Maths Cardinality and Counting Progression Overview EYFS

Cardinality and Counting								
NCETM Typical Progression ↓	Nursery				Reception			
	Baseline ready to start 3-4 years curriculum	Autumn	Spring	Summer & YR Baseline to start YR curriculum	Autumn	Spring	Summer	
Counting: saying number words in sequence	Say some number names in order.	Say number words in sequence from 1 to 3.	Say number words in sequence from 1 to 5.	Say number words in sequence from 1 to 10.	Say number words in sequence across the boundary 19/20.	Say number words in sequence across the boundary 29/30.	Count forwards in sequence beyond 20 from any number.	Count backwards in sequence from 10.
Counting: tagging each object with one number word	Count 1 or 2 objects from a group.	Tag each object in a line with one number word, to 3.	Count an irregular arrangement of objects by tagging each object with one number word, to 3.	Tag each object in a line with one number word, to 5.	Count an irregular arrangement of objects by tagging each object with one number word, to 5.	Tag each object in a line with one number word, to 10.	Count an irregular arrangement of objects by moving them into a line or other regular structure and then tagging each object with one number word, to 10. Tag each action with one number word, to 10	Tag each object that can't be moved with one number word, to 10 (then beyond.)
Counting: knowing the last number counted gives the total so far			Count 3 objects from a larger group.		Know that the stopping number tells us how many we need altogether. Count 5 objects from a larger group.		Count 10 objects from a larger group.	

Subitising: recognising small quantities without needing to count them	Beginning to use fingers to show how many.	Subitise groups of 1.	Subitise groups of 2.	Subitise groups of 3. Using fingers to show some amounts.	Subitise groups of 4. Use 'flashy fingers' to show amounts to 4 quickly.	Subitise groups of 4, explaining how I know.	Subitise groups of 5. Explain how I know. Use 'flashy fingers' to show amounts to 5 quickly.	
Numeral meanings	Notice numerals in the environment. Beginning to use fingers to show how many. Recognise numerals 1 and 2, matching them to their cardinal value.	Recognise numeral 3, matching it to it's cardinal value.	Recognise numeral 4 and 5. Explore using a range of their own marks and signs to which they ascribe mathematical meanings.	Recognise numerals to 5, matching them to their cardinal value. Using fingers to show some amounts. Explore using a range of their own marks and signs to which they ascribe mathematical meanings.	Order numerals to 5. Know 1 more than a number to 5.	Recognise numerals to 10, matching them to their cardinal value. Use 'flashy fingers' to show amounts to 10.	Use 'flashy fingers' to show amounts in different ways. Begin to write numerals to 10 using the correct formation.	
Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away)			I know that a group still has 2 even if the objects are rearranged.	I know that a group still has 3 even if the objects are rearranged.	I know that a group still has 4 even if the objects are rearranged.		I know that a group still has 5 even if the objects are rearranged.	Generalise that: If nothing has been added or taken away, then the amount is the same.