

Maths Skills Progression in Preschool (Squirrels)

	Autumn Term	Spring Term	Summer Term
Number	<p>1.1. Develop fast recognition of up to 3 objects, without having to count them individually.</p> <p>1.2. Recite numbers up to 5.</p> <p>1.3. Say one number for each item in order: 1,2,3</p> <p>1.4. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p>	<p>2.1. Recite numbers past 5.</p> <p>2.2. Say one number for each item in order: 1,2,3,4,5</p> <p>2.3. Show 'finger numbers' up to 5.</p> <p>2.4. Develop the key skills of counting objects saying numbers in order and matching one number name to each item.</p>	<p>3.1 Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.</p> <p>3.2. Know that the last number reached when counting a small set of objects, tells you how many there are in total ('cardinal principle').</p> <p>3.3. Estimate and guess how many there might be before counting.</p>
Numerical Patterns	<p>1.1. Experiments with their own symbols and marks as well as numerals.</p>	<p>2.1. Compare quantities using language 'more than', 'fewer than'.</p>	<p>3.1. Solve real world mathematical problems with numbers up to 5.</p>
Shape	<p>1.1. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>1.2. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>1.3. Talk about and explore 2D shapes, using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' 'round'.</p> <p>1.4. Combine shapes to make bigger ones – an a bigger triangle or rectangle etc.</p> <p>1.5 Make comparisons between objects relating to size.</p> <p>1.6 Positional language</p>	<p>2.1. Describe a familiar route.</p> <p>2.2 Understand position through words alone – for example, "the bag is under the table" – with no pointing.</p> <p>2.3. Make comparisons between objects relating length.</p> <p>2.4. Notice and correct an error in a repeating pattern.</p> <p>2.5 Talk about and explore 2D shapes, using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' 'round'.</p>	<p>3.1. Discuss routines and locations using words 'in front and 'behind'.</p> <p>3.2. Make comparisons between objects relating to weight and capacity.</p> <p>3.3. Talk about and explore 3D shapes, using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' 'round'.</p> <p>3.4 Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof.</p> <p>3.5 Begin to describe a sequence of events, real or fictional, using words such a 'first', 'then'.</p>