# Maths Progression Document

| Areas of Study | EYFS | Year 1 | Year 2 |
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| Place Value | <ul><li>I can count objects, actions and sounds.</li><li>I can subitise.</li><li>I can link the number symbol with its cardinal number value.</li><li>I can count beyond ten.</li><li>I can compare numbers.</li><li>I can understand the 'one more than/one less than' relationship between consecutive numbers.</li><li>I can explore the composition of numbers to 10.</li></ul> | <ul><li>I can count to and across 100, backwards and forwards, beginning with 0 or 1, or from any given number.</li><li>I can count numbers to 100 in numerals.</li><li>I can count in multiples of twos, fives and tens.</li><li>I can identify and represent numbers using objects and pictorial representations.</li><li>I can read and write numbers to 100 in numerals.</li><li>I can read and write numbers from 1 to 20 in numerals and words.</li><li>I can find one more and one less from a given number.</li></ul> | <ul><li>I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li><li>I can read and write numbers to at least 100 in numerals and words.</li><li>I can identify, represent, and estimate numbers using different representations, including the number line.</li><li>I can recognise the place value of each digit in a two-digit number (tens and ones)</li><li>I can compare and order numbers from 0 up to 100 and use <, > and = signs.</li><li>I can use place value and number facts to solve problems.</li></ul> |
| Addition and Subtraction | <ul><li>I can automatically recall number bonds for numbers 0-5 and some to 10.</li></ul> | <ul><li>I can read, write and interpret mathematical statements involving addition and</li></ul> | <ul><li>I can recall and use addition and subtraction facts to 20</li></ul> |

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| | | subtraction and equals signs. (+, - and =)<br><br>• I can represent and use number bonds and related subtraction facts within 20.<br><br>• I can add and subtract one-digit and two-digit numbers to 20, including zero.<br><br>• I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. | fluently, and derive and use related facts up to 100.<br><br>• I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another number cannot.<br><br>• I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.<br><br>• I can 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 and adding three one-digit numbers.<br><br>• I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying my increasing knowledge of mental and written methods. |

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| **Multiplication and Division** | | • I can solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of a teacher.<br>• I can count in 2s, 5s and 10s. | • I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.<br>• I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.<br>• I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the correct signs.<br>• I can solve problems including multiplication and division, using arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |
| **Fractions** | | • I can recognise, find and name a half as one of two equal parts of an objects, shape or quantity.<br>• I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | • I can recognise, find and name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.<br>• I can recognise the equivalence of 2/4 and 1/2.<br>• I can write simple fractions for example $\frac{1}{2}$ of 6 = 3. |

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| Algebraic thinking | | (Missing number problems are the start of algebra)<br>• I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. | (Missing number problems are the start of algebra)<br>• I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. |
| Measurement | • I can compare length, weight and capacity. | • I can compare, describe and solve practical problems for:<br>-lengths and heights (long/short, longer/shorter, tall/short, double/half)<br>-mass/weight (heavy/light, heavier than/lighter than)<br>-capacity and volume (full/empty, more than/less than, half full, quarter)<br>-time (quicker/slower, earlier/later)<br>• I can measure and begin to record:<br>-lengths and heights<br>-mass and weight<br>-capacity and volume<br>-time (hours, minutes and seconds)<br>• I can recognise and know the value of different denominations of coins and notes.<br>• I can sequence events in chronological order using the | • I can 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.<br>• I can compare and order lengths, mass, volume and capacity and record the results using >, < and =.<br>• I can recognise and use the symbols for pounds and pence (£/p) and combine amounts to make a particular value.<br>• I can find different combinations of coins that equal the same amounts of money. |

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| | | language: before/after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. <br>• I can recognise and use language relating to dates, including days of the week, weeks, months and years. <br>• I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | • I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. <br>• I can compare and sequence intervals of time. <br>• I can 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. <br>• I can say the number of minutes in an hour and the number of hours in a day. |
| Geometry | • I can select, rotate and manipulate shapes to develop spatial reasoning skills. <br>• I can compose and decompose shapes so that I recognise that a shape can have other shapes within it, just as numbers can. <br>• I can continue, copy and create repeating patterns. | • I can recognise and name common 2D shapes. <br>• I can recognise and name common 3D shapes. <br>• I can describe position, direction and movement, including whole, half, quarter and three-quarter turns. | • I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line. <br>• I can identify 2D shapes on the surface of 3D shapes. <br>• I can compare and sort common 2D shapes and everyday objects. <br>• I can recognise and name common 3D shapes. <br>• I can compare and sort common 3D shapes and everyday objects. |

|  |  |  | • I can order and arrange combinations of mathematical objects in patterns and sequences.<br>• 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). |
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| Statistics |  |  | • I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.<br>• I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.<br>• I can ask and answer questions about totalling and comparing categorical data. |