Progression Map for Maths EYFS -Year 2

Field Place INFANT SCHOOL

	EYFS – Reception	Year 1	Year 2
Number and Place Value	Count reliably with numbers from 1 to 20	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
	Count reliably with numbers from 1 to 20 Recognise numbers from 1-20 Read numbers from 1-20 in numerals	count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	
	Say the number which is one more or one less than a given number (within 20)	given a number, identify one more and one less	Find 1 or 10 more or less than a given number
	Place the numbers 1 to 20 in order	use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs
	Recognise, create and describe patterns	identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line
	Recognise numbers from 1-20 Read numbers from 1-20 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
	No equivalent objective for EYFS	Begin to recognise the place value of numbers beyond 20 (tens and ones)	recognise the place value of each digit in a two-digit number (tens, ones)

	EYFS – Reception	Year 1	Year 2
Addition and Subtraction	Count an irregular amount of objects to ten Count reliably with numbers from 1 to 20	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

	Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer	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

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	Understand addition as combining two or more groups to make a larger group Understand subtraction as take away Begin to record number stories using number sentences	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
	Begins to identify and solve own mathematical problems based on own interests and fascinations.	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods
Multiplication and Division	**No equivalent objective for EYFS**	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 or backward*
	Understand that doubling is adding the same number to itself and that it is multiplying by 2 Understand that halving is sharing into two equal portions and that this is dividing by 2	Recall and use doubles of all numbers to 10 and corresponding halves	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
	No equivalent objective for EYFS	**No equivalent objective for Year 1**	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
	Solve problems involving doubling, halving and sharing	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

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Fractions

	EYFS	Year 1	Year 2
Fractions	Understand that halving is sharing into two equal portions and that this is dividing by 2	recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	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
	No equivalent objective for EYFS	**No equivalent objective for Year 1**	write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

	EYFS	Year 1	Year 2
Measurement	Use everyday language to talk about size, distance, weight, capacity and time Use everyday language to compare quantities and objects	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]	compare and order lengths, mass, volume/capacity and record the results using >, < and =
		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
	Use everyday language to talk about time	sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	compare and sequence intervals of time
	Use everyday language to talk about 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 five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

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		recognise and use language relating to dates, including days of the week, weeks, months and years	know the number of minutes in an hour and the number of hours in a day.
	Use everyday language to talk about 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
			solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Geometry: Properties of Shape	Begin to use mathematical names for 'flat' 2-D shapes, and mathematical terms to describe shapes Select a particular named 2-D shape	recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
			identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
	Begin to use mathematical names for 'solid' 3-D shapes, and mathematical terms to describe shapes Select a particular named 3-D shape		identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
		Sort objects, numbers and shapes to a given criterion and their own	compare and sort common 2-D and 3-D shapes and everyday objects

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Geometry: Position and Direction	Recognise, create and describe patterns	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)
	No equivalent objective for EYFS	Recognise and create repeating patterns with objects and shapes	order and arrange combinations of mathematical objects in patterns and sequences
Statistics	**No equivalent objective for EYFS**	Present and interpret data in block diagrams using practical equipment	interpret and construct simple pictograms, tally charts, block diagrams and simple tables
	No equivalent objective for EYFS	Ask and answer simple questions by counting the number of objects in each category	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
	No equivalent objective for EYFS	Ask and answer questions by comparing categorical data	ask and answer questions about totalling and comparing categorical data