Subject: Math

Halfway Nursery Infant School

Whole School Progression Map



Term: Autumn Term 1

Concepts: Safety and Wellbeing - 'The best me I can be!'

Subject Drivers: PE, PSHE and Science.

	EY	EYFS		KS1		
Aspect	(30 - 50mtl	ns to ELGs)	Statutory Curriculum Guidance Non-Statutory Curriculum Guidance			
	F1	F2	Y1	ment Framework Y2	Y3	
Number – Place Value	Group time focus on 'Number of the week' 30-50 months: Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.	Numbers Number and Place Value (to 5) Addition and Subtraction (sorting into groups) Place Value (comparing groups)	To count to ten, forwards and backwards, beginning 0 or 1, or from any given number. To count, read and write numbers to 10 in numerals and words. To identify 1 more or 1 less from a given number. To identify and represent numbers using objects and pictorial	To count, read and write numerals to 100. To read and write numbers to 100 in words. To recognise place value of numbers to 100 (tens, ones). To compare numbers within 100 using <> and =	Y3	
Number – Addition and Subtraction	 Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. 	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.	representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. To represent and use number bonds and related subtraction facts within 10 To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. To add and subtract one digit numbers to 10, including zero. To solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	To recall and use addition and subtraction facts to 20 fluently. To use number bonds knowledge to understand related facts to 100. To show addition is commutative (can be done in any order) but subtraction cannot. To add and subtract using pictorial representation and mentally including: a two-digit and single digit number. a two-digit number and tens. two two-digit numbers. three one digit-numbers.		
Number – Multiplication and Division Number - Fractions		Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects.				
		Finds the total number of items in two groups by counting all of them.				

		In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.			
Measurement					
Geometry – Properties of shape	Group time focus on 'Shape of the week'				
Geometry – Position and Direction	 30-50 months: Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 				
Statistics					
Key Vocabulary	number names, circle, square, triangle, round, tall, short, long	number names, less, more, fewer, value, add, subtract, takeaway, equal to, Prove it! How do you know?	Place value, one digit, two digit, tens, ones. number names, number words, numeral. compare, more than, less than, equal to. Add, subtract, addition, subtraction, take away, equal to, solve, equals, count on, count back, difference, total.	Place value, one digit, two digit, hundreds, tens, ones. number names, number words, numeral. compare, more than, less than, equal to. Add, subtract, addition, subtraction, take away, equal to, solve, equals, count on, count back, difference, total.	





Whole School Progression Map

Subject: Maths Term: Autumn Term 2

Concepts: Community and Culture - 'Let's Celebrate!'

Subject Drivers: PE, PSHE and Science. RE, Geography and History

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance		KS2
	F1	F2		nent Framework I	V2
Number – Place Value Number – Addition and Subtraction	F1 Group time focus on 'Number of the week' 30-50 months: Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows an interest in numerals in the environment.	F2 Numbers Number and Place Value (to 5) Addition and Subtraction (addition to 5) Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts objects to 5, and beginning to count beyond 5. Counts out up to 5 objects from a larger group. Selects the correct numeral to	To count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. To count, read and write numbers to 20 in numerals and words. To identify one more or one less .from a given number To 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.	To show addition is commutative (can be done in any order) but subtraction cannot. To subtract using pictorial representation and mentally including	Y3
Number – Multiplication and Division Number - Fractions	 Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. 	represent 1 to 5, then 1 to 5 objects. Counts an irregular arrangement of up to ten objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.		including: a two-digit and single digit number. a two-digit number and tens. two two-digit numbers. three one digit-numbers. To solve addition word problems. To solve subtraction word problems. To understand the inverse relationship between addition and subtraction and use this knowledge to check calculations. To use the knowledge of inverse to solve missing number problems.	

		Records, using marks that they can			
		interpret and explain.			
Measurement		SSM Time - My day Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in		To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales To compare and order length and record the results using >, < and = To choose and use appropriate standard unites to estimate and measure mass (g/kg) to the nearest	
		simple ways.		appropriate unit on a range of scales. To compare and order weight using and =	
Geometry – Properties of shape Geometry – Position and Direction	Group time focus on 'Shape of the week' 30-50 months: Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g.		To recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) To recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	y zanu =	
Statistics	'round' and 'tall'.				
Statistics					
Key Vocabulary	number names, circle, square, triangle, round, tall, short, long	Less, more, fewer, value, add, subtract, takeaway, equal to, Prove it! How do you know? Number bonds When? Before, time, later, afterwards, day, night, morning, afternoon, evening. First, then, next, finally. Day, week, month, hour, minute, second Days of the week and months of the year.	Equal to, more than, less than (fewer), most, least, numeral, number names. 2-D shape, rectangle, square, circles, triangle, 3-D shape cuboid, cube, pyramid, cylinder, cone and spheres.	Add, subtract, addition, subtraction, take away, equal to, solve, equals, count on, count back, difference, total, missing number, problem solving, word problem. Multiply, times, multiplication, array, repeated addition. Division, divide, array, sharing, grouping, repeated subtraction. Length, height, centimetre (cm), millimetre (mm), metre (m). Mass,	

	weight, weighing, gram (g), kilogram (kg).
	Compare, greater than, less than. Longer, shorter, heavier, lighter.





Whole School Progression Map

Subject: Maths Term: Spring Term 1

Concepts: Innovation & Imagination

Subject Drivers: DT, Art, ICT. History, Science.

	EY	FS	KS	\$1	KS2
Aspect	(30 - 50mth	ns to ELGs)	Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		
	F1	F2	Y1	Y2	Y3
Number – Place Value	Group time focus on 'Number of	<u>Numbers</u>	To count to 50 forwards and		
	the week' 30-50 months: Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks	Number and Place Value (to 10) Addition and Subtraction (addition to 10) Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning	backwards, beginning with 0 or 1, or from any number. To count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. To 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.		
	on paper or pictures. • Sometimes matches numeral	to count beyond 10.	Count in multiples of twos, fives and tens.		
Number – Addition and Subtraction	 and quantity correctly. Shows an interest in numerals in the environment. 	Counts out up to six objects from a larger group.	To represent and use number bonds and related subtraction facts within 20		
	 Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. 	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of	To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. To add and subtract one-digit and		
	including steps, crops of jumps.	up to ten objects. Uses the language of 'more' and 'fewer' to compare two sets of objects.	two-digit numbers to 20, including zero. To solve one step problems that involve addition and subtraction, using concrete objects and pictorial		

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			representations, and missing		
	_	Finds the total number of items in	number problems such as 7= 🗌 – 9		
Number – Multiplication and		two groups by counting all of them.			
Division					
Number - Fractions		In practical activities and		To read a fraction.	
		discussion, beginning to use the		To recognise a fraction as parts of a	
		vocabulary involved in adding and		whole.	
		subtracting.		To use and understand the language	
				of numerator and denominator.	
		Records, using marks that they can		To find fractions in shape.	
		interpret and explain.		To find fractions of amounts.	
				To find fractions of numbers using a	
				bar model.	
				To solve word problems involving	
				fractions.	
Measurement		<u>SSM</u>		To measure capacity, using standard	
				units of measure (ml, l)	
		Spatial awareness		To show capacity on a scale where	
		opatial awai circos		all numbers are given.	
		Can describe their relative position		To show capacity on a scale where	
		such as 'behind' or 'next to'.		not all numbers are given.	
		such as bening of flext to .			
				To measure weight, using standard	
				units of measure (g, kg)	
				To show weight on a scale where all	
				numbers are given.	
				To show weight on a scale where not	
				all numbers are given.	
				To select and explain the appropriate	
				unit of measure for different	
				scenarios.	
Geometry – Properties of shape	Group time focus on 'Shape of the			To name all 2D shapes.	
	week'			To discuss properties of 2D shapes.	
	30-50 months:			To name all 3D shapes.	
	 Shows an interest in shape and 			To discuss properties of 3D shapes.	
	space by playing with shapes or			To sort shapes according to given	
	making arrangements with			criteria.	
	objects.			To think of their own criteria to sort	
	 Shows awareness of similarities 			shapes.	
	of shapes in the environment.				
Geometry – Position and	 Shows interest in shape by 				
Direction	sustained construction activity				
	or by talking about shapes or				
	arrangements.				
	 Shows interest in shapes in the 				
	environment.				
	 Uses shapes appropriately for 				
	tasks.				
	 Beginning to talk about the 				
	shapes of everyday objects, e.g.				
	'round' and 'tall'.				
Statistics	Touriu anu tan .	1			
Statistics					

	number names, circle, square,	add, more, plus, addition, together	Place value, one digit, two digit, tens,	Capacity, measure, liquid, volume,	
Key Vocabulary	triangle, round, tall, short, long	,altogether, total, equal to, same,	ones.	millilitres, litres.	
		different, how do you know?	number names, number words,	Weight, height, measurement,	
		Explain how, what will happen if I	numeral.	centimetres, millimetres, metres,	
		add one more?	compare, more than, less than, equal	appropriate unit of measurement,	
			to.	grams, kilograms.	
		next to, behind, opposite, under,		Tallest, shortest, longest, largest,	
		over, left, right	Add, subtract, addition, subtraction,	smallest, full, empty, most, least,	
			take away, equal to, solve, equals,	heaviest, lightest, differences.	
			count on, count back, difference,		
			total.	2D, shape, side, corner	
				3D, shape, edge, vertices, vertex, face	
				Properties, sort.	
				Circle, triangle, square, oval,	
				pentagon, hexagon, heptagon,	
				octagon, nonagon.	
				Cube, cuboid, cylinder, sphere,	
				pyramid (triangular based and square	
				based), cone, triangular prism.	
				Fraction, part, whole, numerator,	
				denominator,	
				Half, quarter, third, shape, amount,	
				bar model.	





Subject: Maths

Term: Spring Term 2

Concepts: Time & Change – 'Back to the Future'

Subject Drivers: DT, Art, ICT, History, Science

Aspect	(30 - 50mtl		Statutory Curri	S1 culum Guidance	KS2
			Non-Statutory Curriculum Guidance Teacher Assessment Framework		
	F1	F2	Y1	Y2	Y3
Number – Place Value	Group time focus on 'Number of the week' 30-50 months: Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures.	Numbers Addition and Subtraction (addition to 10) Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	To count to 50 forwards and backwards, beginning with 0 or 1, or from any number. To count, read and write numbers to 50 in numerals. To identify one more or one less from a given number. To 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. To count in multiples of twos, fives		
Number – Addition and Subtraction	Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number	Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of	and tens.	To use a method to solve calculations for the 4 operations. To solve problems using the 4 operations. To solve multistep problems using the 4 operations. To solve missing number problems using an appropriate method.	
Number – Multiplication and Division	problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in	objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and		To use a method to solve calculations for the 4 operations. To solve problems using the 4 operations. To solve multistep problems using the 4 operations. To solve multistep problems problems using an appropriate method.	
Number - Fractions	 representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. 	subtracting. Records, using marks that they can interpret and explain.			
Measurement		SSM 2D and 3D Shape Beginning to use mathematical names for 'solid' 3D shapes and	To measure and begin to record lengths and heights. To compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)	To recognise the value of coins and notes. To recognise different combinations of notes and coins. To make an amount using different combinations of coins.	

		'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models.	To measure and begin to record mass/weight, capacity and volume. To compare, describe and solve practical problems for 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]	To make an amount using the fewest combination of coins. To solve money problems in a practical context, including making totals and giving change. To recognise the hands on a clock face. To read time to o'clock and half past intervals. To read time to quarter intervals. To read time to 5 minute intervals. To compare units of time (second, minute, hour, day, week) To know time related facts (including seconds in minute, days in week.	
Geometry – Properties of shape	Group time focus on 'Shape of the				
Geometry – Position and	week' 30-50 months:				
Direction	 Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 				
Statistics					
Key Vocabulary	number names, circle, square, triangle, round, tall, short, long, forward, backwards, next to, in front, behind, under, on, in	add, more, plus, addition, together, altogether, total, equal to, same, different, number bond, how do you know? Explain how, what will happen if I add? 2D shape, rectangle, square, circle, triangle, 3D shape cuboid, cube, pyramid, cylinder, cone, spheres, describe	Place value, one digit, two digit, tens, ones. number names, number words, numeral. compare, more than, less than, equal to. length, height, long/short, longer/shorter, tall/short,	Coin, note, pound, pence, money, addition, Subtraction, total, change Combination. Clock, hour, minute, second, hand, o'clock, half past, quarter past, quarter to, 5 minute, longer, shorter, later, earlier, day, week, month, year.	
			double/half, mass/weight, capacity, volume, heavy/light, heavier than, lighter than, full/empty, more than, less than, half, half full, quarter.	Missing number problem, 4 operations, calculation, addition, add, total, sum of, subtraction, subtract, take away, multiplication, multiply,	

		times, division, divide, grouping,	
		sharing.	



Whole School Progression Map

Term: Summer Term 1

Subject: Maths

Concepts: Conservation 'Our Wonderful World'

Subject Drivers: Geography, Science and PSHE. Art, DT, ICT

	EYFS (30 - 50mths to ELGs)		K Statutory Curri	KS2	
Aspect	(30 - 30/11)	is to LLGs)	· · · · · · · · · · · · · · · · · · ·	rriculum Guidance	
			•	ment Framework	
	E. L. Maria	F. J J. J.			F. d
	End points	End points	End points	End points	End points
	F1	F2	Y1	Y2	Y3
Number – Place Value	Group time focus on 'Number of	<u>Numbers</u>		To use a method to solve	
	the week'			calculations for the 4 operations.	
	30-50 months:	 Addition and 		To solve problems using the 4	
	 Uses some number names and 	Subtraction - counting		operations.	
	number language	on and back		To solve multistep problems using	
	spontaneously.			the 4 operations.	
	 Uses some number names 	 Place Value -numbers to 		To solve missing number problems	
	accurately in play.	20		using an appropriate method.	
Number – Addition and	Recites numbers in order to 10.			To use a method to solve	
Subtraction	 Knows that numbers identify 	Counts objects to 10, and beginning		calculations for the 4 operations.	
	how many objects are in a set.	to count beyond 10.		To solve problems using the 4	
	Beginning to represent	,		operations.	
	numbers using fingers, marks	Selects the correct numeral to		To solve multistep problems using	
	on paper or pictures.	represent 1 to 5, then 1 to 10		the 4 operations.	
	Sometimes matches numeral	objects.		To solve missing number problems	
	and quantity correctly.	objects.		using an appropriate method.	
Locality of the Market and the second	Shows curiosity about numbers	Uses the language of 'more' and	T	using an appropriate method.	
lumber – Multiplication and	by offering comments or		To count in multiples of twos, fives		
Division	, ,	'fewer' to compare two sets of	and tens.		
	asking questions.	objects.	To solve one step problems involving		
	Compares two groups of	Finds the total constant of the contr	multiplication and division, by		
	objects, saying when they have	Finds the total number of items in	calculating the answer using		
	the same number.	two groups by counting all of them.	concrete objects, pictorial		
	Shows an interest in number		representations and arrays with the		
	problems.	In practical activities and	support of the teacher.		
lumber - Fractions	Separates a group of three or	discussion, beginning to use the	To recognise, find and name a half as	To find fractions of number (1/2, ¼,	
	four objects in different ways,	vocabulary involved in adding and	one of two equal parts of an object,	1/3, 2/4, ¾ and 2/3) using a bar	
	beginning to recognise that the	subtracting.	shape or quantity.	model.	
	total is still the same.		To recognise, find and name a	To compare fractions of numbers	
	 Shows an interest in numerals 	Records, using marks that they can	quarter as one of four equal parts of	using symbols < > and =	
	in the environment.	interpret and explain.	an object, shape or quantity.		
	 Shows an interest in 				
	representing numbers.	ELG - Children count reliably with			
	Realises not only objects, but	numbers from one to 20, place			
	anything can be counted,	them in order and say which			
	including steps, claps or jumps.	number is one more or one less			
	40-60 months:	than a given number. Using			
		quantities and objects, they add			

	I a Branchan I C	and a blanch have to the term			
	Recognise some numerals of	and subtract two single-digit			
	personal significance.	numbers and count on or back to			
	 Recognises numerals 1 to 5. 	find the answer.			
	 Counts up to three or four 				
	objects by saying one number				
	name for each item.				
	Counts actions or objects				
	which cannot be moved.				
	Counts objects to 10, and				
	1 · · · · · · · · · · · · · · · · · · ·				
	beginning to count beyond 10.				
	Counts out up to six objects				
	from a larger group.				
	 Selects the correct numeral to 				
	represent 1 to 5, then 1 to 10				
	objects.				
	 Counts an irregular 				
	arrangement of up to ten				
	objects.				
Measurement	Through the use of continuous	SSM	To compare, describe and solve		
	provision.	<u> </u>	practical problems for: lengths and		
	40-60 months:	• Evaluring nattorns	heights (for example, long/short,		
		Exploring patterns			
	Orders two or three items by	Length, height and	longer/shorter, tall/short,		
	length or height.	distance	double/half)		
	 Orders two items by weight or 		To compare, describe and solve		
	capacity.	Orders two or three items by length	practical problems for: mass/weight		
		or height.	[for example, heavy/light, heavier		
			than, lighter than]; capacity and		
		Uses familiar objects and common	volume [for example, full/empty,		
		shapes to create and recreate	more than, less than, half, half full,		
		patterns and build models.	quarter]		
Geometry – Properties of shape	Group time focus on 'Shape of the		4		
decinetry Properties of shape	week'	Uses everyday language related to			
		1			
Geometry – Position and	30-50 months:	time.			
Direction	Shows an interest in shape and				
	space by playing with shapes or	ELG - They recognise, create and			
	making arrangements with	describe patterns. They explore			
	objects.	characteristics of everyday objects			
	 Shows awareness of similarities 	and shapes and use mathematical			
	of shapes in the environment.	language to describe them.			
	 Uses positional language. 				
	 Shows interest in shape by 				
	sustained construction activity				
	or by talking about shapes or				
	arrangements.				
	_				
	Shows interest in shapes in the shows interest in shapes in the				
	environment.				
	Uses shapes appropriately for				
	tasks.				
	 Beginning to talk about the 				
	shapes of everyday objects, e.g.				
	'round' and 'tall'.				
	40-60 months:				
	•	•	•	•	•

Statistics	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models.				
Key Vocabulary	number names, pattern, circle, square, triangle, rectangle, cube, cuboid, cone, sphere, 2D, 3D, solid, flat, weight, heavier, lighter, capacity, full, empty.	add, more, plus, addition, together, altogether, take away, subtract, count on, count back, total, equal to, same, different, how do you know? Explain how, what will happen if? pattern, repeat, create, height, tall, taller, tallest, short, shorter, shortest, length, longest, longer, measure, compare	length, height, long/short, longer/shorter, tall/short, double/half, mass/weight, capacity, volume, heavy/light, heavier than, lighter than, full/empty, more than, less than, half, half full, quarter. Fraction, half, quarter, whole, part, bar model, amount.	Missing number problem, 4 operations, calculation, addition, add, total, sum of, subtraction, subtract, take away, multiplication, multiply, times, division, divide, grouping, sharing. Whole, part, bar model, half, quarter, third, fraction, amount.	

Whole School Progression Map



Term: Summer Term 2

Subject: Maths

Concepts: Enterprise, Inspiration and Aspiration – 'When I grow up...'

Subject Drivers: *Geography, Science and PSHE.* Art, DT, ICT.

	EYFS		KS1		KS2
Aspect	(30 - 50mth	ns to ELGs)	Statutory Curriculum Guidance		
			Non-Statutory Curriculum Guidance		
			Teacher Assessment Framework		
	End points	End points	End points	End points	End points
	F1	F2	Y1	Y2	Y3
Number – Place Value	Group time focus on 'Number of	<u>Numbers</u>	To count to and across 100, forwards		
	the week'		and backwards, beginning with 0 or		
	30-50 months:	 Multiplication and 	1, or from any given number.		
	 Uses some number names and 	Division - doubling,	To count, read and write numbers to		
	number language	halving, odd and even	100 in numerals.		
	spontaneously.		To identify one more and one less		
	Uses some number names	Records, using marks that they can	from a given number.		
	accurately in play.	interpret and explain.	To identify and represent numbers		
	• Recites numbers in order to 10.		using objects and pictorial		
	Knows that numbers identify	Begins to identify own	representations including the		
	how many objects are in a set.	mathematical problems based on	number line, and use the language		
	 Beginning to represent 	own interests and fascinations.	of: equal to, more than, less than,		
	numbers using fingers, marks		most, least.		
Number – Addition and	on paper or pictures.	ELG - They solve problems,		To use a method to solve	
Subtraction	Sometimes matches numeral	including doubling, halving and		calculations for the 4 operations.	
	and quantity correctly.	sharing.		To solve problems using the 4	
	Shows curiosity about numbers			operations.	
	by offering comments or			To solve multistep problems using	
	asking questions.			the 4 operations.	
	Compares two groups of			To solve missing number problems	
	objects, saying when they have			using an appropriate method.	
Number – Multiplication and	the same number.			To use a method to solve	
Division	Shows an interest in number			calculations for the 4 operations.	
	problems.			To solve problems using the 4	
	Separates a group of three or			operations.	
	four objects in different ways,			To solve multistep problems using	
	beginning to recognise that the			the 4 operations.	
	total is still the same.			To solve missing number problems	
	Shows an interest in numerals			using an appropriate method.	
Number - Fractions	in the environment.				
	Shows an interest in				
	representing numbers.				
	Realises not only objects, but				
	anything can be counted,				
	including steps, claps or jumps.				
	40-60 months:				

	Decognice come numerals of	1		
Measurement	 Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Through the use of continuous provision. 40-60 months: Orders two or three items by length or height. Orders two items by weight or capacity. 	SSM Weight Capacity Orders two items by weight or capacity. ELG - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	To recognise and know the value of different denominations of coins and notes. To sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. To recognise and use language relating to dates, including days of the week, weeks, months and years. To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. To compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] To measure and begin to record time	
			(hours, minutes, seconds)	
Geometry – Properties of shape	Group time focus on 'Shape of the week'			
Geometry – Position and	30-50 months:			
Direction	Shows an interest in shape and			
	space by playing with shapes or making arrangements with			
	objects.			
	Shows awareness of similarities			
	of shapes in the environment.			
	Uses positional language.Shows interest in shape by			
	snows interest in snape by sustained construction activity			
	or by talking about shapes or			
	arrangements.			

	 Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 40-60 months: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe 				
	 shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. 				
Statistics				To interpret and construct simple pictograms, tally charts, block diagrams and simple tables To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity To ask and answer questions about totalling and compare categorical data	
Key Vocabulary	number names, pattern, circle, square, triangle, rectangle, cube, cuboid, cone, sphere, 2D, 3D, solid, flat, weight, heavier, lighter, capacity, full, empty.	multiplication, sets of, groups of, equal to, division, share, equal groups, how do you know? capacity, full, empty, compare, weight, weigh, heavy, light, heaviest, lighest, heavier, lighter	coins, notes, before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening, days of the week, weeks, months, years, time, hour, half past, hands, clock face, quicker, slower, earlier, later, measure, hours, minutes, seconds.	Missing number problem, 4 operations, calculation, addition, add, total, sum of, subtraction, subtract, take away, multiplication, multiply, times, division, divide, grouping, sharing. Pictogram, tally chart, block diagram, table, quantity, more, less, total, data.	