



# Maths Progression of Skills

| Nursery                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reception                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                    | Year 1                                                                                                                                                                                                                                                | Year 2                                                                                                                                                                                                                       |
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| <b>Cardinality and counting</b> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects (subitise)</li> <li>Recite numbers past 5</li> <li>Say one number for each item in order</li> <li>Know that the last number when counting tells you the total (cardinal principle)</li> <li>Show fingers up to 5</li> <li>Link numerals and amounts. The right number of objects to match the numeral up to 5</li> </ul> | <b>Cardinality and counting</b> <ul style="list-style-type: none"> <li>Counting, saying number words in sequences</li> <li>Counting, tagging each object</li> <li>Counting knowing the last number counted is the total so far</li> <li>Subitising, recognising small quantities without having to recount</li> <li>Numerals meanings matching numerals with things</li> <li>Conservation of number, the amount stays the same if rearranged</li> </ul> | <b>Place Value and counting</b>    | <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count numbers to 100 in numerals. Count in multiples of 2s, 5s and 10s.</li> </ul>                  | <ul style="list-style-type: none"> <li>Count in steps of 2, 3, 5 from 0 and in 10s from any number forward and backwards.</li> </ul>                                                                                         |
| <ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals</li> <li>Solve real world mathematics problems with numbers up to 5</li> </ul>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Place value representation</b>  | <ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations.</li> <li>Read and write numbers to 100 in numerals.</li> <li>Read and write numbers from 1 to 20 in numerals and words.</li> </ul> | <ul style="list-style-type: none"> <li>Read and write numbers to at least 100 in numerals and words.</li> <li>Identify, represent and estimate numbers using different representations including the number line.</li> </ul> |
| <b>Comparison</b> <ul style="list-style-type: none"> <li>Compare quantities using language 'more than' 'less than'</li> </ul>                                                                                                                                                                                                                                                                                                               | <b>Comparison</b> <ul style="list-style-type: none"> <li>More than less than</li> <li>Identify groups with the same amount of things</li> </ul>                                                                                                                                                                                                                                                                                                         | <b>Place Value Use and Compare</b> | <ul style="list-style-type: none"> <li>Given a number identify one more and one less.</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Recognise the place value of each digit in a two digit number.</li> <li>Compare and order numbers from 0 up to 100</li> </ul>                                                         |

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|  | <ul style="list-style-type: none"> <li>Compare numbers and reasoning</li> <li>One more/ one less relationship between counting numbers</li> </ul>                                                                                                                                                                                             |                                                           | <ul style="list-style-type: none"> <li>Reason about the location of numbers to 20.</li> <li>Compare using <math>&lt;</math> <math>&gt;</math> <math>=</math></li> </ul>                                                                | using inequality and equals signs.                                                                                                                                                                                                                                                                                                                                                                                                              |
|  |                                                                                                                                                                                                                                                                                                                                               | <b>Place Value problem solving</b>                        |                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Use place value and number facts to solve problems.</li> </ul>                                                                                                                                                                                                                                                                                                                                           |
|  | <b>Composition</b> <ul style="list-style-type: none"> <li>Part whole, identifying smaller numbers within a number</li> <li>Inverse operations partition and recombining</li> <li>Partitioning into different pairs of numbers</li> <li>Partitioning into more than 2 numbers</li> <li>Number bonds which pairs make a given number</li> </ul> | <b>Addition and subtraction Recall, represent and use</b> | <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition, subtraction and equals signs.</li> <li>Represent and use number bonds and related subtraction facts within 20.</li> </ul> | <ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100.</li> <li>Show that addition of 2 numbers can be done in any order (commutativity) and subtraction of one number from another cannot.</li> <li>Recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> |
|  |                                                                                                                                                                                                                                                                                                                                               | <b>Addition and subtraction Calculations</b>              | <ul style="list-style-type: none"> <li>Add and subtract one digit and two digit numbers to 20 including zero.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Add and subtract numbers using concrete objects, pictorial representation and mentally, including:               <ol style="list-style-type: none"> <li>A two digit number and ones</li> <li>A two digit number and tens</li> <li>Two two digit numbers</li> <li>Adding 3 one digit numbers.</li> </ol> </li> </ul>                                                                                      |
|  |                                                                                                                                                                                                                                                                                                                                               | <b>Addition and subtraction</b>                           | <ul style="list-style-type: none"> <li>Solve one step problems that</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |

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|  |  | <b>Problem solving</b>                                           | <p>involve addition and subtraction, using concrete objects and pictorial representations.</p> <ul style="list-style-type: none"> <li>Solve missing number problems such as <math>7 = ?? - 9</math>.</li> </ul> | <p>using concrete objects, pictorial representations, including those involving numbers, quantities and measures.</p> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.</li> </ul>                         |
|  |  | <b>Multiplication and division<br/>Recall, represent and use</b> |                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers.</li> <li>Show that multiplication can be done in any order (commutative) and division of one number by another cannot.</li> </ul> |
|  |  | <b>Multiplication and division calculations</b>                  |                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Calculate mathematical statements for multiplication and division within the multiplication tables.</li> <li>Write them using the multiplication, division and equals signs.</li> </ul>                                                                                  |
|  |  | <b>Multiplication and division solve problems</b>                | <ul style="list-style-type: none"> <li>Solve one step problems involving multiplication and division by calculating answers using concrete objects, pictorial</li> </ul>                                        | <ul style="list-style-type: none"> <li>Solving problems involving multiplication and division using material, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> </ul>                                                                       |

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|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                | representations and arrays with the support of the teacher.                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |
| <b>Pattern</b> <ul style="list-style-type: none"> <li>• Talk about patterns around them</li> <li>• (e.g. stripes on clothes, spots, blobs etc)</li> <li>• Extend and create ABAB patterns</li> <li>• E.g. leaf, stick, leaf, stick</li> <li>• Notice and correct errors</li> </ul> | <b>Pattern</b> <ul style="list-style-type: none"> <li>• Continuing an AB pattern</li> <li>• Copying an AB pattern</li> <li>• Create an AB pattern</li> <li>• Spotting errors in an AB patterns</li> <li>• Continuing an ABC pattern</li> <li>• Continuing a pattern that ends mid unit</li> <li>• Making their own ABB, ABBC patterns</li> <li>• Symbolising the unit structure</li> <li>• Generalising structures to another context or mode</li> <li>• Making a pattern that repeats around a circle</li> <li>• Pattern spotting around us</li> </ul> | <b>Fractions</b><br><b>Recognise and Write</b> | <ul style="list-style-type: none"> <li>• Recognise, find and name a half as two equal parts of an object, shape or quantity.</li> <li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions <math>\frac{1}{2}</math> <math>\frac{1}{4}</math>/<math>\frac{2}{4}</math>/<math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> </ul> |
|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Fractions</b><br><b>Compare</b>             |                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>                                                                                                            |
|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Fractions</b><br><b>calculations</b>        |                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Write simple fractions<br/>E.G. <math>\frac{1}{2}</math> of <math>6 = 3</math></li> </ul>                                                                                                                |
|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Algebra</b>                                 | <ul style="list-style-type: none"> <li>• Solve one step problems that involve addition and subtraction, using concrete objects and</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>• Recognise and use the inverse relationship of addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>                                                  |

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|                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                          | <p>pictorial representations.</p> <ul style="list-style-type: none"> <li>Solve missing number problems such as <math>7 = ?? - 9</math>.</li> </ul>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Measures</b> <ul style="list-style-type: none"> <li>Make comparisons between objects relating size, length, weight and capacity</li> <li>Begin to describe a sequence of events, real or fictional, using words such as first, then...</li> </ul> | <b>Measures</b> <ul style="list-style-type: none"> <li>Recognising attributes</li> <li>Comparing amounts of continuous quantities</li> <li>Show awareness of comparison in estimating and predicting</li> <li>Compare indirectly</li> <li>Recognising the relationship between size and number of units</li> <li>Begin to use units to compare things</li> <li>Begin to use time to sequence events</li> <li>Begin to experience specific time durations</li> </ul> | <b>Measures</b>          | <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for:</li> </ul> <p>length and height (longer? shorter)<br/> mass/weight (heavier/lighter)<br/> capacity/volume (full, more than/less than)<br/> time (slower/quicker/ early / late)</p> <p>Measure and begin to record the following<br/> length and heights<br/> mass and weight<br/> capacity and volume<br/> time (hours, minutes, seconds)</p> | <ul style="list-style-type: none"> <li>Choose and use the appropriate standard units to estimate and measure<br/> length (m, cm)<br/> Mass (kg/g)<br/> temperature (oC)<br/> capacity (litres/ml)<br/> all to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> <li>Compare and order lengths, mass, volume/capacity and record the results using <math>&lt;</math> and <math>=</math>.</li> </ul> |
|                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Measurement Money</b> | <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes</li> </ul>                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Recognise and use symbols for £ and pence p combine amounts to make a particular value.</li> <li>Find different combinations of coins that equal the same amount of money.</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of</li> </ul>                                                                                                             |

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|                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                                                                                             | the same unit including giving change.                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Measurement Time</b>  | <ul style="list-style-type: none"> <li>Sequence events in chronological order using language (for example before, after, first, morning)</li> <li>Recognise and use language relating to dates, including days of the week, months of the year.</li> <li>Tell the time to the hour and half past.</li> <li>Draw clock hands to show these times.</li> </ul> | <ul style="list-style-type: none"> <li>Compare and sequence intervals of time.</li> <li>Tell and write the time to five minutes including past/to the hour.</li> <li>Draw the hands to show these times.</li> <li>Know the number of minutes in an hour and the number of hours in a day.</li> </ul>                                                                               |
| <b>Shape and space</b> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes using informal mathematical language (straight, flat, round, corners, sides)</li> <li>Select shapes appropriately, flat surfaces for building, a triangular prism for a roof etc</li> <li>Combine shapes to make new ones (an arch, a bigger triangle etc)</li> </ul> | <b>Shape and space</b> <ul style="list-style-type: none"> <li>Developing spatial awareness experiencing different view points</li> <li>Developing spatial vocabulary</li> <li>Representing spatial relationships</li> <li>Shape awareness, developing shape awareness through construction</li> <li>Identifying similarities between shapes</li> <li>Showing awareness of properties of shape</li> </ul> | <b>Geometry 2D shape</b> | <ul style="list-style-type: none"> <li>Recognise and name common 2D shapes</li> <li>Recognise common 2D shapes in different orientations.</li> <li>Compose 2D shapes from smaller shapes to match an example</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>Identify and describe the properties of 2D shapes including the number of sides and lines of symmetry in a vertical line.</li> <li>Identify 2D shapes on the surface of 3D shapes</li> <li>compare and sort common 2D shapes and everyday objects.</li> <li>Use precise language to describe their properties sides and vertices</li> </ul> |

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|                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Describing properties of shape</li> <li>Developing an awareness of relationships between shapes</li> </ul> |                                             |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                                        |                                                                                                                                                   | <b>Geometry<br/>3D shape</b>                | <ul style="list-style-type: none"> <li>Recognise and name common 3D shapes</li> <li>Recognise common 3D shapes in different orientations.</li> <li>Compose 3D shapes from smaller shapes to match an example</li> </ul> | <ul style="list-style-type: none"> <li>Recognise and name common 3D shapes</li> <li>Compare and sort common 3D shapes and everyday objects</li> <li>Use precise language to describe their properties edges, vertices, faces</li> </ul>                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>Understand position through words alone (e.g. 'The bag is under the table' with no pointing)</li> <li>Describe a familiar route. Discuss routes and locations using words like ; in front of, behind</li> </ul> |                                                                                                                                                   | <b>Geometry<br/>position and direction</b>  | <ul style="list-style-type: none"> <li>Describe position, direction and movement including whole, half, quarter and three quarter turns.</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between a turn in terms of right angles for quarter, half and <math>\frac{3}{4}</math> turns. (clockwise and anti clockwise)</li> </ul> |
|                                                                                                                                                                                                                                                        |                                                                                                                                                   | <b>Statistics<br/>Present and interpret</b> |                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts and block diagrams and simple tables</li> </ul>                                                                                                                                                                                                                                                              |

### Early Learning Goal

- Children have a deep understanding of numbers to 10, including composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### End of KS1 Expectation

- To be able to read scales in divisions of ones, twos, fives and tens
- To be able to partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- To be able to add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- To be able to recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- To be able to recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an

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|  |  |  | <p>understanding of commutativity as necessary</p> <ul style="list-style-type: none"> <li>• To be able to identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, of a number or shape, and know that all parts must be equal parts of the whole</li> <li>• To be able to use different coins to make the same amount</li> <li>• To be able to read the time on a clock to the nearest 15 minutes</li> <li>• To be able to name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</li> </ul> |
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read scales\* in divisions of ones, twos, fives and tens

- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.