

## Mathematics Curriculum Progression

Year 1						
Number and Place Value	Calculation	Fractions	Geometry –position and direction	Geometry – Shape	Measurement	Statistics
<p>Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number</p> <p>Count in multiples of twos, fives and tens</p> <p>Count, read and write numbers to 100 in numerals</p> <p>Given a number, identify one more and one less</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>	<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p> <p>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</p>	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>Describe position, directions and movement, including half, quarter and three-quarter turns</p>	<p>Recognise and name common 2-D shapes [e.g.: rectangles (including squares), circles and triangles]</p> <p>Recognise and name common 3-D shapes [e.g.: cuboids (including cubes), pyramids and spheres]</p>	<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>-lengths and heights [e.g.: long/short, longer/ shorter, tall/short, double/half ]</li> <li>-mass/weight [e.g.: heavy/light, heavier than, lighter than]</li> <li>-capacity and volume [e.g.: full/empty, more than, less than, half, half full, quarter]</li> <li>-time [e.g.: quicker, slower, earlier, later]</li> </ul> <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>-lengths and heights</li> <li>-mass/weight</li> <li>-capacity and volume</li> <li>-time (hours, minutes, seconds)</li> </ul> <p>Recognise and know the value of different denominations of coins and notes</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</p> <p>Sequence events in chronological order</p>	

## Mathematics Curriculum Progression

					<p>using language [e.g.: 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>	
Year 2						
<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>Read and write numbers to at least 100 in numerals and in words 2N2b Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Use place value and number facts to solve problems</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and</p>	<p>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>Write simple fractions [e.g.: <math>\frac{1}{2}</math> of 6 = 3]</p> <p>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p>	<p>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 (clock-wise and anti-clockwise)</p>	<p>Compare and sort common 2-D shapes and everyday objects</p> <p>Compare and sort common 3-D shapes and everyday objects</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [e.g.: a circle on a cylinder and a triangle on a pyramid]</p>	<p>Compare and order lengths, mass, volume/ capacity and record the results using &gt;, &lt; and =</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p>	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data</p>

## Mathematics Curriculum Progression

	<p>multiplication and division facts, including problems in contexts</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers</p> <p>Add and subtract numbers using concrete objects and pictorial representations, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers -adding three one-digit numbers</p>				<p>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>Compare and sequence intervals of time</p> <p>Know the number of minutes in an hour and the number of hours in a day</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	
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## Mathematics Curriculum Progression

	<p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</p> <p>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</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>					
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