



**Arrow Valley First School**  
**Maths Progression document**

The assessment framework is structured to set out progression in the 7 areas of disciplinary knowledge of the mathematics curriculum: number and place value, addition and subtraction, multiplication and division, fractions, measurement, geometry and statistics. All of these are interwoven with the substantive knowledge and concepts of fluency, reasoning and problem solving. This framework is designed to inform how we plan for children to improve year by year and assess how well they are improving. Progression is a cumulative experience of using and applying disciplinary knowledge gained and made secure by repeated practice in different contexts. Learning is embedded by the application of what has previously been learned and remembered into new concepts.

**CRST Progression in Mathematics in EYFS**

Nursery Progression Map		
Mathematical language	Number	Pattern in Number
<ul style="list-style-type: none"> <li>• Compare amounts – lots more, same</li> <li>• Compare sizes, weights, etc using gesture and language – bigger, smaller, little, high low, tall, heavy</li> <li>• Take part in finger rhymes with numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Compare amounts</li> <li>• Begin to recognise 0-10</li> <li>• Develop counting like behaviour – saying some numbers in sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Count in every-day contexts – not always accurate</li> </ul>
<ul style="list-style-type: none"> <li>• Take part in number and shape rhymes and songs</li> <li>• Say numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Recite numbers up to and beyond 5</li> <li>• Recognise numerals e.g. special number</li> <li>• Recognise symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Solve real life problems with numbers up to 5</li> </ul>
<ul style="list-style-type: none"> <li>• Respond to mathematical language</li> </ul>	<ul style="list-style-type: none"> <li>• Say one number for each item</li> <li>• Count things and repeat the last number e.g. 1, 2, 3, 3 cars</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns around them</li> <li>• Use patterns in collage etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Talk about 2D and 3D shapes</li> <li>• Use informal language</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise an increasing number of numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Count in rhymes</li> </ul>
<ul style="list-style-type: none"> <li>• Explore different weight, capacities etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Match numerals to amounts</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the sequence of numbers to 5</li> </ul>

	<ul style="list-style-type: none"> <li>• Use correct vocabulary to describe – big, small</li> </ul>		
	<ul style="list-style-type: none"> <li>• Talk about patterns around them using informal language</li> </ul>		
	<ul style="list-style-type: none"> <li>• Compare quantities – less, fewer than, more than</li> <li>• Understanding position – up, down, in front of, behind, in, under, beside, between</li> <li>• Talk about shape using formal language – sides, corners, straight, flat, round</li> <li>• Make comparisons using mathematical language between size, shape, weight, capacity</li> <li>• Describe a familiar route</li> <li>• Discuss routes and locations e.g in front of, behind</li> <li>• Begin to describe a sequence of events using words such as first, then</li> <li>• Create patterns and notice and talk about an error in a simple repeating pattern</li> <li>• Subitise to 3</li> </ul>	<ul style="list-style-type: none"> <li>• Show finger numbers up to 5</li> <li>• Subitise to 3</li> <li>• Know the last number they reach is the total (Cardinal Principle)</li> <li>• Link numerals and amounts up to 5</li> <li>• Recognise numerals 0 - 10</li> </ul>	<ul style="list-style-type: none"> <li>• Say one number for each item in order</li> <li>• Extend and create patterns</li> <li>• Correct an error in a simple repeating pattern ABAB</li> </ul>

Reception Progression Map		
Mathematical language	Number	Pattern in Number
<ul style="list-style-type: none"> <li>Use comparative language – more than, less than, fewer, the same as, equal to</li> <li>Say names of numbers up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Identify smaller numbers within a number</li> <li>Explore using subitising</li> <li>Place objects into 5 frames and 10 frames</li> <li>1-1 correspondence with larger numbers</li> <li>Link the numeral to the value</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 10 - 20</li> <li>Recognise the pattern of the counting system</li> <li>Identify groups of the same number of things</li> </ul>
<ul style="list-style-type: none"> <li>Say the names of numbers up to 20</li> </ul>	<ul style="list-style-type: none"> <li>Which pairs make a given number</li> <li>Explore numbers to 10</li> <li>Count objects, actions and sounds</li> <li>Subitise regular pattern e.g. dice</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers – which group of numbers has more/less</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Begin to recall number bonds</li> </ul>	<ul style="list-style-type: none"> <li>Link to composition of numbers and begin to spot doubles</li> <li>Begin to share equally - halving</li> </ul>
<ul style="list-style-type: none"> <li>Discuss patterns</li> </ul>	<ul style="list-style-type: none"> <li>Practice subitising regular and irregular patterns</li> <li>Explore composition of number to 10 e.g. doubles</li> <li>Partition numbers within 10 – part whole and put them back again</li> </ul>	<ul style="list-style-type: none"> <li>Understand the one more than/one less than relationship between consecutive numbers</li> </ul>
<ul style="list-style-type: none"> <li>Subitise up to 5</li> <li>Compare length, weight, capacity e.g. “this box is heavier than this box”</li> <li>Use formal and informal language to describe 2D and 3D shapes e.g. straight, curved</li> <li>Make a deliberate mistake in pattern and discuss how to fix it.</li> </ul>	<ul style="list-style-type: none"> <li>Deep understanding of numbers to 10 including the composition of each number</li> <li>Automatically recall number bonds up to 5 including subtraction and some in 10</li> <li>Subitise up to 5 – regular and irregular patterns</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20</li> <li>Recognise the pattern of the counting system</li> <li>Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than/less than/ or the same</li> <li>Explore and represent patterns within numbers up to 10 including odds and evens, double facts, sharing up to 10</li> </ul>

NB - The exact order and length of these units may be adjusted at the teacher's discretion to meet the needs of their class.

<b>Comparison 1</b>	<b>Shape, space and measure 1</b>	<b>Pattern 1</b>	<b>Counting 1</b>	<b>Counting 2</b>	<b>Subitising 1</b>
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
<b>Pattern 2</b>	<b>Shape, space and measure 2</b>	<b>Subitising 2</b>	<b>Counting 3</b>	<b>Shape, space and measure 3</b>	<b>Pattern 3</b>
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
<b>Counting 4</b>	<b>Shape, space and measure 4</b>	<b>Subitising 3</b>	<b>Comparison 2</b>	<b>Pattern 4</b>	<b>Shape, space and measure 5</b>
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
<b>Pattern 5</b>	<b>Subitising 4</b>	<b>Counting 5</b>	<b>Pattern 6</b>	<b>Counting 6</b>	<b>Comparison 3</b>
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Reception

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL  <a href="#">VIEW</a>	Talk about measure and patterns  <a href="#">VIEW</a>	It's me 1, 2, 3  <a href="#">VIEW</a>				Circles and triangles  <a href="#">VIEW</a>	1, 2, 3, 4, 5  <a href="#">VIEW</a>		Shapes with 4 sides  <a href="#">VIEW</a>
Spring term	Alive in 5  <a href="#">VIEW</a>	Mass and capacity  <a href="#">VIEW</a>	Growing 6, 7, 8  <a href="#">VIEW</a>	Length, height and time  <a href="#">VIEW</a>	Building 9 and 10  <a href="#">VIEW</a>		Explore 3-D shapes  <a href="#">VIEW</a>					
Summer term	To 20 and beyond  <a href="#">VIEW</a>	How many now?  <a href="#">VIEW</a>	Manipulate, compose and decompose  <a href="#">VIEW</a>	Sharing and grouping  <a href="#">VIEW</a>	Visualise, build and map  <a href="#">VIEW</a>		Make connections  <a href="#">VIEW</a>	Consolidation				

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value (within 10)</b>					Number <b>Addition and subtraction (within 10)</b>					Geometry Shape	Consolidation
Spring	Number <b>Place value (within 20)</b>			Number <b>Addition and subtraction (within 20)</b>			Number <b>Place value (within 50)</b>		Measurement <b>Length and height</b>		Measurement <b>Mass and volume</b>	
Summer	Number <b>Multiplication and division</b>			Number <b>Fractions</b>		Geometry <b>Position and direction</b>	Number <b>Place value (within 100)</b>		Measurement <b>Money</b>	Measurement <b>Time</b>		Consolidation

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>				Number <b>Addition and subtraction</b>				Geometry <b>Shape</b>			
Spring	Measurement <b>Money</b>		Number <b>Multiplication and division</b>				Measurement <b>Length and height</b>		Measurement <b>Mass, capacity and temperature</b>			
Summer	<b>Statistics</b>		Number <b>Fractions</b>		Geometry <b>Position and direction</b>		Problem solving		Measurement <b>Time</b>			

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>			Number <b>Addition and subtraction</b>				Number <b>Multiplication and division A</b>				
Spring	Number <b>Multiplication and division B</b>			Measurement <b>Length and perimeter</b>			Number <b>Fractions A</b>		Measurement <b>Mass and capacity</b>			
Summer	Number <b>Fractions B</b>		Measurement <b>Money</b>		Measurement <b>Time</b>			Geometry <b>Shape</b>		Statistics		Consolidation

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>				Number <b>Addition and subtraction</b>			Measurement <b>Area</b>	Number <b>Multiplication and division A</b>			Consolidation
Spring	Number <b>Multiplication and division B</b>			Measurement <b>Length and perimeter</b>		Number <b>Fractions</b>			Number <b>Decimals A</b>			
Summer	Number <b>Decimals B</b>		Measurement <b>Money</b>		Measurement <b>Time</b>		Consolidation	Geometry <b>Shape</b>		Statistics	Geometry <b>Position and direction</b>	