

## Maths Progression of Skills

	EYFS	Year 1	Year 2
<b>Number and Place Value</b>	<ul style="list-style-type: none"> <li>Recognise and count reliably with numbers 1-20 and place them in order</li> <li>Count objects reliably</li> <li>Say which number is one more or less than a given number</li> </ul>	<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, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul>
<b>Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>using quantities and objects children add and subtract two single digit numbers and count on or back to find the answer</li> <li>begin to use the vocabulary involved in addition and subtraction</li> </ul>	<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> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> <li>such as <math>7 = \square - 9</math>.</li> </ul>	<ul style="list-style-type: none"> <li>solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures and; applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>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</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>

<b>Multiplication and Division</b>	<ul style="list-style-type: none"> <li>● solve problems involving doubling halving and sharing</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<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>● 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</li> <li>● show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>● solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>
	<b>Fractions</b>	<ul style="list-style-type: none"> <li>● solve problems involving doubling halving and sharing</li> </ul>	<ul style="list-style-type: none"> <li>● recognise, find and name a half as one of 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>

<b>Measurement</b>	<ul style="list-style-type: none"> <li>● use everyday language to talk about size, weight, capacity, position, distance, time and money</li> <li>● compare objects and quantities to solve problems</li> <li>● order two or three items by length, weight, height and capacity</li> <li>● orders and sequence events within a day</li> </ul>	<ul style="list-style-type: none"> <li>● compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]; time [for example, quicker, slower, earlier, later]</li> <li>● measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds)</li> <li>● recognise and know the value of different denominations of coins and notes</li> <li>● sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>● recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>● tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	<ul style="list-style-type: none"> <li>● choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) 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>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>● recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>● find different combinations of coins that equal the same amounts of money</li> <li>● solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>● compare and sequence intervals of time</li> <li>● 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</li> <li>● know the number of minutes in an hour and the number of hours in a day.</li> </ul>
<b>Geometry- Properties of shape</b>	<ul style="list-style-type: none"> <li>● recognise, create and describe patterns</li> <li>● explore the characteristics of everyday objects and shapes 2-D/3-D and use mathematical language to describe them</li> </ul>	<ul style="list-style-type: none"> <li>● recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul>	<ul style="list-style-type: none"> <li>● identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>● identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>● identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>● compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>