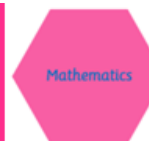


CGPS Progress Model for Knowledge and Skills

Mathematics



	Nursery				Reception	
Number-Counting	Says number names in an incorrect order	Count beyond 3	Count beyond 5	Count beyond 10	Count beyond 15	Count beyond 20
	Says number names in an incorrect order	Count backwards from 3	Count backwards from 5	Count backwards from 10	Count backwards from 15	Count backwards from 20
	Can recite a minimum of 3 number songs		Can recite a minimum of 5 number songs		Can recite 10+ number songs	
	Uses number language in everyday contexts		Uses number language in everyday contexts			
	Says some number names but not for each object	Counts objects to 3+	Count objects to 5+ <i>Understands that the last number tells you how many there are</i>		Count objects to 10+	Count objects to 20+
	Count actions/sounds to 3+	Count actions/sounds to 5+	Count actions/sounds to 10+		Count actions/sounds to 20+	
Subitise (to 1)	Subitise (to 2)	Subitise (to 3)	Subitise (to 5)	Make a sensible guess of quantities within 10		
Number-Recognition	Recognises some numbers	Link numerals and amounts to 3	Links numerals and amounts to 5	Link numerals and amounts to 5+	Link numerals and amounts to 10+	Link numerals and amounts to 20
	Orders numbers to 2	Orders numbers to 3	Orders numbers to 5		Orders numbers to 10	Order numbers to 20
Number-Sense (Reception)	Partitions sets of objects using a part-part whole model, exploring composition to 3		Partitions sets of objects using a part-part whole model, exploring composition to 5		Partitions sets of objects using a part-part whole model, exploring composition to 10	
	Knows that when a five frame is full there are 5 objects and when empty there are 0		Knows that when a ten frame is full there are 10 objects and when one row is complete there are 5		Understands that teen numbers are 10 + ____	
	Recognises that after each unit of 10, we go back to 1 again		Recognises patterns such as 6, 7, 8 and 16, 17, 18		Can use the vocabulary of 'tens' and 'ones' to explain pattern	
	Can identify some odd and even numbers		Can explain why numbers are even and why they are odd		Explore and represent patterns within numbers up to 10	
	Is beginning to use manipulatives to double numbers		Can identify doubles up to 10 independently			

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	Can recall number bonds to 5		Can recall some number bonds to 10		Can recall all number bonds to 10, explaining the pattern		
Number-Graphics	Experiments with their own symbols and marks, as well as numerals. Is able to write numbers of personal significance.		Is able to write numbers 1-5		Can write numbers 1-10		
Calculating (Reception)	Compares quantities using 'more than'		Compares quantities using 'more than', 'less than' and 'the same'		Compare numbers using 'more than', 'less than' 'fewer' 'equal to'		
	Children can find 1 more than			Children can find 1 less than			
	Understands that addition is the combining of sets of objects			Understands that subtraction is removing objects			
	Combines amounts and knows that they have 'more'		Adds two single digits totally up to 5		Adds two single digit numbers totalling up to 10		
	Takes some away and knows that they have 'less'		Subtracts a single digit number from a number up to 5		Subtracts a single digit number from a number up to 10		
	Solves real world mathematical problems with numbers to 3		Solves real world mathematical problems with numbers to 5		Solves real world mathematical problems with numbers to 10		
Fractions (Reception)	Children 'share' items by giving items to their friends or teachers		Understands that sharing is splitting an amount into equal parts		Understands that halving is sharing into two equal parts		
	Understands that doubling is adding the same number to itself						
Shape	Combines shapes to make pictures		Talks about and explores 2D shapes using informal and mathematical language – corners, sides		Explores how many corners and sides basic 2D shapes have. Is beginning to explain if the sides are 'straight' or 'curved'		
	Select shapes appropriately – triangular roof, square house...		Combines shapes to make other shapes		Explores how many corners and sides other 2D shapes have.		
	Can identify a star and a heart			Can identify a circle, square, triangle, rectangle		Can identify a pentagon, octagon and hexagon	

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	Combines shapes to make pictures Selects shapes appropriately – cube/cuboid for a house	Talks about and explores 3D shapes using informal and mathematical language – corners, faces Combines shapes to make other shapes	Explores which shapes will roll and which will slide and is beginning to explain why using the vocabulary ‘curved’ and ‘flat’	Children recognise that the faces on a 3D shape often comprise of 2D shapes	Recognises that a cube and cuboid have very similar properties. Uses language such as faces, vertices, edge	
	Can correctly match some 3D shapes	Can correctly recognise and name cones and spheres	Can recognise and name sphere, cube, cuboid, cylinder, cone	Is beginning to explore other shapes such as pyramids and triangular prisms		
	Recognises 2D shapes in the environment			Recognises 3D shapes in the environment		
Space	Copies and continues repeated patterns with colour (AB)	Creates repeated patterns with colour (AB)		Continue, copy and recreate repeated patterns (ABB)	Continue, copy and recreate repeated patterns (ABBC)	Recognise and complete complex repeated patterns (ABBCA)
	Talks about pattern in the environment (spotty, stripy...)	Can sort items by their colour or pattern	Creates repeated patterns with shape (AB)			
	Copies and continues repeated patterns with number (AB)	Creates repeated patterns with number (AB)				
	Uses the ordinal vocabulary of ‘first’ and ‘last’	Uses the vocabulary ‘in’, ‘on’, ‘under’, ‘behind’, ‘next to’	Can follow an instruction using positional language	Uses the vocabulary ‘in-between’, ‘over’ ‘above’, ‘beneath’, ‘beside’ Can use ordinal numbers to describe position in a line		
	Completes 5-piece puzzles	Completes 10-piece puzzles	Completes 16-piece puzzles	Completes 24-piece puzzles	Completes 35-piece puzzles	Completes 49-piece puzzles
	Discusses locations	Describes a familiar route with basic directional language – ‘around’, ‘this way’, ‘that way’ and positional language	Describes a familiar route using directional language - ‘forwards’, ‘backwards’, ‘right’ and ‘left’		Design a route and explain to a friend	
	Uses ‘big’ and ‘small’, ‘short’ and ‘tall to compare size	Make simple comparisons using ‘bigger’ and ‘smaller’, ‘shorter’ and ‘taller’		Can order three items by length/height using non-standard measures	Uses standard measures whilst measuring size	

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			Uses 'biggest', 'smallest', 'shortest' and 'tallest'	
Uses 'heavy' and 'light'	Make simple comparisons using 'heavier' and 'lighter'	Can order three items by weight using non-standard measures Uses 'heaviest', 'lightest'		Uses standard measures whilst measuring weight
Uses 'full' and 'empty' to compare capacity	Make simple comparisons using 'more' and 'less'	Can order three items by capacity using non-standard measures Uses 'full', 'empty', 'half empty'		Uses standard measures whilst measuring capacity
Begins to understand the vocabulary 'first', 'last' and 'soon'	Begins to describe sequences of events using next, after, later	Children can talk about significant times of the day, home time, lunch time etc... and then sequence them	Children can identify if it takes a shorter or longer time to do something	Children can use language before, after, yesterday, today, tomorrow
Knows some of the days of the week	Says the days of the week in order		Can tell you which day comes before/after a given day	
Understands that we need to pay for items in a shop and can talk about what they would like to buy	Talks about the different ways we can pay for things	Recognises that there are different coins	Can pay for items using 1p coins	