



Savile Town Infant and Nursery School - Mathematics Progression Map

Nursery	Reception	Year 1	Year 2
<p>Number - 40-60+</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognises numerals 1-5. Count up to three or four objects by saying one number name for each item. Counts actions or objects that can't be moved. Counts objects to 10 and beginning to count beyond 10. Count out up to 6 objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to 10 objects. Estimates how many objects they can see and checks by counting them. Uses the language 'more', 'fewer', to compare 2 sets of objects. Find the total number of items in two groups by counting them altogether. Says the number that is one more than a given number. Find one more and one less from a group of up to 5 objects, then 10 objects. 	<p>Number - ELG</p> <ul style="list-style-type: none"> Children can count reliably from 0-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including, doubling, halving and sharing. <p>Exceeding</p> <ul style="list-style-type: none"> Children can estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 and 10, or sharing into equal groups. 	<p>Number and place value</p> <ul style="list-style-type: none"> I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any number. I can count in multiples of 2, 5 and 10. I can count, read and write numbers to 100 in numerals. I can say what is one more or one less than any number. I can read and write numbers 1 to 20 in numerals and words, I can 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. 	<p>Number and place value</p> <ul style="list-style-type: none"> I can count in steps of 2, 3 5 and 10 from any number, forward and backward. I can read and write numbers to at least 100 in numerals and words. I can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs. I can recognise the place value of each digit in a 2-digit number. I can identify, represent and estimate numbers using different representations, including the number line. I can use place value and number facts to solve problems.



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<ul style="list-style-type: none"> In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. 			
<p>Shape, space and measures - 40-60+</p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe relative position, such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. 	<p>Shape, space and measures - ELG</p> <ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create, and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. <p>Exceeding</p> <ul style="list-style-type: none"> Children estimate, measure, weigh, compare and order objects and talk about properties, position and time. 	<p>Calculations</p> <ul style="list-style-type: none"> I can represent and use number bonds and related subtraction facts to 20. I can add and subtract 1-digit and 2-digit numbers to 20, including zero. I can read, write and interpret mathematical statements involving addition, subtraction and the equals sign. I can solve one step problems that involve addition and subtraction using objects and pictorial representations. I can solve missing number problems. I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays. 	<p>Calculations</p> <ul style="list-style-type: none"> I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100. I can add and subtract mentally, including: a 2-digit number and ones, a 2-digit number and tens, two 2-digit numbers and adding three 1-digit numbers. I can add and subtract numbers using concrete objects and pictorial representations including: a 2-digit number and ones, a 2-digit number and tens, two 2-digit numbers, adding three 1-digit numbers, I recognise and use inverse relationship between addition and subtraction and use this to check calculations and missing number problems. I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.



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<ul style="list-style-type: none"> Measures short periods of time in simple ways. 			<ul style="list-style-type: none"> I can solve problems with addition and subtractions applying my increasing knowledge of mental and written methods. I can recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers. I can calculate mathematical statements for multiplication and division within multiplication tables and write them using the multiplication, division and equals sign. I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in context. I can show that addition of two numbers can be done in an order and subtraction of one number from another cannot. I can show that multiplication of two numbers can be done in any order and division of one number by another cannot.
		<p>Fractions</p> <ul style="list-style-type: none"> I can recognise, find and name a half of an object, shape or quantity. I can recognise, find and name a quarter of an object, shape or quantity. 	<p>Fractions</p> <ul style="list-style-type: none"> I recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. I can write simple fractions. I recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.



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		<p>Measurement</p> <ul style="list-style-type: none"> • I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time. • I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time. • I can recognise and know the value of different denominations of coins and notes. • I can tell the time to the hour. • I can tell the time to half past the hour. • I can draw hands on a clock face to show these times. • I can sequence event in chronological order using language. • I can recognise and use language related to dates, including days, weeks, months and years. 	<p>Measurement</p> <ul style="list-style-type: none"> • I can compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ and $=$ • I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers. • I can choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers. • I can choose and use standard unit to estimate and measure capacity in l and ml using measuring vessels. • I can recognise and use symbols for \pounds and p and combine amounts to make a particular value. • I can find different combinations of coins that equal the same amount of money. • I can tell and write the time to five minutes, including quarter past/to and draw the hands on a clock face to show these times. • I can compare and sequence intervals of time. • I know the number of minutes in an hour. • I know the number of hours in a day. • I can solve simple problems in a practical context involving addition and subtractions of money of the same units, including giving change.
		<p>Geometry - properties of shape</p>	<p>Geometry - properties of shapes</p>



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		<ul style="list-style-type: none"> I can recognise and name common 2D shapes. I can recognise and name common 3D shapes. 	<ul style="list-style-type: none"> I can compare and sort common 2D shapes and everyday objects. I can compare and sort common 3D shapes and everyday objects. I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces. I can identify 2D shapes on the surface of 3D shapes.
		<p>Geometry - position and direction</p> <ul style="list-style-type: none"> I can describe position, directions and movement, including half, quarter and three quarter turns. 	<p>Geometry - position and direction</p> <ul style="list-style-type: none"> I can order and arrange combinations of mathematical objects in patterns and sequences. I can 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)).
			<p>Statistics</p> <ul style="list-style-type: none"> I can interpret and construct simple pictograms. I can interpret and construct tally charts. I can interpret and construct block diagrams. I can interpret and construct simple tables. I can ask and answer simple questions counting the number of objects in each category and sorting the categories by quantity.



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			<ul style="list-style-type: none">I can ask and answer questions about totalling and comparing categorical data.
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