



Wimbledon Chase Primary School
Maths Curriculum Progression

All curriculums at Wimbledon Chase are founded on the Wimbledon Chase Cornerstones. However, each subject will have specific aims, a coherent progression of skills and knowledge and explicit outcomes for children. These are outlined below.

Area Of Skill	Nursery (Age 3 - 4) Autumn	Nursery (Age 3 - 4) Spring	Nursery (Age 3 - 4) Summer
Cardinality and Counting	<p>To have a deep concise understanding of number names to 2</p> <p>Recite finger and number rhymes</p> <p>Count in everyday contexts</p> <p>To understand the last number counted gives the total (Cardinal principle)</p> <p>To recognise up to 2 objects without counting (Subitising)</p> <p>Link numerals to amounts up to 2</p> <p>To understand the conservation of numbers knowing that the number does not change if objects are rearranged</p> <p>Recognises some numerals of personal significance</p>	<p>To have a deep concise understanding of number names to 4</p> <p>To recognise up to 4 objects without counting (Subitising)</p> <p>Recite number rhymes</p> <p>Recite numbers past 5 and say one number for each item in order</p> <p>Understand the last number counted gives the total (Cardinal principle)</p> <p>Link numerals with the correct amount</p> <p>To compare amounts</p>	<p>To have a deep concise understanding of number names to 5</p> <p>To recognise up to 3 objects without counting (Subitising)</p> <p>Understand the last number counted gives the total (Cardinal principle)</p> <p>Show finger numbers up to 5</p> <p>Link numerals with the correct amount</p> <p>Count 5 objects accurately</p>
Area Of Skill	Nursery (Age 3 - 4) Autumn	Nursery (Age 3 - 4) Spring	Nursery (Age 3 - 4) Summer
Comparison	<p>To compare amounts using 'lots', 'more' or 'same'</p> <p>To identify groups with the same total</p> <p>Solve real world mathematical problems</p>	<p>To compare amounts using 'more than', 'fewer than'</p> <p>To identify groups with the same total</p> <p>Solve real world mathematical problems</p>	<p>To compare amounts using 'more than', 'fewer than'</p> <p>To identify groups with the same total.</p> <p>Solve real world mathematical problems to 5</p>

Area Of Skill	Nursery (Age 3 - 4) Autumn	Nursery (Age 3 - 4) Spring	Nursery (Age 3 - Summer
Composition	Experiment with symbols,marks and numerals	To see smaller numbers within bigger numbers To compare amounts, knowing which is the same, which is more	To see smaller numbers within bigger numbers To understand how to make a given number by adding or taking away 1 object To know that a given number can be made by adding different amounts
Area Of Skill	Nursery (Age 3 - 4) Autumn	Nursery (Age 3 - 4) Spring	Nursery (Age 3 - 4) Summer
Pattern	Notice patterns in their environment To arrange things in patterns To follow simple AB action patterns	To replicate and talk about an AB pattern To begin to create more complex patterns	To begin to create their own simple AB action patterns To begin to create and talk through the process of their own AB patterns Begin to notice mistakes in patterns
Area Of Skill	Nursery (Age 3 - 4) Autumn	Nursery (Age 3 - 4) Spring	Nursery (Age 3 - 4)Summer
Shape and Space	To complete a range of different puzzles To stack and place objects inside others To build with a variety of resources. Begin talking about and exploring 2D shape, naming a circle when shown. Use a circle appropriately for pictures/models Select a circle from a group of shapes. Begin to be aware that a circle has no corners and one side Develop some spacial awareness(climbing/squeezing into different places) Explore positional language through stories e.g Going on a Bear Hunt	To build with a variety of resources. Name a triangle when shown and use it appropriately for pictures/models To select a Triangle from a group of shapes Begin to be aware that a Triangle has 3 corners and 3 sides.. To recognise a square and point out a corner/side. To select a square from a group of shapes Begin to notice similarities and differences and sort shapes according to whether they have corners or not Understand positions through words alone. To understand position: 'in', 'on', 'under' direction: 'up', 'down', 'across'	To build with a variety of resources, beginning to choose some appropriate shapes Recap 2D shapes. To sort 2D and 3D shapes. Begin to use informal and mathematical language To begin to use some positional language

Area Of Skill	Nursery (Age 3 - 4) Autumn	Nursery (Age 3 - 4)Spring	Nursery (Age 3 - 4) Summer
Measures	<p>Begin to sequencing pictures and events</p> <p>Find things in the environment that are longer, shorter or the same length</p> <p>To compare parcels, ensuring some of the smaller parcels are heavy, and some of the larger parcels are light</p>	<p>To order 3 things by height/length.</p> <p>Begin to build up their vocabulary to describe length</p> <p>Understand each day of the week has a different name</p> <p>Spot mistakes in sequencing of pictures/events</p> <p>To fill and empty containers</p>	<p>To identify and say when a container is full and empty</p> <p>To order 3 containers for capacity</p> <p>To know which container has more/less</p> <p>To begin to predict 'What will fit in here?'</p>

Area Of Skill	Reception (Age 4-5) Autumn	Reception (Age 4-5) Spring	Reception (Age 4-5) Summer
Cardinality and Counting	<p>Children need to know number names, to five. Recite number rhymes and count back from five</p> <p>Counting objects and things that can't be seen, such as sounds, actions</p> <p>Understand the last number counted gives the total.(Cardinal principle)</p> <p>To recognise up to 5 objects without counting.(Subitising)</p> <p>Link numerals to amounts up to 5</p> <p>To understand the conservation of numbers knowing that the number does not change if objects are rearranged</p> <p>Recognises some numerals of personal significance</p>	<p>To know number names, to 10. Recite number rhymes and count back from 10</p> <p>To know number names to 10, and extending to larger numbers, including crossing boundaries 19/20 and 29/30</p> <p>Counting back,starting from different numbers</p> <p>To match numerals with the correct amount of objects to 10</p> <p>Understand the last number counted gives the total (Cardinal principle)</p>	<p>Counting back,starting from different numbers</p> <p>To match numerals with the correct amount of objects to 10</p> <p>To understand the pattern of odd/even and doubles</p>

Area Of Skill	Reception (Age 4-5) Autumn	Reception (Age 4-5) Spring	Reception (Age 4-5) Summer
Comparison	<p>Children need to compare quantities, understanding more and less.</p> <p>To identify groups with the same total.</p> <p>Children can compare numbers that are far apart, near to and next to each</p>	<p>To compare quantities, understanding more and less</p> <p>To understand the symbols for addition/ subtraction and correctly complete simple practical calculations</p>	<p>To understand the pattern of odd/even and doubles</p>

	other.To understand the one more/less relationship between numbers to 5	To be able to half and share groups of objects To understand the pattern of odd/even and doubles	
Area Of Skill	Reception (Age 4-5) Autumn	Reception (Age 4-5) Spring	Reception (Age 4-5) Summer
Composition	Children need to recognise smaller numbers within a bigger number to 5 (Conceptual subitising) Explore all the ways 5 can be and look To partition a number of things into two groups, and to recognise that those groups can be recombined to make the same total to 5 Recall number bonds to 5	To understand, explore a range of ways to partition a whole number To automatically recall number bonds to 10	To count things that can't be seen, such as sounds and actions.To count things that cannot be moved
Area Of Skill	Reception (Age 4-5) Autumn	Reception (Age 4-5) Spring	Reception (Age 4-5) Summer
Pattern	Spot patterns in stories and in the environment. Make patterned wrapping paper Show ABAB patterns for children to continue To create their own ABAB pattern. Get children to spot mistakes in patterns AB patterns	To understand patterns in numbers including odd, even and doubling. To continue and create AB patterns To begin to create more complex patterns	To be secure with more complex patterns AAB, ABC ABBC To verbally identify the pattern of repeat eg. red-blue pattern rather than red,blue,red, blue Making circular patterns Pattern spotting in the environment and stories/rhymes To understand patterns in numbers including odd, even and doubling
Area Of Skill	Reception (Age 4-5) Autumn	Reception (Age 4-5) Spring	Reception (Age 4-5) Summer
Shape and Space	To expose children to and to use the language of position and direction Children understand about rotating shapes showing an awareness of space e.g. placing jigsaw pieces To identify similarities and differences between shapes To begin to use language to describe shapes and their properties	To begin to use language to describe shapes and their properties To begin to use positional language in hiding games and stories (Bear Hunt, Rosies Walk)	To construct and create things that represent objects in their environment To notice and discuss shape properties

	2D/3D shapes Colour recognition		
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Area Of Skill	Reception (Age 4-5) Autumn	Reception (Age 4-5) Spring	Reception (Age 4-5) Summer
Measures	To begin to show an awareness of estimating and predicting Sequence daily events Time lines Ordering by size To compare capacity using different-sized containers	To compare size, weight and lengths. To begin to use language to describe size, length and weight To describe sequences by retelling stories. Ordering by size To compare capacity using different-sized containers	To begin to recognise attributes of length To compare sizes, lengths, weights and capacities verbally and begin to use more specific terms, such as 'taller than', 'heavier than', 'lighter than', and 'holds more than' To show an awareness of estimating and predicting. Children use units to 'measure' and compare Time lines

Key stage 1 and 2 follow the White Rose Maths Scheme. Please see Maths progression Grid -Key Stage 1 and 2 for further information.