

Upton Infant School Maths Progression from Reception to Year Two

	Reception				Year One				Year Two			
	October Half Term	End of Autumn Term	End of Spring Term	End of Summer Term	October Half Term	End of Autumn Term	End of Spring Term	End of Summer Term	October Half Term	End of Autumn Term	End of Spring Term	End of Summer Term
Counting	Counts objects to 5 with accurate 1:1 correspondence Beginning to count beyond 10	Counts objects to 10 with accurate 1:1 correspondence and cardinality Beginning to count up to 20	Counts objects up to 20 with accurate 1:1 correspondence and cardinality Can count forwards to 20 accurately	Count beyond 20 forwards & backwards Count in multiples of 2 to 10 & 10 to 100. Can count more than 20 objects Verbally count beyond 20, recognise the pattern of the counting system Subitise (recognise quantities without counting) up to 5.	count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 10 in numerals count in multiples of twos, fives and tens		count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 50 in numerals	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 and backward			
Comparing and ordering numbers and quantities	Can compare objects and amounts using the language of 'same', 'pair', 'match', 'more' and 'fewer'	Can order numbers to 5	Can order numbers to 10	Order numbers to 20 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity					Compare and order numbers from 0 to 100, use <, > and = signs			
More and less		Says the number that is one more or one less than a given number (up to 5)	Says the number that is one more or one less than a given number (up to 10)	Say the number that is one more than a given number or one less within the range 1-20. In practical activities and discussion, can use some mathematical vocabulary e.g. more / less / equals/total/altogether	given a number, identify one more and one less identify & represent numbers using objects and pictorial representations including number lines, use language of: equal to, more than, less than (fewer), most, least	identify one more and one less than a given number						
Reading and Writing Numbers and Place Value		Children can write numbers to 5 Selects the correct numeral to represent 1 to 5 objects	Children can write numbers to 10 Selects the correct numeral to represent 1 to 10 objects	Children are beginning to read and write numbers to 20 Have a deep understanding of number to 10, including the composition of each number	read and write numbers from 1 to 10 in numerals and words.	write numbers to 20 in numerals and words		count, read and write numbers to 100 in numerals	Identify, represent, estimate numbers using different representations, including the number line Read and write numbers to at least 100 in numerals and words Recognise the place value of each digit in two-digit numbers partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus Use place value and number facts to solve problems			



	Reception				Year One				Year Two			
	October Half Term	End of Autumn Term	End of Spring Term	End of Summer Term	October Half Term	End of Autumn Term	End of Spring Term	End of Summer Term	October Half Term	End of Autumn Term	End of Spring Term	End of Summer Term
Number bonds				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		represent and use number bonds and related subtraction facts within 10	represent and use number bonds and related subtraction facts within 20		recall and use addition and subtraction facts to 20 fluently recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships			
Addition and Subtraction		Can combine two sets to find a total (up to 3) Can take some objects away to find an amount (up to 3)	Can combine two sets to find a total (up to 10) Can take some objects away to find an amount (up to 5) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting	Beginning to combine two sets to find a total (up to 20) Can take some objects away to find an amount (up to 10)		read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs add and subtract one-digit and two-digit numbers to 10, including zero	add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$			add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus Solve problems with addition and subtraction: Use concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods Show addition of two numbers can be done in any order (commutative) and subtraction of one from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems		
Multiplication and Division				Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.				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			recall x and + facts for 2, 5 & 10 and use to solve simple problems, demonstrating an understanding of commutativity recognise odd and even numbers calculate statements for multiplication and division within the multiplication tables and write them using the x + and = signs solve x + problems using mental methods, arrays, materials, repeated addition, and x and + facts, including in contexts	



	Reception				Year One				Year Two			
	October Half Term	End of Autumn Term	End of Spring Term	End of Summer Term	October Half Term	End of Autumn Term	End of Spring Term	End of Summer Term	Oct Half Term	End of Autumn Term	End of Spring Term	End of Summer Term
Fractions								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.			identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	
Money								recognise and know the value of different denominations of coins and notes			use different coins to make the same amount recognise and use symbols for pounds (£) and pence (p), combine amounts to make a particular value solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	
Time		Begin to describe a sequence of events using words such as 'first', 'then...'	Can use a range of vocabulary related to time to sequence the school day.	Children can use language of o'clock, now, after, before, next, tomorrow, yesterday				sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] 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. measure and begin to record time in hours, minutes and seconds			read time on a clock to the nearest 15 minutes tell and write the time to 5 minutes, including drawing hands on a clock face to show these times compare and sequence intervals of time know the number of minutes in an hour and the number of hours in a day	
Shape	Can create a simple repeating pattern e.g. stick, leaf, stick, leaf. Talk about and identifies the patterns around them. Notice and correct an error in a repeating pattern.	Uses an increasing range of language to describe shapes e.g. straight, round, pointy	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'. 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. Can recognise and talk about the patterns they observe	To use mathematical language to describe 3D shapes Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns.		recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres			name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry identify 2D shapes on the surface of 3D shapes compare and sort common 2D and 3D shapes and everyday objects			



Reception					Year One				Year Two			
	October Half Term	End of Autumn Term	End of Spring Term	End of Summer Term	October Half Term	End of Autumn Term	End of Spring Term	End of Summer Term	Oct Half Term	End of Autumn Term	End of Spring Term	End of Summer Term
Measure	Uses a range of vocabulary to describe the size, mass and capacity of objects e.g. big/small, bigger/smaller, biggest/smallest, most / least	Make comparisons between objects relating to size, length, weight and capacity e.g. longest / tallest / shortest / heaviest / lightest	From a selection of objects, identify and compare the longest / shortest, tallest/shortest, heaviest/lightest	Compare and order three items by length, height, weight and distance Identify containers holding different amounts of liquids, using language such as 'full', 'half full', 'empty' and 'overflowing'			- compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half - compare, describe and solve practical problems for mass and weight e.g. heavy/light, heavier/lighter - compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than/less than, half full, quarter full - measure and begin to record lengths and heights, mass/weight, capacity and volume				choose and use appropriate standard units to estimate and measure length / height (m/cm) using rulers compare and order lengths and record the results using <, > and = choose and use appropriate standard units to estimate and measure mass (kg/g), temperature (°C), capacity (l/ml) to the nearest unit, using rulers, scales, thermometers and measuring vessels compare and order mass, volume / capacity and record the results using <, > and = read scales in divisions of ones, twos, fives and tens	
Position and Direction		Understand position through words alone e.g. using words like 'in front of' and 'behind'.	Can use a widening vocabulary to describe their relative position such as 'in front of', 'opposite', 'on top of' and 'under'					describe position, direction and movement, including whole, half, quarter and three-quarter turns.				order and arrange combinations of mathematical objects in patterns and sequences 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
Statistics											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	

