

MATHS PROGRESSION & COVERAGE MAP

The knowledge, skills and breath of the Maths curriculum over a typical cycle. The knowledge outlines the coverage required in previous years to build new concepts upon.

NUMBER AND PLACE VALUE		
EYFS	YEAR 1	YEAR 2
count reliably within numbers to 20 order numbers to 20	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 or backward
say one more or one less than a given number to 20	given a number, identify one more and one less	
	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
	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
	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
		recognise the place value of each digit in a two-digit number (tens, ones)
		use place value and number facts to solve problems
ADDITION & SUBTRACTION		
EYFS	YEAR 1	YEAR 2
Begin to know numbers within 10	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- add and subtract two single digit numbers 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: <ul style="list-style-type: none"> * a two-digit number and ones * a two-digit number and tens * two two-digit numbers

		adding three one-digit numbers
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Written & Mental Methods	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.
solve problems related to addition and subtraction	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	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 <i>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</i>

MULTIPLICATION AND DIVISION

EYFS	YEAR 1	YEAR 2
	<i>count in multiples of twos, fives and tens (from Number and Place Value)</i>	<i>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (from Number and Place Value)</i>
		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
		calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
solve problems including 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

FRACTIONS		
EYFS	YEAR 1	YEAR 2
		<i>Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (Non Statutory Guidance)</i>
solve problems including halving and sharing	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
		write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
ALGEBRA		
EYFS	YEAR 1	YEAR 2
	<i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ (copied from Addition and Subtraction)</i>	<i>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. (copied from Addition and Subtraction)</i>
	<i>represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)</i>	<i>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)</i>
use vocabulary to talk about time	<i>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)</i>	<i>compare and sequence intervals of time (copied from Measurement)</i>
		<i>order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction)</i>
MEASUREMENT		
EYFS	YEAR 1	YEAR 2

use everyday language to talk about size, weight, capacity, position, time and money to compare qualities and solve problems	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 =
	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
	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
	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
	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.
	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.
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GEOMETRY		
EYFS	YEAR 1	YEAR 2
explore characteristics of everyday objects and shapes and use mathematical language to describe them	recognise and name common 2-D and 3-D shapes, including: * 2-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

	* 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 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 and 3-D shapes and everyday objects
	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)
recognise, create and describe patterns		order and arrange combinations of mathematical objects in patterns and sequences
STATISTICS		
EYFS	YEAR 1	YEAR 2
		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 totaling and comparing categorical data