



## Maths Progression & Coverage Document

### Curriculum Objectives

EYFS	KS1
<p><b>Development matters:</b></p> <p><b><u>Birth to three:</u></b></p> <ul style="list-style-type: none"><li>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li><li>Take part in finger rhymes with numbers.</li><li>React to changes of amount in a group of up to three items.</li><li>Compare amounts, saying 'lots', 'more' or 'same'.</li><li>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li><li>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</li><li>Climb and squeeze themselves into different types of spaces.</li><li>Build with a range of resources.</li><li>Complete inset puzzles.</li><li>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li><li>Notice patterns and arrange things in patterns.</li></ul> <p><b><u>3 and 4 year olds:</u></b></p> <ul style="list-style-type: none"><li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li><li>Recite numbers past 5.</li><li>Say one number for each item in order: 1,2,3,4,5.</li><li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li><li>Show 'finger numbers' up to 5.</li><li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li><li>Experiment with their own symbols and marks as well as numerals.</li><li>Solve real world mathematical problems with numbers up to 5.</li><li>Compare quantities using language: 'more than', 'fewer than'.</li></ul>	<p><b>National Curriculum:</b></p> <p><b><u>Y1:</u></b></p> <p><b><u>Number and place value:</u></b></p> <p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"><li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li><li>given a number, identify one more and one less</li><li>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</li><li>read and write numbers from 1 to 20 in numerals and words.</li></ul> <p><b><u>Number - addition and subtraction:</u></b></p> <ul style="list-style-type: none"><li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li><li>represent and use number bonds and related subtraction facts within 20</li><li>add and subtract one-digit and two-digit numbers to 20, including zero</li><li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li></ul> <p><b><u>Number - multiplication and division:</u></b></p> <ul style="list-style-type: none"><li>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.</li></ul> <p><b><u>Number - fractions:</u></b></p> <ul style="list-style-type: none"><li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li></ul>



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- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

### **Reception:**

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.

- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

### **Measurement:**

#### **- compare, describe and solve practical problems for:**

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]

#### **- measure and begin to record the following:**

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

### **Geometry - properties of shapes:**

- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### **Geometry - position and direction:**



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- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity

### **ELG**

**Past and Present Children at the expected level of development will:**

#### **Number:**

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- 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.

#### **Numerical Patterns:**

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

### **Y2:**

#### **Number and place value:**

**Pupils should be taught about:**

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

#### **Number - addition and subtraction:**

- 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
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- 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
- 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.



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### **Number - multiplication and division:**

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### **Number - fractions:**

- 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 for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

### **Measurement:**

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- 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
- compare and sequence intervals of time
- 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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	<ul style="list-style-type: none"> <li>know the number of minutes in an hour and the number of hours in a day</li> </ul> <p><b><u>Geometry - properties of shapes:</u></b></p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b><u>Geometry - position and direction:</u></b></p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>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 anticlockwise).</li> </ul> <p><b><u>Statistics:</u></b></p> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data.</li> </ul>
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Objectives			
	YN As a mathematician ...	YR As a mathematician ...	KS1 Cycle A & Cycle B As a mathematician ...
<b>Number:</b>	<u>Autumn Term:</u>	<u>Autumn Term:</u>	<u>Y1 - Autumn Term:</u>



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<b>Number and Place Value</b>	<ul style="list-style-type: none"><li>• Take part in finger rhymes with numbers.</li><li>• React to changes of amount in a group of up to three items.</li><li>• Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-4-5’.</li><li>• Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</li><li>• Recite numbers past 5.</li><li>• Say one number for each item in order: 1,2,3,4,5.</li><li>• Show ‘finger numbers’ up to 5.</li><li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li></ul> <p><b>Spring Term:</b></p> <ul style="list-style-type: none"><li>• Say one number for each item in order</li><li>• Show ‘finger numbers’ up to 5</li></ul> <p><b>Summer Term:</b></p>	<ul style="list-style-type: none"><li>• Count objects, actions and sounds.</li><li>• Subitise.</li><li>• Link the number symbol (numeral) with its cardinal number value.</li><li>• Compare numbers</li><li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li><li>• Explore the composition of numbers to 10.</li></ul> <p><b>Spring Term:</b></p> <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10 including the composition of each number.</li><li>• Subitise.</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li></ul> <p><b>Summer Term:</b></p> <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10 including</li></ul>	<ul style="list-style-type: none"><li>• given a number, identify one more and one less</li><li>• 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</li><li>• read and write numbers from 1 to 20 in numerals and words.</li></ul> <p><b>Y1 - Spring &amp; Summer Term:</b></p> <ul style="list-style-type: none"><li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li><li>• given a number, identify one more and one less</li><li>• 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</li></ul> <p><b>Y2 - Autumn Term:</b></p> <ul style="list-style-type: none"><li>• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li><li>• recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line</li><li>• compare and order numbers from 0 up to 100; use and = signs</li><li>• read and write numbers to at least 100 in numerals and in words</li><li>• use place value and number facts to solve problems.</li></ul> <p><b>Y2 - Summer Term:</b></p>
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	<ul style="list-style-type: none"> <li>• Link numerals and amounts, showing the right number of objects to match the numeral, up to 5</li> <li>• Number facts within 5</li> <li>• Experiment with their own symbols and marks as well as numerals</li> <li>• Compare quantities using language 'more', 'fewer than'.</li> </ul>	<p>the composition of each number.</p> <ul style="list-style-type: none"> <li>• Subitise.</li> <li>• Verbally count beyond 20 recognising the pattern of the counting system.</li> <li>• Explore and represent patterns with numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	<ul style="list-style-type: none"> <li>• problem solving and efficient methods using addition, subtraction, multiplication and division methods.</li> </ul>
<p><b>Number: Addition and Subtraction</b></p>	<p><b><u>Autumn Term:</u></b></p> <ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5.</li> </ul> <p><b><u>Spring Term:</u></b></p> <ul style="list-style-type: none"> <li>• Know that the last number reached when counting a small set of objects tells you how many are in total ('cardinal principle')</li> </ul>	<p><b><u>Spring Term:</u></b></p> <ul style="list-style-type: none"> <li>• Automatically recall number bonds up to 5 and some to 10 including double facts.</li> </ul> <p><b><u>Summer Term:</u></b></p> <ul style="list-style-type: none"> <li>• Automatically recall number bonds up to 5 and some to 10 including double facts.</li> </ul>	<p><b><u>Y1 - Autumn Term:</u></b></p> <ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul> <p><b><u>Y2 - Autumn Term:</u></b></p> <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction:</li> <li>• using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> </ul>



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			<ul style="list-style-type: none"><li>• applying their increasing knowledge of mental and written methods</li><li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li><li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<ul style="list-style-type: none"><li>• a two-digit number and ones</li><li>• a two-digit number and tens</li><li>• two two-digit numbers</li><li>• adding three one-digit numbers</li></ul></li><li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li><li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li></ul>
<b>Number: Multiplication and Division</b>			<p><b><u>Y1 - Spring Term:</u></b></p> <ul style="list-style-type: none"><li>• 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.</li></ul> <p><b><u>Y2 - Spring Term:</u></b></p> <ul style="list-style-type: none"><li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li><li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li></ul>





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			<ul style="list-style-type: none"> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>
<p><b>Number: Fractions</b></p>			<p><b><u>Y1 - Spring Term:</u></b></p> <ul style="list-style-type: none"> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul> <p><b><u>Y2 - Spring Term:</u></b></p> <ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>
<p><b>Measurement</b></p>	<p><b><u>Spring Term:</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size and length</li> </ul> <p><b><u>Summer Term:</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to weight and capacity</li> <li>• Begin to describe a sequel of events, real or fictional</li> </ul>	<p><b><u>Autumn Term - Time</u></b></p> <ul style="list-style-type: none"> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul> <p><b><u>Summer Term:</u></b></p> <ul style="list-style-type: none"> <li>• Compare length, weight and capacity</li> </ul>	<p><b><u>Y1 - Length and Height Spring Term:</u></b></p> <ul style="list-style-type: none"> <li>• to measure and record lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> </ul> <p><b><u>Y1 - Time Summer Term:</u></b></p> <ul style="list-style-type: none"> <li>• time [for example, quicker, slower, earlier, later]</li> <li>• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>



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			<p><b><u>Y1 - Money Summer Term:</u></b></p> <ul style="list-style-type: none"><li>• recognise and know the value of different denominations of coins and notes</li></ul> <p><b><u>Y1 - Weight and Volume Summer Term:</u></b></p> <ul style="list-style-type: none"><li>• mass/weight [for example, heavy/light, heavier than, lighter than]</li><li>• capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li></ul> <p><b><u>Y2 - Money Autumn Term:</u></b></p> <ul style="list-style-type: none"><li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li><li>• find different combinations of coins that equal the same amounts of money</li><li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li></ul> <p><b><u>Y2 - Length and Height Spring Term:</u></b></p> <ul style="list-style-type: none"><li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</li><li>• compare and order lengths using <math>&gt;</math>, <math>&lt;</math>, <math>=</math></li></ul> <p><b><u>Y2 - Time Summer Term:</u></b></p> <ul style="list-style-type: none"><li>• compare and sequence intervals of time</li><li>• 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</li><li>• know the number of minutes in an hour and the number of hours in a day</li></ul> <p><b><u>Y2 - Weight, Volume and Temperature Summer Term:</u></b></p> <ul style="list-style-type: none"><li>• choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity</li></ul>
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			<p>(litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> <li>compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul>
<p><b>Geometry: Properties of Shapes</b></p>	<p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D shapes using mathematical language</li> <li>Extend and create ABAB patterns</li> </ul> <p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>Notice and correct an error in a repeating pattern</li> <li>Talk about and explore 3D shapes using mathematical language</li> </ul>	<p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</li> </ul>	<p><b>Y1 - Spring Term:</b></p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including:</li> <li>2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> <p><b>Y2 - Spring Term:</b></p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>



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<b>Geometry: Position and Direction</b>	<p><b><u>Autumn Term</u></b></p> <ul style="list-style-type: none"><li>• Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li><li>• Describe a familiar route.</li><li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li></ul> <p><b><u>Spring Term:</u></b></p> <ul style="list-style-type: none"><li>• Discuss routes and locations using words like ‘in front of’ and ‘behind’</li></ul> <p><b><u>Summer Term:</u></b></p> <ul style="list-style-type: none"><li>• Understand positional language – beside, between, next to</li></ul>		<p><b><u>Y1 - Summer Term:</u></b></p> <ul style="list-style-type: none"><li>• describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li></ul> <p><b><u>Y2 - Summer Term:</u></b></p> <ul style="list-style-type: none"><li>• order and arrange combinations of mathematical objects in patterns and sequences</li><li>• 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 anticlockwise).</li></ul>
<b>Statistics</b>			<p><b><u>Y2 - Spring Term:</u></b></p> <ul style="list-style-type: none"><li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li><li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li><li>• ask and answer questions about totalling and comparing categorical data.</li></ul>



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