



FS Curriculum Progression through to KS1 - Numerical patterns

| FS1 | Baseline (On Entry- Age 3) | Point 1 | Point 2 | End of Preschool "Goals" | FS2 | | Baseline (Sept) | Autumn (Dec) | Spring (April) | ELG (July) | |
|---|---|---|--|--|-----|-------------------|--|--|---|---|--|
| Numerical Patterns | I can notice patterns and arrange things in patterns | I can spot patterns and talk about them e.g. stripes on a scarf | I can extend a pattern that has been made I can create my own simple patterns (ABAB) | I can talk about patterns and spot errors I can continue and create patterns | FS2 | Patterns | I can start to continue and copy patterns | I can continue and copy patterns I can create my own patterns | I can spot errors in the pattern I can name my pattern e.g. ABAB I can start to identify odd and even numbers linked to sharing | <u>3</u> I can show patterns in numbers to 10 I can talk about odd and even numbers I can say double facts I can share equally | |
| Sequencing and patterns of time (note not an ELG) | I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds | I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc. | I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event | I can sequence a pattern of events using time language e.g. first, next, then. | | | | | | | |
| Shape and Space (note: not an ELG) | I can combine shapes and objects e.g. stacking blocks/ cups | I can use shapes for building thinking about their properties e.g. flat sides for stacking | I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. | I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat) | | | | | | | |
| | | | | | | The Number System | I can count to 5 reliably I can start to count beyond 5 | I can count to 10 by rote | I can count to 20, knowing the teen numbers | <u>1</u> I can count beyond 20 | |
| | | | | | | Comparison | I am starting to compare quantities using | I can compare manipulatives (e.g. saying when | I can compare two quantities saying when one is | <u>2</u> I can compare quantities | |



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|--|--|--|--|--|--|--|--|-------------------------|---|--|---|
| | | | | | | | | non standard vocabulary | one tower is bigger/smaller) I can find one more/ one less using resources | bigger/smaller/same I can say a number that is one more/ less without resources | using greater/ more than, fewer/ less than, the same/ equal |
| YEAR 1 | | | | | | | | | | | |
| <p>Measurement Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • time [for example, quicker, slower, earlier, later] • measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) • recognise and know the value of different denominations of coins and notes • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Geometry – properties of shapes Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p>Geometry – position and direction Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and three quarter turns. | | | | | | | | | | | |