AUDLEY INFANT SCHOOL

PROGRESSION IN MATHS FROM EYFS TO YEAR 2

NUMBER & PLACE VALUE		
EYFS	**YEAR 1**	**YEAR 2**
COUNTING		
• 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 • *Count objects, actions and sounds* • *Count beyond ten* • **Verbally count beyond 20, recognising the pattern of the counting system**	• 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
COMPARING NUMBERS		
• Compare quantities using language: 'more than', 'fewer than' • *Compare numbers* • *Understand the 'one more than/one less than' relationship between consecutive numbers* • **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity**	• Given a number, identify one more and one less	• Recognise the place value of each digit in a two-digit number (tens, ones) • Compare and order numbers from 0 up to 100; use < > and = signs

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REPRESENTING NUMBERS		
• Experiment with their own symbols and marks as well as numerals. • *Explore the composition of numbers to 10.* • **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**	• Identify and represent numbers using objects and pictorial representations • Read and write numbers to 100 in numerals • Read and write numbers from 1 to 20 in numerals and words	• Read and write numbers to at least 100 in numerals and in words • Identify, represent and estimate numbers using different representations, including the number line
UNDERSTANDING PLACE VALUE		
		• Recognise the place value of each digit in a two-digit number (tens, ones)
PROBLEM SOLVING		
• Solve real world mathematical problems with numbers up to 5.		• Use place value and number facts to solve problems
ADDITION & SUBTRACTION		
EYFS	**YEAR 1**	**YEAR 2**
CALCULATION		
• *Automatically recall number bonds for numbers 0–5 and some to 10* • *Explore the composition of numbers to 10* • **Have a deep understanding of number to 10, including the composition of each number** • **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**	• 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: ➢ a two-digit number and ones ➢ a two-digit number and tens ➢ two two-digit numbers ➢ adding three one-digit numbers
PROBLEM SOLVING		
	• Solve one-step problems that involve addition and subtraction, using concrete objects and	• Solve problems with addition and subtraction:

	pictorial representations, and missing number problems such as 7 = □ - 9	➢ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➢ applying their increasing knowledge of mental and written methods
MULTIPLICATION & DIVISION		
EYFS	**YEAR 1**	**YEAR 2**
MULTIPLICATION & DIVISION		
		• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
WRITTEN CALCULATION		
		• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
PROBLEM SOLVING		
	• 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
FRACTIONS		
EYFS	**YEAR 1**	**YEAR 2**
RECOGNISING FRACTIONS		
	• Recognise, find and name a half as one of two 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

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	• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
COMPARE		
		• Recognise the equivalence of $^{2}/_{4}$ and $^{1}/_{2}$
CALCULATIONS		
		• Write simple fractions e.g. $^{1}/_{2}$ of 6 = 3
MEASUREMENT		
EYFS	**YEAR 1**	**YEAR 2**
USING MEASURES		
• 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...' • *Compare length, weight and capacity*	• Compare, describe and solve practical problems for: ➢ lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] ➢ mass/weight [e.g. heavy/light, heavier than, lighter than] ➢ capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] ➢ time [e.g. quicker, slower, earlier, later] • measure and begin to record the following: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds)	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and =
MONEY		
	• 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

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PROGRESSION IN MATHS FROM EYFS TO YEAR 2

		• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
GEOMETRY		
EYFS	**YEAR 1**	**YEAR 2**
2D SHAPES		
• Talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Combine shapes to make new ones – an arch, a bigger triangle etc. • *Select, rotate and manipulate shapes 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.*	• Recognise and name common 2-D and 3-D shapes [e.g. rectangles (including squares), circles and triangles]	• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • Compare and sort common 2-D shapes and everyday objects
3D SHAPES		
• Talk about and explore 3D shapes (for example, cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • *Select, rotate and manipulate shapes to develop spatial reasoning skills.*	• Recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres]	• Recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres] • Compare and sort common 3-D shapes and everyday objects
POSITION AND DIRECTION		
• Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route.	• describe position, direction and movement, including whole, half, quarter and three-quarter turns	• 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

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• Talk about and identifies 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. • Discuss routes and locations, using words like 'in front of' and 'behind'. • *Continue, copy and create repeating patterns.*		between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)
STATISTICS		
EYFS	**YEAR 1**	**YEAR 2**
PRESENT AND INTERPRET DATA		
		• 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