern. | Identifies a repeating pattern. | Notices an error in a repeating pattern. | | Continues, copies and creates repeating patterns. | | Recognise and create repeating patterns with objects and shapes. (non-statutory) |
| Measure | Uses non-standard equipment to measure | | Compares length, weight and capacity. | | Uses standard equipment to measure, using the numbers to decide the length/weight/ capacity. | | Compares, describes and solves practical problems for length, height, weight, capacity, volume and time,  Measures and records length, height, weight, capacity, volume and time. |