



Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1	F2	Y1	Y2	Y3
Number – Place Value	<p><b>Group time focus on 'Number of the week'</b> <b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Uses some number names and number language spontaneously.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects are in a set.</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>Number and Place Value (to 5)</li> <li>Addition and Subtraction (sorting into groups)</li> <li>Place Value (comparing groups)</li> </ul> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p>	<p>To count to ten, forwards and backwards, beginning 0 or 1, or from any given number.</p> <p>To count, read and write numbers to 10 in numerals and words.</p> <p>To identify 1 more or 1 less from a given number.</p> <p>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.</p>	<p>To count, read and write numerals to 100.</p> <p>To read and write numbers to 100 in words.</p> <p>To recognise place value of numbers to 100 (tens, ones).</p> <p>To compare numbers within 100 using &lt; &gt; and =</p>	
Number – Addition and Subtraction	<ul style="list-style-type: none"> <li>Sometimes matches numeral and quantity correctly.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p>	<p>To represent and use number bonds and related subtraction facts within 10</p> <p>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>To add and subtract one digit numbers to 10, including zero.</p> <p>To solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p>To recall and use addition and subtraction facts to 20 fluently.</p> <p>To use number bonds knowledge to understand related facts to 100.</p> <p>To show addition is commutative (can be done in any order) but subtraction cannot.</p> <p>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.</p>	
Number – Multiplication and Division		<p>Estimates how many objects they can see and checks by counting them.</p>			
Number - Fractions		<p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p>			

		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	<p><b>Group time focus on ‘Shape of the week’</b></p> <p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>● Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>● Shows awareness of similarities of shapes in the environment.</li> <li>● Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>● Shows interest in shapes in the environment.</li> <li>● Uses shapes appropriately for tasks.</li> <li>● Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</li> </ul>				
Geometry – Position and Direction					
Statistics					
<b>Key Vocabulary</b>	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.	



**Halfway Nursery Infant School**

**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 Teacher Assessment Framework		KS2
	F1	F2	Y1	Y2	Y3
Number – Place Value	<p><b>Group time focus on 'Number of the week'</b> <b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Uses some number names and number language spontaneously.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects are in a set.</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>Sometimes matches numeral and quantity correctly.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li><b>Number and Place Value (to 5)</b></li> <li><b>Addition and Subtraction (addition to 5)</b></li> </ul> <p>Recognises numerals 1 to 5.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 5, and beginning to count beyond 5.</p> <p>Counts out up to 5 objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 5 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p>	<p>To count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>To count, read and write numbers to 20 in numerals and words.</p> <p>To identify one more or one less from a given number</p> <p>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.</p>		
Number – Addition and Subtraction					
Number – Multiplication and Division					
Number - Fractions					

		Records, using marks that they can interpret and explain.			
Measurement		<p align="center"><b>SSM</b></p> <p align="center"><b>Time - My day</b></p> <p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>		<p><b>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</b></p> <p><b>To compare and order length and record the results using &gt;, &lt; and =</b></p> <p><b>To choose and use appropriate standard unites to estimate and measure mass (g/kg) to the nearest appropriate unit on a range of scales.</b></p> <p><b>To compare and order weight using &lt;/ &gt; and =</b></p>	
Geometry – Properties of shape	<p><b>Group time focus on ‘Shape of the week’</b></p> <p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows awareness of similarities of shapes in the environment.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows interest in shapes in the environment.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</li> </ul>		<p><b>To recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</b></p> <p><b>To recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</b></p>		
Geometry – Position and Direction					
Statistics					
<b>Key Vocabulary</b>	number names, circle, square, triangle, round, tall, short, long	<p>Less, more, fewer, value, add, subtract, takeaway, equal to, Prove it! How do you know? Number bonds</p> <p>When? Before, time, later, afterwards, day, night, morning, afternoon, evening. First, then, next, finally. Day, week, month, hour, minute, second</p> <p>Days of the week and months of the year.</p>	<p>Equal to, more than, less than (fewer), most, least, numeral, number names.</p> <p>2-D shape, rectangle, square, circles, triangle, 3-D shape cuboid, cube, pyramid, cylinder, cone and spheres.</p>	<p>Add, subtract, addition, subtraction, take away, equal to, solve, equals, count on, count back, difference, total, missing number, problem solving, word problem.</p> <p>Multiply, times, multiplication, array, repeated addition.</p> <p>Division, divide, array, sharing, grouping, repeated subtraction.</p> <p>Length, height, centimetre (cm), millimetre (mm), metre (m). Mass,</p>	

				weight, weighing, gram (g), kilogram (kg). Compare, greater than, less than. Longer, shorter, heavier, lighter.	
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**Halfway Nursery Infant School**

**Whole School Progression Map**



**Subject: Maths**

**Term: Spring Term 1**

**Concepts:** Innovation & Imagination

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

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1	F2	Y1	Y2	Y3
Number – Place Value	<p><b>Group time focus on 'Number of the week'</b></p> <p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Uses some number names and number language spontaneously.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects are in a set.</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>Sometimes matches numeral and quantity correctly.</li> </ul>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li><b>Number and Place Value (to 10)</b></li> <li><b>Addition and Subtraction (addition to 10)</b></li> </ul> <p>Recognises numerals 1 to 5.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p>	<p>To count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>To count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>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.</p> <p>Count in multiples of twos, fives and tens.</p>		
Number – Addition and Subtraction	<ul style="list-style-type: none"> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p>	<p>To represent and use number bonds and related subtraction facts within 20</p> <p>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>To add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To solve one step problems that involve addition and subtraction, using concrete objects and pictorial</p>		

			<b>representations, and missing number problems such as <math>7 = \square - 9</math></b>		
Number – Multiplication and Division		Finds the total number of items in two groups by counting all of them.			
Number - Fractions		In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  Records, using marks that they can interpret and explain.		To read a fraction. To recognise a fraction as parts of a whole. To use and understand the language of numerator and denominator. To find fractions in shape. To find fractions of amounts. To find fractions of numbers using a bar model. To solve word problems involving fractions.	
Measurement		<b>SSM</b>  <b>Spatial awareness</b>  Can describe their relative position such as 'behind' or 'next to'.		To measure capacity, using standard units of measure (ml, l) To show capacity on a scale where all numbers are given. To show capacity on a scale where not all numbers are given. 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. <i>To select and explain the appropriate unit of measure for different scenarios.</i>	
Geometry – Properties of shape	<b>Group time focus on 'Shape of the week'</b> <b>30-50 months:</b> <ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows awareness of similarities of shapes in the environment.</li> </ul>			To name all 2D shapes. To discuss properties of 2D shapes. To name all 3D shapes. To discuss properties of 3D shapes. To sort shapes according to given criteria. To think of their own criteria to sort shapes.	
Geometry – Position and Direction	<ul style="list-style-type: none"> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows interest in shapes in the environment.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>				
Statistics					

<p><b>Key Vocabulary</b></p>	<p>number names, circle, square, triangle, round, tall, short, long</p>	<p>add, more, plus, addition, together, altogether, total, equal to, same, different, how do you know? Explain how ..., what will happen if I add one more?</p> <p>next to, behind, opposite, under, over, left, right</p>	<p>Place value, one digit, two digit, tens, ones. number names, number words, numeral. compare, more than, less than, equal to.</p> <p>Add, subtract, addition, subtraction, take away, equal to, solve, equals, count on, count back, difference, total.</p>	<p>Capacity, measure, liquid, volume, millilitres, litres. Weight, height, measurement, centimetres, millimetres, metres, appropriate unit of measurement, grams, kilograms. Tallest, shortest, longest, largest, smallest, full, empty, most, least, heaviest, lightest, differences.</p> <p>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.</p> <p>Fraction, part, whole, numerator, denominator, Half, quarter, third, shape, amount, bar model.</p>	
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Halfway Nursery Infant School

Whole School Progression Map



Concepts: Time &amp; Change – ‘Back to the Future’

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

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2		
	F1	F2	Y1	Y2	Y3		
Number – Place Value	<p><b>Group time focus on ‘Number of the week’</b></p> <p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• <b>Addition and Subtraction (addition to 10)</b></li> </ul> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p>	<p>To count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>To count, read and write numbers to 50 in numerals.</p> <p>To identify one more or one less from a given number.</p> <p>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.</p> <p>To count in multiples of twos, fives and tens.</p>				
Number – Addition and Subtraction						<p>To use a method to solve calculations for the 4 operations.</p> <p>To solve problems using the 4 operations.</p> <p>To solve multistep problems using the 4 operations.</p> <p>To solve missing number problems using an appropriate method.</p>	
Number – Multiplication and Division							<p>To use a method to solve calculations for the 4 operations.</p> <p>To solve problems using the 4 operations.</p> <p>To solve multistep problems using the 4 operations.</p> <p>To solve missing number problems using an appropriate method.</p>
Number - Fractions							
Measurement							<p><b>SSM</b></p> <p><b>2D and 3D Shape</b></p> <p>Beginning to use mathematical names for ‘solid’ 3D shapes and</p>



		<p>'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>To measure and begin to record mass/weight, capacity and volume.</p> <p>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]</p>	<p>To make an amount using the fewest combination of coins.</p> <p>To solve money problems in a practical context, including making totals and giving change.</p> <p>To recognise the hands on a clock face.</p> <p>To read time to o'clock and half past intervals.</p> <p>To read time to quarter intervals.</p> <p>To read time to 5 minute intervals.</p> <p>To compare units of time (second, minute, hour, day, week...)</p> <p>To know time related facts (including seconds in minute, days in week.</p>	
Geometry – Properties of shape	<p><b>Group time focus on 'Shape of the week'</b></p> <p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows awareness of similarities of shapes in the environment.</li> <li>Uses positional language.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows interest in shapes in the environment.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>				
Geometry – Position and Direction					
Statistics					
<b>Key Vocabulary</b>	<p>number names, circle, square, triangle, round, tall, short, long, forward, backwards, next to, in front, behind, under, on, in</p>	<p>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...?</p> <p>2D shape, rectangle, square, circle, triangle, 3D shape cuboid, cube, pyramid, cylinder, cone, spheres, describe</p>	<p>Place value, one digit, two digit, tens, ones.</p> <p>number names, number words, numeral.</p> <p>compare, more than, less than, equal to.</p> <p>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.</p>	<p>Coin, note, pound, pence, money, addition, Subtraction, total, change Combination.</p> <p>Clock, hour, minute, second, hand, o'clock, half past, quarter past, quarter to, 5 minute, longer, shorter, later, earlier, day, week, month, year.</p> <p>Missing number problem, 4 operations, calculation, addition, add, total, sum of, subtraction, subtract, take away, multiplication, multiply,</p>	

				times, division, divide, grouping, sharing.	
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Subject: Maths

Concepts: Conservation 'Our Wonderful World'

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

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2			
	End points F1	End points F2	End points Y1	End points Y2	End points Y3			
Number – Place Value	<p><b>Group time focus on 'Number of the week'</b> <b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <p><b>40-60 months:</b></p>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• <b>Addition and Subtraction - counting on and back</b></li> <li>• <b>Place Value - numbers to 20</b></li> </ul> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p><b>ELG - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add</b></p>		<p>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.</p>				
Number – Addition and Subtraction								<p>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.</p>
Number – Multiplication and Division							<p>To count in multiples of twos, fives and tens. To 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.</p>	
Number - Fractions							<p>To recognise, find and name a half as one of two equal parts of an object, shape or quantity. To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>To find fractions of number (1/2, 1/4, 1/3, 2/4, 3/4 and 2/3) using a bar model. To compare fractions of numbers using symbols &lt; &gt; and =</p>

	<ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> </ul>	<p><b>and subtract two single-digit numbers and count on or back to find the answer.</b></p>			
Measurement	<p><i>Through the use of continuous provision.</i></p> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> </ul>	<p><b>SSM</b></p> <ul style="list-style-type: none"> <li>Exploring patterns</li> <li>Length, height and distance</li> </ul> <p>Orders two or three items by length or height.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p><b>To compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</b></p> <p><b>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]</b></p>		
Geometry – Properties of shape	<p><b>Group time focus on ‘Shape of the week’</b></p> <p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows awareness of similarities of shapes in the environment.</li> <li>Uses positional language.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows interest in shapes in the environment.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</li> </ul> <p><b>40-60 months:</b></p>	<p>Uses everyday language related to time.</p> <p><b>ELG - They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p>			
Geometry – Position and Direction					

	<ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>				
Statistics					
<b>Key Vocabulary</b>	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.	



Subject: Maths

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

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

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2	
	End points F1	End points F2	End points Y1	End points Y2	End points Y3	
Number – Place Value	<p><b>Group time focus on ‘Number of the week’</b> <b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• <b>Multiplication and Division - doubling, halving, odd and even</b></li> </ul> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><b>ELG - They solve problems, including doubling, halving and sharing.</b></p>	<p>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>To count, read and write numbers to 100 in numerals.</p> <p>To identify one more and one less from a given number.</p> <p>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, most, least.</p>			
Number – Addition and Subtraction					<p>To use a method to solve calculations for the 4 operations.</p> <p>To solve problems using the 4 operations.</p> <p>To solve multistep problems using the 4 operations.</p> <p>To solve missing number problems using an appropriate method.</p>	
Number – Multiplication and Division					<p>To use a method to solve calculations for the 4 operations.</p> <p>To solve problems using the 4 operations.</p> <p>To solve multistep problems using the 4 operations.</p> <p>To solve missing number problems using an appropriate method.</p>	
Number - Fractions						

	<ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> </ul>				
Measurement	<p><i>Through the use of continuous provision.</i></p> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> </ul>	<p style="text-align: center;"><b><u>SSM</u></b></p> <ul style="list-style-type: none"> <li><b>Weight</b></li> <li><b>Capacity</b></li> </ul> <p>Orders two items by weight or capacity.</p> <p><b>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.</b></p>	<p><b>To recognise and know the value of different denominations of coins and notes.</b></p> <p><b>To sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</b></p> <p><b>To recognise and use language relating to dates, including days of the week, weeks, months and years.</b></p> <p><b>To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</b></p> <p><b>To compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</b></p> <p><b>To measure and begin to record time (hours, minutes, seconds)</b></p>		
Geometry – Properties of shape	<p><b>Group time focus on ‘Shape of the week’</b></p> <p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows awareness of similarities of shapes in the environment.</li> <li>Uses positional language.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> </ul>				
Geometry – Position and Direction					

	<ul style="list-style-type: none"> <li>Shows interest in shapes in the environment.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>				
Statistics				<p><b>To interpret and construct simple pictograms, tally charts, block diagrams and simple tables</b></p> <p><b>To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</b></p> <p><b>To ask and answer questions about totalling and compare categorical data</b></p>	
<b>Key Vocabulary</b>	<p>number names, pattern, circle, square, triangle, rectangle, cube, cuboid, cone, sphere, 2D, 3D, solid, flat, weight, heavier, lighter, capacity, full, empty.</p>	<p>multiplication, sets of, groups of, equal to, division, share, equal groups, how do you know?</p> <p>capacity, full, empty, compare, weight, weigh, heavy, light, heaviest, lightest, heavier, lighter</p>	<p>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.</p>	<p>Missing number problem, 4 operations, calculation, addition, add, total, sum of, subtraction, subtract, take away, multiplication, multiply, times, division, divide, grouping, sharing.</p> <p>Pictogram, tally chart, block diagram, table, quantity, more, less, total, data.</p>	