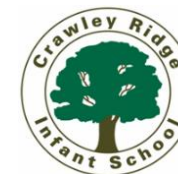




## Crawley Ridge Infant School – Maths Progression



### (Sequence and Structure)

	Year R	Year 1	Year 2
<b>Number – Number and Place Value</b>	Verbally count beyond 20, recognising the pattern of the counting system	Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number	
		Count in multiples of 2s, 5s and 10s	Count in steps of 2, 3, 5 and 10 forwards and backwards
	Link the number symbol (numeral) with its cardinal number value.	Read and write numbers to 100 in numerals	Read and write numbers to at least 100 in numerals and in words
		Read and write numbers from 1 – 20 in numerals and words	
	Understand the 'one more than/one less than' relationship between consecutive numbers.	Given a number, identify 1 more or 1 less.	Compare and order numbers from 0 up to 100; use <, > and = signs
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	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	Identify, represent and estimate numbers using different representations, including the number line	
	Subitise (recognise quantities without counting) up to 5		Recognise the value of each digit in a 2 -digit number (tens and ones)

			Use place value and number facts to solve problems
Number – Addition and Subtraction	Have a deep understanding of number to 10, including the composition of each number	Read, write and interpret mathematical statements involving + - = signs.	
	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.	Represent and use number bonds and related subtraction facts within 20.	Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100
		Add and subtract 1- digit and 2-digit numbers to 20, including zero.	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul 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 three one-digit numbers</li> </ul>
		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	Solve problems with addition and subtraction <ul style="list-style-type: none"> <li>. using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>. applying their increasing knowledge of mental and written methods</li> </ul>
			Show that addition of two numbers can be done in any order

			(commutative) and subtraction of one 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.
<b>Number – Multiplication and Division</b>	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
			Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
		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. (Within these is the objective calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
<b>Number - Fractions</b>		Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Recognise, find, name and write fractions $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of

			a length, shape, set of objects or quantity
		Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Write simple fractions, for example $\frac{1}{2}$ of 6 is 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .
Measurement	Compare length, weight and capacity	Compare, describe & solve practical problems for: Lengths & heights, mass/weight. Capacity/volume, Time	Compare and order lengths, mass, volume/capacity and record the results using $>$ , $<$ and $=$
		Measure and begin to record... Lengths/heights, mass/weight, volume/capacity, time	Choose and use appropriate standard units to estimate and measure length/height, mass temp., capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
		Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).	
		Recognise & use language relating to dates, including days of the week, weeks, months, years	Compare and sequence intervals of time
		Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Tell and write the time to the nearest 15 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 hours in a day
		Recognise & know the value of different denominations or coins & notes	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 including giving change
Geometry – Properties of shapes	Select, rotate and manipulate shapes to develop spatial reasoning skills.	Recognise and name common 2D shapes, e.g. circles, triangles	Identify and describe properties of 2D shapes, including number of sides and lines of symmetry.
	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Recognise and name common 3D shapes, e.g. cubes, cylinders	Identify and describe properties of 3D shapes, including number of vertices, edges, faces
	Continue, copy and create repeating patterns.		Compare and sort common 2-D and 3-D shapes and everyday objects. Identify 2-D shapes on the surface of 3-D shapes, e.g. a circle on a cylinder and a triangle on a pyramid
Geometry – Position and Direction		Describe position, direction and movement, including half, quarter and three-quarter turns	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).
			Order and arrange combinations of mathematical objects in patterns and sequences
Statistics			Interpret and construct simple pictograms, tally charts, block diagrams and simple 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.