



Brief

Requirements for progression: How is progression described in the work with the subject area *number, space and shape* in the kindergartens' annual plans?

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The article sheds light on the concept of progression and presents findings on how progression in the work with the subject area *number, space and shape* is presented in the kindergartens' annual plans. Traditionally, the concept of progression is linked to learning perspectives and the achievement of a higher level of knowledge in connection with school education. There is little research on progression in relation to the Norwegian kindergarten context. However, challenges in interpreting the term are reported from the field of practice. Studies were performed using qualitative content analysis as a methodological approach.

The article will present its theoretical basis and shed light on possible approaches to progression. Furthermore, it will describe characteristic features of learning progression, which will be relevant for the analysis of the plans: structure, design, objectives, and content. The article also describes the choice of information sources and content analysis as a research method. Finally, the results describe how progression in mathematics is reflected in the kindergartens' annual plans. The structure of the plans, goal formulations and content are examined in the light of theory of learning progression. Analysis of objectives shows three categories of goals that are found in annual plans: goals that are aimed at the children's experiences, goals that are aimed at the children's actions, and result-oriented goals. The last two categories are most widespread in the plans and the results indicate a tendency with a transition from orientation towards children's own actions in work with mathematics to orientation towards knowledge and learning of concepts. The article problematizes several features of annual plans, e.g. formulation of tasks by age groups, prioritization of

mathematical topics and challenges in making continuity visible. The findings are exemplified by the theme *form* (shape), since the theme is discussed in most plans and for all ages, and in this way is representative of the subject area *number, space and shape*.

Keywords: *mathematics in kindergarten; progression; qualitative content analysis; understanding shape concept*