Maths Skills Progression in FS1

	Autumn Term	Spring Term	Summer Term
Number	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. ==Take part in finger rhymes and numbers==	Develop fast recognition of up to 3 objects, without having to count them individually. Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. Show 'finger numbers' up to 5.	Know that the last number reached when counting a small set of objects, tells you how many there are in total ('cardinal principle'). Solve real world mathematical problems with numbers up to 5. ==Count beyond 10== Link the number symbol (numeral) with its cardinal number value
Numerical Patterns	==Notice patterns and arrange things in patterns== ==Compare sizes, weights etc. using gestures and language – bigger/smaller, high/low, tall/heavy.==	Compare quantities using language 'more than', 'fewer than'. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same (birth to five)	Experiments with their own symbols and marks, as well as numerals. Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! (Birth to five)
Shape	Describe a familiar route Understand position through words alone – for example, "the bag is under the table" – with no pointing. Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof.	Discuss routes and locations using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Combine shapes to make new ones – an arch, a bigger triangle etc. Begin to describe a sequence of events, real or fictional, using words such a 'first', 'then'. Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' 'round'.	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. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.