



Maths Progression Map

Subject Leader: Miss Gutteridge

	Nursery	Reception	Year 1	Year 2
Number and Place Value	<p><u>DM- Birth to three</u></p> <ul style="list-style-type: none"> - Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items. - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. - Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' <p><u>DM- 3- & 4-year-olds</u></p> <ul style="list-style-type: none"> - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5 - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals. 	<p><u>DM- By the End of Recep</u></p> <ul style="list-style-type: none"> - Count objects, actions and sounds. - Subitise - Link the number symbol (numeral) with its cardinal number value. - Count beyond ten - Explore the composition of numbers to 10. <p><u>ELG</u></p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Verbally count beyond 20, recognising the pattern of the counting system; 	<ul style="list-style-type: none"> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count in multiples of 2s, 5s and 10s - read and write numbers to 100 in numerals; - given a number, identify 1 more and 1 less - 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 - read and write numbers from 1 to 20 in numerals and words 	<ul style="list-style-type: none"> - Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward - Recognise the place value of each digit in a two-digit - Identify, represent and estimate numbers using different representations, including the number line - Compare and order numbers from 0 up to 100; use <, > and = signs - Read and write numbers to at least 100 in numerals and in words - Use place value and number facts to solve problems

<h2>Addition and Subtraction</h2>	<p>DM- Birth to three</p> <ul style="list-style-type: none"> - Combine objects like stacking blocks and cups. Put objects inside others and take them out again. - Compare amounts, saying 'lots', 'more' or 'same'. <p>DM- 3- & 4-year-olds</p> <ul style="list-style-type: none"> - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than' 	<p>DM- By the End of Recep</p> <ul style="list-style-type: none"> - Automatically recall number bonds for numbers 0-10. - Compare numbers - Understand the 'one more than/one less than' relationship between consecutive numbers. <p>ELG</p> <ul style="list-style-type: none"> - 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. - 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. 	<ul style="list-style-type: none"> - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including 0 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 	<ul style="list-style-type: none"> - Solve problems with addition and subtraction: - Using concrete objects and pictorial representations, - Recall and use addition and subtraction facts to 20 fluently and 100 - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and 1s • a two-digit number and 10s • 2 two-digit numbers • adding 3 one-digit numbers - Show that addition of 2 numbers can be done in any order subtraction of 1 number from another cannot - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
<h2>Multiplication and Division</h2>			<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, - Recognise odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs - Show that multiplication of 2 numbers can be done in any order - (commutative) and division of 1 number by another cannot - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and - multiplication and division facts, including problems in contexts
<h2>Fractions</h2>			<ul style="list-style-type: none"> - recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, - find and name a quarter as 1 of 4 equal parts of an object, shape or quantity 	<ul style="list-style-type: none"> - Recognise, find, name and write fractions $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity - write simple fractions, for $\frac{1}{2}$ example of $6 \div 3 = 2$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Statistics				<ul style="list-style-type: none"> - interpret and construct simple pictograms, tally charts, block diagrams and tables - 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
Measurements	<p>DM- 3- & 4-year-olds</p> <ul style="list-style-type: none"> - Make comparisons between objects relating to size, length, weight and capacity - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>DM- By the End of Recep</p> <ul style="list-style-type: none"> - Compare length, weight and capacity. 	<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • 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 <p>recognise and know the value of different denominations of coins and notes sequence events in chronological order 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</p>	<ul style="list-style-type: none"> - choose and use appropriate standard units to estimate and measure <ul style="list-style-type: none"> • length/height (cm/m) • mass (kg/g) • temperature (°C) • capacity (litres/ml) <p>to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> - compare and order lengths, mass, volume/capacity and record the results using >, < and = - 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 - 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
Geometry – Properties of shapes	<p>DM- 3- & 4-year-olds</p> <ul style="list-style-type: none"> - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<p>DM- By the End of Recep</p> <ul style="list-style-type: none"> - Select, rotate and manipulate shapes in order to develop spatial reasoning skills - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p>	<ul style="list-style-type: none"> - identify and describe the properties of 2D shapes, including the number of sides, and line symmetry - identify and describe the properties of 3D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a

	<ul style="list-style-type: none"> - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc - Combine shapes to make new ones - an arch, a bigger triangle etc. - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> - Continue, copy and create repeating patterns. 		<ul style="list-style-type: none"> - cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects - -
<p>Geometry – Position and Direction</p>	<p><u>DM- Birth to three</u></p> <ul style="list-style-type: none"> - Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - Notice patterns and arrange things in patterns. <p><u>DM- 3- & 4-year-olds</u></p> <ul style="list-style-type: none"> - Understand position through words alone – for example "The bag is under the table," – with no pointing. - Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 		<ul style="list-style-type: none"> -describe position, direction and movement, including whole, half, quarter and three-quarter turns 	<ul style="list-style-type: none"> -order and arrange combinations of mathematical objects in patterns and 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 three-quarter turns (clockwise and anti-clockwise) -