

MATHS PROGRESSION & COVERAGE MAP

NUMBER AND PLACE VALUE		
EYFS	YEAR 1	YEAR 2
<p>Have a deep understanding of number to 10, including the composition of each number. (ELG – number)</p> <p>Subitise (recognise quantities without counting) up to 5. (ELG – number)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. (ELG – numerical patterns)</p> <p>Count objects, actions and sounds. (DM)</p> <p>count reliably within numbers to 20</p> <p>order numbers to 20</p>	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p>	
<p>Link the number symbol (numeral) with its cardinal number value. (DM)</p>	<p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p>	<p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p>
<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG – numerical patterns)</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers. (DM)</p> <p>say one more or one less than a given number to 20</p>	<p>given a number, identify one more and one less</p>	
<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG – numerical patterns)</p>	<p>use the language of: equal to, more than, less than (fewer), most, least</p>	<p>compare and order numbers from 0 up to 100; use <, > and = signs</p>
<p>Use manipulatives, including small pebbles and tens frames for organising counting. (Framework)</p>	<p>identify and represent numbers using objects and pictorial representations including the number line</p>	<p>identify, represent and estimate numbers using different representations, including the number line</p>
	<p>read and write numbers from 1 to 20 in numerals and words.</p>	<p>read and write numbers to at least 100 in numerals and in words</p>

		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
<p>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. (ELG – number)</p> <p>Begin to know numbers within 10</p>	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
<p>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. (ELG – number)</p> <p>using quantities and objects- add and subtract two single digit numbers</p> <p>count on or back to find the answer</p>	add and subtract one-digit and two-digit numbers to 20, including zero	<p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> * a two-digit number and ones * a two-digit number and tens * two two-digit numbers <p>adding three one-digit numbers</p>
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs <i>Written & Mental Methods</i>	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 $7 = \square - 9$	<p>solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> * using concrete objects and pictorial representations, including those involving numbers, quantities and measures <p>applying their increasing knowledge of mental and written methods</p> <p><i>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</i></p>
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>
Explore and represent patterns within numbers up to 10, including evens and odds.(part of ELG – numerical patterns)		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 (×), division (÷) and equals (=) signs
Explore and represent patterns within numbers up to 10, including double facts and how quantities can be distributed equally.(part of ELG – numerical patterns) 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>
Explore and represent patterns within numbers up to 10, including double facts and how quantities can be distributed equally.(part of ELG – numerical patterns) 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
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	<i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</i> (copied from Addition and Subtraction)	<i>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</i> (copied from Addition and Subtraction)
	<i>represent and use number bonds and related subtraction facts within 20</i> (copied from Addition and Subtraction)	<i>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</i> (copied from Addition and Subtraction)
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</i> (copied from Measurement)	<i>compare and sequence intervals of time</i> (copied from Measurement)
		<i>order and arrange combinations of mathematical objects in patterns</i> (copied from Geometry: position and direction)
MEASUREMENT		
EYFS	YEAR 1	YEAR 2
<p>Develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. (Framework)</p> <p>Compare length, weight and capacity. (DM)</p> <p>use everyday language to talk about size, weight, capacity, position, time and money to compare qualities and solve problems</p>	<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> * 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] <p>time [e.g. quicker, slower, earlier, later]</p>	<p>compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>
	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
	<p>measure and begin to record the following:</p> <ul style="list-style-type: none"> * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) 	<p>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</p>

	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
<p>Develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. (Framework)</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills. (DM)</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. (DM)</p> <p>Look for patterns and relationships, spot connections. (Framework)</p> <p>explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>	<p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. 	<p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p>
		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)
<p>Look for patterns and relationships, spot connections. (Framework)</p> <p>Continue, copy and create repeating patterns. (DM)</p> <p>recognise, create and describe patterns</p>		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