



Maths Progression Through School

Nursery (F0)	<p>Number</p> <ul style="list-style-type: none"> •Stamps, claps, the right number of times with adult support. •Selects one item from a group. •Selects a small number of objects from a group when asked (e.g. 'please give me two'). <p>Place value/cardinality</p> <ul style="list-style-type: none"> •Can say how old they are. •Recognises when something is a numeral. •Counts to 2 and says the number 2. <p>Counting (including pattern)</p> <ul style="list-style-type: none"> •Counts in everyday contexts, sometimes skipping numbers - '1-2-3-5.' •Counts as part of play. •Says some counting words randomly. <p>Comparison</p> <ul style="list-style-type: none"> •Knows that there are more children if another joins the group. •Compares amounts showing a preference for the amount they would like. •Compares amounts, saying 'lots'. <p>Calculation</p> <ul style="list-style-type: none"> •Knows that there are more children if another joins the group. •Can find one cube, pencil, shape etc when asked. •Can hold 1 finger on each hand and count two. 	<p>Measures</p> <ul style="list-style-type: none"> •Compares sizes, weights etc. using gesture and language - 'high/low'. •Compares sizes, weights etc. using gesture and language - 'tall', 'short'. •Fills and empties containers. Can associate a sequence of actions with daily routines. Begins to understand that things might happen 'now'. 	<p>Shape</p> <ul style="list-style-type: none"> •Shows awareness of how to navigate their bodies around the space. •Can use blocks to create own simple structures and arrangements. •Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. <p>Pattern</p> <ul style="list-style-type: none"> •Shows an interest in pictures, items etc arranged in patterns. •Notices patterns and arranges things in patterns. •I know that things exist, even when out of sight.
Nursery (F1)	<p>Number</p> <ul style="list-style-type: none"> •Displays counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. •Recites some number names in sequence (not necessarily understanding at this stage). •Mark make and ascribe some concept of number to the marks •Begins to recognise that each counting number is one more than the one before. Shows 'finger numbers' up to 5. •Begins to use understanding of numbers to solve practical problems in play and meaningful activities. •Through play and exploration, begins to learn that numbers are made up (composed) of smaller numbers. <p>Place value/cardinality</p> <ul style="list-style-type: none"> •Explores using a range of their own marks and signs to which they ascribe mathematical meanings. •Brings one or two objects when an adult requests. •Subitises one, two and three objects (without counting). •Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). •Recognises numerals to five and starts to link them to amounts up to five and maybe beyond. •Fast recognition of up to three objects, without having to count them individually ('subitising'). 	<p>Measures</p> <ul style="list-style-type: none"> •Compares sizes, weights etc. using gesture and language, e.g., bigger, little, smaller, high, low, tall, heavy. •Investigates different measures and notices differences. •Begins to describe a sequence of events, real or fictional, using words such as "first", "then..." •Makes comparisons between objects relating to size, length, weight and capacity. •In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. Recalls a sequence of events in everyday life and stories. 	<p>Shape</p> <ul style="list-style-type: none"> •Builds with a range of resources. •Talks about what they build and what they have used. •Shows awareness of shape similarities and differences between objects. •Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. Selects shapes appropriately: flat surfaces for building a triangular prism for a roof etc. •Attempts to create arches and enclosures when building, using trial and improvement to select blocks. •Chooses items based on their shape which are appropriate for the child's



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	<ul style="list-style-type: none">•Composition•Conceptual subitising•Build numbers beyond 10 (10-13•Continue patterns beyond 10•Build Numbers beyond 10 (14-20)•Verbal counting beyond 20•Verbal counting patterns	<ul style="list-style-type: none">•How many did I take away?					4 Sided Shapes <ul style="list-style-type: none">•Identify and name shapes with 4 sides•Combine shapes with 4 sides•Identify shapes in the environment•Recognise and name 3D shapes•Find 2D shapes within 3D shapes•Use 3D shapes for tasks•3D shapes in the environment•Select shapes for a purpose•Rotate shapes•Manipulate shapes•Explain shape arrangements•Compose shapes•Decompose shapes•Copy 2D shape pictures	
Year 1	Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Ratio, Proportion & Algebra	Measurement	Geometry	Statistics
	Count Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens <i>Aut 1, Spr 1, Spr 3, Sum 4</i> Represent Identify and represent numbers using objects and pictorial representations	Calculations Add and subtract one-digit and two digit numbers to 20, including zero <i>Aut 2, Spr 2</i> Problems Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <i>Aut 2</i>	Problems Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <i>Sum 1</i>	Recognise & Write Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <i>Sum 2</i>	Algebra Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <i>Aut 2</i>	Using Measures compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds) <i>Spr 4, Spr 5, Sum 6</i> Money Recognise and know the value of different denominations of coins	2D Shapes recognise and name common 2- D shapes [for example, rectangles (including squares), circles and triangles] <i>Aut 3</i> 3D Shapes recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres] <i>Aut 3</i> Position & Direction describe position, direction and movement, including whole, half, quarter	



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	<p>Read and write numbers to 100 in numerals</p> <p>Read and write numbers from 1 to 20 in numerals and words Aut 1, Spr 1, Spr 3, Sum 4</p> <p>Use and Compare given a number, identify one more and one less Aut 1, Spr 1, Spr 3, Sum 4</p>					<p>and notes Sum 5</p> <p>Time Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Sum 6</p>	<p>and three-quarter turns Sum 3</p>	
	Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Ratio, Proportion & Algebra	Measurement	Geometry	Statistics
Year 2	<p>Count Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Aut 1</p> <p>Represent Read and write numbers to at least 100 in numerals and in words</p>	<p>Calculations Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one digit numbers Aut 2</p>	<p>Recall / Use Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and</p>	<p>Recognise & Write Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Sum 1</p> <p>Compare Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Sum 1</p>	<p>Algebra Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>Using Measures Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p>	<p>2D Shapes Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p>	<p>Present & Interpret Data Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Sum 3</p> <p>Solve Statistical Problems Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>



Maths Progression Through School

<p>Identify, represent and estimate numbers using different representations, including the number line Aut 1</p> <p>Use and Compare Recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use and = signs Aut 1</p> <p>Problems / Rounding Use place value and number facts to solve problems Aut 1</p>	<p>Problems Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods Aut 2</p> <p>Calculations Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Spr 2</p> <p>Problems Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Spr 2</p>	<p>division of one number by another cannot Spr 2</p> <p>Calculations Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 Sum 1</p> <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and = Spr 3, Spr 4</p> <p>Money Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Spr 1</p> <p>Time Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>Know the number of minutes in an hour and the number of hours in a day Sum 2</p> <p>Compare and sort common 2-D shapes and everyday objects Aut 3</p> <p>3D Shapes Recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres]</p> <p>Compare and sort common 3-D shapes and everyday objects Aut 3</p> <p>Position & Direction Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) Sum 4</p> <p>Ask and answer questions about totalling and comparing categorical data Sum 3</p>
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