Sprowston Infant School Maths Progression Map

Area	YR	Y1	Y2
Counting	• Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. ELG Children count reliably with numbers from 1 to 20 and place them in order	•count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number •count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	•count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
Place value	ELG Children count reliably with numbers from 1 to 20 and place them in order	•recognise the place value of each digit in a two-digit number	•recognise the place value of each digit in a two-digit number •compare and order numbers from 0 up to 100; use <, > and = signs

Representing number	• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	•identify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least •read and write numbers from 1 to 20 in numerals and words •read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	•identify, represent and estimate numbers using different representations, including the number line •read and write numbers to at least 100 in numerals and in words
Number facts +/-	<u>ELG</u> say which number is one more or one less than a given number They recognise, create and describe patterns.	•given a number, identify one more and one less •represent and use number bonds and related subtraction facts within 20	•use place value and number facts to solve problems •recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
Mental +/-	• Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <u>ELG</u> Using quantities and objects, they add and subtract two single-digit numbers and count on	•add and subtract one-digit and two-digit numbers to 20, including zero	•add and subtract numbers using concrete objects, pictorial representations, and mentally, including: TU+U, TU+T, TU+TU and U+U+U •show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

	or back to find the answer.		
Written +/-	• Records, using marks that they can interpret and explain.	•add and subtract one-digit and two-digit numbers to 20, including zero	•add and subtract numbers using concrete objects, pictorial representations, and mentally, including: TU+U, TU+T, TU+TU and U+U+U •show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
Problems +/-	• Begins to identify own mathematical problems based on own interests and fascinations. <u>ELG</u> They solve problems, including doubling, halving and sharing.	•solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.	•solve problems with addition and subtraction, using concrete, pictorial and abstract representations •recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Number facts X/÷		• count in multiples of twos, fives and tens	•recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
Mental X/÷		• count in multiples of twos, fives and tens	•calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs •show that multiplication of two numbers can be done in any order (commutative) and division of one

			number by another cannot
Written X/÷			
Problems X/÷	ELG They solve problems, including doubling, halving and sharing.	•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.	•solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Recognising fractions		•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.	•recognise, find, name and write fractions 1/3, 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity
Comparing fractions			
Finding fractions of quantities			
Fraction calculations			•write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.
Fraction problems			
Measures	• Orders two or three items by length or height. • Orders two items by weight or capacity. ELG	•compare, describe and solve practical problems for: length/height, weight/mass, capacity/volume & time •measure and begin to record length/height, weight/mass, capacity/volume & time	•choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and

	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.		measuring vessels •compare and order lengths, mass, volume/capacity and record the results using >, < and =
Mensuration			
Money	• Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. <u>ELG</u> Children use everyday language to talk about money to compare quantities and objects and to solve problems.	•recognise and know the value of different denominations of coins and notes	•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 •solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Time	• Uses everyday language related to time. <u>ELG</u> Children use everyday language to talk about time to compare quantities and objects and to solve problems.	•sequence events in chronological order using language recognise and use language relating to dates, including days of the week, weeks, months and years •tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	•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 •know the number of minutes in an hour and the number of hours in a day
Shape	• Beginning to use mathematical	•recognise and name common 2-D shapes	(vertices, edges, faces, symmetry)

vocabulary	names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Uses familiar objects and common shapes to create and recreate patterns and build models. <u>ELG</u> They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	(e.g. Square, circle, triangle) •recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres)	
Properties of 2d shapes	<u>ELG</u> They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		•identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. •compare and sort common 2-D and 3-D shapes and everyday objects.
Properties of 3d shapes	<u>ELG</u> They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		•identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces •identify 2-D shapes on the surface of 3-D shapes.compare and sort common 2-D and 3-D shapes and everyday objects.
Angles			
Position and direction	• Can describe their relative position such as 'behind' or 'next	•describe position, direction and movement, including whole, half, quarter	•order and arrange combinations of mathematical objects in patterns and

	to'. <u>ELG</u> Children use everyday language to talk about position and to solve problems.	and three-quarter turns.	sequences. •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 ¾ turns
Interpreting data			•interpret and construct simple pictograms, tally charts, block diagrams and simple tables
Extract info from data			•ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity •ask and answer questions about totalling and comparing categorical data