



# Progression Document: Mathematics

## Mathematics (Mastering the Curriculum)

### Number ELG

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 subtraction facts) and some number double facts.

### Numerical Patterns ELG

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.

Pre-Reception	Reception Taught Content	Reception Vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum																
Subitise up to 3  Start counting to 5  Recognising numerals to 5.  Beginning to understand the composition of numbers 1-5  Match and sort items based on their size, shape or colour  Start to explore height & length,	<b>Autumn term</b>  <table border="1"> <tr> <td><b>Week 1-2</b> Getting to know you</td> <td>Use these weeks to get to know your children. You will not find maths planning, there are maths activity sheets to get to know the class provided within the download for these weeks.</td> <td><b>Week 6-7</b> It's me 1, 2, 3</td> <td> <ul style="list-style-type: none"> <li>Find 1, 2 and 3</li> <li>Subitise 1, 2 and 3</li> <li>Represent 1, 2 and 3</li> <li>1 more</li> <li>1 less</li> <li>Composition of 1, 2 and 3</li> </ul> </td> </tr> <tr> <td><b>Week 3-4</b> Match, sort and compare</td> <td> <ul style="list-style-type: none"> <li>Match objects</li> <li>Match pictures and objects</li> <li>Identify a set</li> <li>Sort objects to a type</li> <li>Explore sorting techniques</li> <li>Create sorting rules</li> <li>Compare amounts</li> </ul> </td> <td><b>Week 9</b> Circles and triangles</td> <td> <ul style="list-style-type: none"> <li>Identify and name circles and triangles</li> <li>Compare circles and triangles</li> <li>Shapes in the environment</li> <li>Describe position</li> </ul> </td> </tr> <tr> <td><b>Week 5-6</b> Talk about measure and patterns</td> <td> <ul style="list-style-type: none"> <li>Compare size</li> <li>Compare mass</li> <li>Compare capacity</li> <li>Explore simple patterns</li> <li>Copy and continue simple patterns</li> <li>Create simple patterns</li> </ul> </td> <td><b>Week 10-11</b> 1, 2, 3, 4, 5</td> <td> <ul style="list-style-type: none"> <li>Find 4 and 5</li> <li>Subitise 4 and 5</li> <li>Represent 4 and 5</li> <li>1 more</li> <li>1 less</li> <li>Composition of 4 and 5</li> <li>Composition of 1-5</li> </ul> </td> </tr> <tr> <td></td> <td></td> <td><b>Week 12</b> Shapes with 4 sides</td> <td> <ul style="list-style-type: none"> <li>Identify and name shapes with 4 sides</li> <li>Combine shapes with 4 sides</li> <li>Shapes in the environment</li> <li>My day and night</li> </ul> </td> </tr> </table>	<b>Week 1-2</b> Getting to know you	Use these weeks to get to know your children. You will not find maths planning, there are maths activity sheets to get to know the class provided within the download for these weeks.	<b>Week 6-7</b> It's me 1, 2, 3	<ul style="list-style-type: none"> <li>Find 1, 2 and 3</li> <li>Subitise 1, 2 and 3</li> <li>Represent 1, 2 and 3</li> <li>1 more</li> <li>1 less</li> <li>Composition of 1, 2 and 3</li> </ul>	<b>Week 3-4</b> Match, sort and compare	<ul style="list-style-type: none"> <li>Match objects</li> <li>Match pictures and objects</li> <li>Identify a set</li> <li>Sort objects to a type</li> <li>Explore sorting techniques</li> <li>Create sorting rules</li> <li>Compare amounts</li> </ul>	<b>Week 9</b> Circles and triangles	<ul style="list-style-type: none"> <li>Identify and name circles and triangles</li> <li>Compare circles and triangles</li> <li>Shapes in the environment</li> <li>Describe position</li> </ul>	<b>Week 5-6</b> Talk about measure and patterns	<ul style="list-style-type: none"> <li>Compare size</li> <li>Compare mass</li> <li>Compare capacity</li> <li>Explore simple patterns</li> <li>Copy and continue simple patterns</li> <li>Create simple patterns</li> </ul>	<b>Week 10-11</b> 1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>Find 4 and 5</li> <li>Subitise 4 and 5</li> <li>Represent 4 and 5</li> <li>1 more</li> <li>1 less</li> <li>Composition of 4 and 5</li> <li>Composition of 1-5</li> </ul>			<b>Week 12</b> Shapes with 4 sides	<ul style="list-style-type: none"> <li>Identify and name shapes with 4 sides</li> <li>Combine shapes with 4 sides</li> <li>Shapes in the environment</li> <li>My day and night</li> </ul>	<b>N and PV</b> Number None After Count Subitise Order Compare Forwards Backwards Numerals Digit One more One less Many Equal to/same as More than Less than (Fewer) <b>A &amp; S</b> Add Plus Altogether Total Take away/minus	<b>Number</b> know numbers to 10, including the composition of each number.  Children can subitise to 5.  <b>Numerical Patterns</b> Know and automatically recall number bonds up to 5 and some number bonds to 10, including double facts, evens and odds  Children can verbally count beyond 20.  Children can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less	<b>Autumn:</b> Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 100) Shape  <b>Spring:</b> Addition and Subtraction (within 100) Multiplication and Division Length and Height  <b>Summer:</b> Money Fractions Time Mass, capacity and Temperature
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tall and short,  
long and short.

Have an awareness of pattern including: fix my Pattern, extend AB Colour patterns, extend AB Outdoor Patterns

**Spring Term**

<b>Week 1 - 2</b> Alive in 5	<ul style="list-style-type: none"> <li>Introduce zero</li> <li>Find 0 to 5</li> <li>Subitise 0 to 5</li> <li>Represent 0 to 5</li> <li>1 more</li> <li>1 less</li> <li>Composition</li> <li>Conceptual subitising to 5</li> </ul>	<b>Week 6 - 7</b> Length, height and time	<ul style="list-style-type: none"> <li>Explore length</li> <li>Compare length</li> <li>Explore height</li> <li>Compare height</li> <li>Talk about time</li> <li>Order and sequence</li> </ul>
<b>Week 3</b> Mass and capacity	<ul style="list-style-type: none"> <li>Compare mass</li> <li>Find a balance</li> <li>Explore capacity</li> <li>Compare capacity</li> </ul>	<b>Week 8 - 10</b> Building 9 and 10	<ul style="list-style-type: none"> <li>Find 9 and 10</li> <li>Compare numbers to 10</li> <li>Represent 9 and 10</li> <li>Conceptual subitising to 10</li> <li>1 more</li> <li>1 less</li> <li>Composition to 10</li> <li>Bonds to 10 (2 parts)</li> <li>Make arrangements of 10</li> <li>Bonds to 10 (3 parts)</li> <li>Doubles to 10 (find a double)</li> <li>Doubles to 10 (make a double)</li> <li>Explore even and odd</li> </ul>
<b>Week 4 - 5</b> Growing 6, 7, 8	<ul style="list-style-type: none"> <li>Find 6, 7 and 8</li> <li>Represent 6, 7 and 8</li> <li>1 more</li> <li>1 less</li> <li>Composition of 6, 7 and 8</li> <li>Make pairs-odd and even</li> <li>Double to 8 (find a double)</li> <li>Double to 8 (make a double)</li> <li>Combine 2 groups</li> <li>Conceptual subitising</li> </ul>	<b>Week 11 - 12</b> Explore 3-D shapes	<ul style="list-style-type: none"> <li>Recognise and name 3-D shapes</li> <li>Find 2-D shapes within 3-D shapes</li> <li>Use 3-D shapes for tasks</li> <li>3-D shapes in the environment</li> <li>Identify more complex patterns</li> <li>Copy and continue patterns</li> <li>Patterns in the environment</li> </ul>

**Summer Term**

<b>Week 1 - 2</b> To 20 and beyond	<ul style="list-style-type: none"> <li>Build numbers beyond 10 (10 -13)</li> <li>Continue patterns beyond 10 (10-13)</li> <li>Build numbers beyond 10 (14-20)</li> <li>Continue patterns beyond 10 (14-20)</li> <li>Verbal counting beyond 20</li> <li>Verbal counting patterns</li> </ul>	<b>Week 6 - 7</b> Sharing and grouping	<ul style="list-style-type: none"> <li>Explore sharing</li> <li>Sharing</li> <li>Explore grouping</li> <li>Grouping</li> <li>Even and odd sharing</li> <li>Play with and build doubles</li> </ul>
<b>Week 3</b> How many now?	<ul style="list-style-type: none"> <li>Add more</li> <li>How many did I add?</li> <li>Take away</li> <li>How many did I take away?</li> </ul>	<b>Week 8 - 10</b> Visualise, build and map	<ul style="list-style-type: none"> <li>Identify units of repeating patterns</li> <li>Create own pattern rules</li> <li>Explore own pattern rules</li> <li>Replicate and build scenes and constructions</li> <li>Visualise from different positions</li> <li>Describe positions</li> <li>Give instructions to build</li> <li>Explore mapping</li> <li>Represent maps with models</li> <li>Create own maps from familiar places</li> <li>Create own maps and plans from story situations</li> </ul>
<b>Week 4 - 5</b> Manipulate, compose and decompose	<ul style="list-style-type: none"> <li>Select shapes for a purpose</li> <li>Rotate shapes</li> <li>Manipulate shapes</li> <li>Explain shape arrangements</li> <li>Compose shapes</li> <li>Decompose shapes</li> <li>Copy 2-D shape pictures</li> <li>Find 2-D shapes within 3-D shapes</li> </ul>	<b>Week 11</b> Make connections	<ul style="list-style-type: none"> <li>Deepen understanding</li> <li>Patterns and relationships</li> </ul>
		<b>Week 12</b> Consolidation	

Number bonds  
Part Whole  
Digit  
**M & D**  
Double Half  
Twice as many  
Equal Unequal  
Share Group  
Odd Even  
**Measurement**  
Measure  
Wider Narrow  
Compare  
Longer Shorter  
length  
Height Long  
Short Weight  
Capacity  
Heavy/light  
Heavier than  
Lighter than  
Full/empty  
More than  
Less than  
Half/half full  
**M (Time)**  
Seasons Time  
Quicker  
Slower Earlier  
Later Before  
After First  
Yesterday  
Tomorrow  
Morning  
Afternoon  
Evening Day  
Week Hour

**Shape**

Know the name of the 2D shapes:  
Circle, Square, Rectangle, Triangle, Hexagon

Know the name of the 3D shapes:  
Sphere, Cube, Cuboid, Cone and Cylinder

**Measure**

Know if a container is full, empty or half full.

Know if an object is shorter or longer.

Know if an object is heavier or lighter.

Can use vocabulary:

Quicker  
Slower  
Earlier  
Later  
Before  
After  
First  
Next  
Today  
Yesterday  
Tomorrow  
Morning  
Afternoon  
Evening  
Day

**Position and direction**

		Minutes		
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The school-wide implementation of the Mastering the Curriculum scheme, aligned with White Rose Maths Version 3, ensures a coherent and seamless transition from the Early Years Foundation Stage into Year 1. In both Nursery and Reception, learning is carefully structured into small, progressive steps that break down key mathematical concepts into manageable components. In Reception, pupils are systematically supported in developing their understanding of counting, money, shape, pattern, object manipulation, positional language, sequencing, and grouping. These concepts are explored primarily through concrete and pictorial representations, fostering deep conceptual understanding. This approach not only supports children in achieving the Early Learning Goals but also lays a robust foundation for accessing the more formalised small-step progression introduced in Year 1.