Horden Nursery School– Progression in Mathematics

	Counting and Cardinality	Comparing numbers and quantities	Subitising and recognising	Composition	Number recognition, representation & ordering
1	Can say some counting words randomly	Recognise which group of objects has 'more' objects. Uses number language such as 'more' or 'a lot'	Children notice objects and groups of objects around them.	Shows understanding of parts and wholes by gathering objects and separating them into smaller groups.	Can distinguish numerals from letters. Can talk about numerals that are significant to them.
2	Can say the number names in order in an unbroken string forwards and backwards	Recognise which group of objects has 'less' objects. Use number language such as 'less' or 'fewer'	Can name groups of one to two, sometimes three. E.g, when shown a pair of shoes, the child says, "Two shoes."	Understand cardinality through subitising or counting.	Can represent numbers using their fingers or marks on paper.
3	Understand that the order of numbers is fixed and will not change. This is known as the stable order principle.	Recognise groups with 1,2 or 3 objects and begin to make comparisons between the quantities, using number language.	when shown a small collection the child can put out a matching group nonverbally, but cannot give the number name telling how many.	Using concrete objects, Finds different combinations of 3 recognising that the total is still the same.	Can pick out a matching numeral that is shown to them.
4.	Begin to develop one to one correspondence and say one number name for each object. Moving or touching objects to count them.	Match group of objects with the same number.	Begins to recognise and connect small quantities to number words, without the need to count.	Understand that numbers can be made up of 2 or more parts and can find different compositions of up to 5 objects.	Can recognise a numeral 1-3 and find the matching number of objects.
4	Can count things they can't touch or see. This is known as the abstraction principle.	Compare two groups of Objects and say when they have the same number.	Can select objects from a larger group, such as a group of 2 , without counting.	Understand the language of 'parts 'and 'whole'	Can sometimes match a numeral to the quantity.
5	Know that when objects are moved the total remains the same.	Know that the quantity of objects stays the same when they are spread out or moved closer together.	Fast recognition of up to 3 objects and can name the quantity without having to count them.	Understand that the 'whole' is made up of 'parts'	Can record using marks that they can interpret and explain.
6	Know that the last number they say represents the number of objects in the group. This is known as the cardinal principle.	Make an estimate. E.g. 'Which group do you think has the closest to 10 objects in it?'	Can show a number of fingers to 5 'all at once' without counting.	Children can say a 'hidden' number when they can see only part of a group of up to 5 objects.	Can recognise numerals 0-5 and then 0-10 when placed in order, such as reading along a number line.
7	Can give someone a specified number of objects. Count out a number of objects from a larger group.		Subitises 2 or more parts within an arrangement but does not see the whole without counting.	Children explore different compositions of numbers to 10 using concrete objects.	Can order objects such as towers of bricks, visually ordering them, by saying which number is the largest and which number is the smallest.
8	Can count on when part of a set of objects is hidden.				Can recognise numerals 0-5 then 0-10 when placed out of order. Can order numerals from 0-5