Maths Progression

Nursery Maths Annual Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Getting to know you counting rhymes			Subitising to 3	Matching	Sorting		Comparing amounts	Pattern	Comparing heights and length	2D Shape	Pattern	Comparing capacity
Spring	Representing 1	Representing 2	Representing 3	Sorting 1, 2, 3	Matching 1, 2, 3	Comparing	2D shapes	Positional language	Pattern	Weight	Representing 4	Representing 5	
Summer	Sorting 4 & 5	Composition of 4 & 5			Representing 6	Representing 7	More than	Less than	One more/one less	3D shapes	Number recognition 1-5 Cardinal principal		

Maths Progression

Reception Maths Annual Overview

Mastering Number and White Rose small steps progression

- White Rose

- **Mastering Number**
  - Subitising
  - Counting, ordinality & cardinality
  - Composition
  - Comparison

Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	HOME VISITS	Reviewing counting skills & number recognition	Counting songs Bsaeline	Baseline 2D shape songs	**Subitising** • Subitising within 3	**Counting, cardinality & ordinality** • Focus on counting skills	**Composition** • Explore how all numbers are made of 1 • Focus on composition of 3 and 4 within 3 & 4	**Subitising** • Subitise objects and sounds • Subitise within 4
	Week 9	**Week 10**	**Week 11**	**Week 12**	**Week 13**	**Week 14**	**Week 15**	
Autumn 2	**3D shape** • Comparing height, length & capacity	**Comparison** • Comparison of sets - 'just by looking' • Use the language of comparison: *more than* and *fewer than*	**Counting, cardinality & ordinality** • Focus on counting skills • Focus on the 'five-ness of 5' using one hand and the die pattern for 5	**Comparison** • Comparison of amounts to 5 • Comparison of sets - by matching • Use the language of comparison: *more than, fewer than, an equal number*	**Composition** • Recognising that a whole is made up of parts • Explore the concept of 'whole' and 'part'	**Day & night** • Sequencing events	**2D & 3D shape**	

Maths Progression

Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring 1	**Composition** • Focus on the composition of 3, 4 and 5	**Patterns**	**Counting, cardinality & ordinality** • Practise object counting skills • Match numerals to quantities within 10 Verbal counting beyond 20	**Subitising** • Subitise within 5 focusing on die patterns • Match numerals to quantities within 5	**Counting, cardinality & ordinality** • Counting – focus on ordinality and the 'staircase' pattern • See that each number is one more than the previous number	**Composition** • Focus on 5
	Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
Spring 2	**Composition** • Focus on 6 and 7 as '5 and a bit'	**Composition** • Compare sets and use language of comparison: *more than, fewer than, an equal number to* Make unequal sets equal	**Counting, cardinality & ordinality** • Focus on the 'staircase' pattern and ordering numbers	**2D & 3D shape**	**Comparing Mass**	**Comparison** • Focus on ordering of numbers to 8 • Use language of *less than*

Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Summer 1	**Composition** • Focus on 7	**Composition** • Doubles – explore how some numbers can be made with 2 equal parts	**Composition** • Sorting numbers according to attributes - odd and even numbers	**Repeating patterns**	**Cardinality, ordinality & counting** • Counting – larger sets and things that cannot be seen	**Subitising** • Subitising – to 6, including in structured arrangements	
	Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**	**Week 13**
Summer 2	**Sequencing**	**Composition** • Composition – '5 and a bit'	**Composition** • Composition - of 10	**Comparison** • Linked to ordinality • Play track games	**Subitising** • Subitise to 5 • Introduce the rekenrek	**Review & Assess** • Automatic recall of bonds to 5 • Composition of numbers to 10	**Review & Assess** • Comparison • Number patterns • Counting

Maths Progression
Holmesdale School
Year 1 Maths Annual Overview with White Rose small steps progression

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14/15
Autumn	**Number** **Place Value - (within 10) (15 steps)** *Sort objects* *Count objects* *Count objects from a larger group* *Represent objects* *Recognise numbers as words* *Count on from any number* *1 more* *Count backwards within 10* *1 less* *Compare groups by matching* *Fewer, more, same* *Less than, greater than, equal to* *Compare numbers* *Order objects and numbers* *The number line*							**Number** **Addition & Subtraction (within 10) (17 steps)** *Introduce parts and wholes* *Part-whole model* *Write number sentences* *Fact families – addition facts* *Number bonds within 10* *Systematic number bonds within 10* *Number bonds to 10* *Addition – add together* *Addition – add more* *Addition problems* *Find a part* *Subtraction – find a part* *Fact families – the eight facts* *Subtraction – take away/cross out (How many left?)* *Subtraction – take away (How many left?)* *Subtraction on a number line* *Add or subtract 1 or 2*					**Geometry** **Shape (5 steps)** *Recognise and name 3-D shapes* *Sort 3-D shapes* *Recognise and name 2-D shapes* *Sort 2-D shapes* *Patterns with 2-D and 3-D shapes*	
Spring	**Number** **Place value (within 20) (12 steps)** *Count within 20* *Understand 10* *Understand 11, 12 and 13* *Understand 14, 15 and 16* *Understand 17, 18 and 19* *Understand 20* *1 more and 1 less* *The number line to 20* *Use a number line to 20* *Estimate on a number line to 20* *Compare numbers to 20* *Order numbers to 20*			**Number** **Addition & subtraction (within 20) (10 steps)** *Add by counting on within 20* *Add ones using number bonds* *Find and make number bonds to 20* *Doubles* *Near doubles* *Subtract ones using number bonds* *Subtraction – counting back* *Subtraction – finding the difference* *Related facts* *Missing number problems*			**Number** ***Place Value (within 50) (8 steps)*** *Count from 20 to 50* *20, 30, 40 and 50* *Count by making groups of tens* *Groups of tens and ones* *Partition into tens and ones* *The number line to 50* *Estimate on a number line to 50* *1 more, 1 less*	**Measurement** **Length and Height (3 steps)** *Compare lengths and heights* *Measure length using objects* *Measure length in centimetres* **Mass and Volume (7 steps)** *Heavier and lighter* *Measure mass* *Compare mass* *Full and empty* *Compare volume* *Measure capacity* *Compare capacity*			
Summer	**Number** **Multiplication and division (9 steps)** *Count in 2s* *Count in 10s* *Count in 5s* *Recognise equal groups* *Add equal groups* *Make arrays* *Make doubles* *Make equal groups – grouping* *Make equal groups – sharing*			**Number** **Fractions (8 steps)** *Recognise a half of an object or a shape* *Find a half of an object or a shape* *Recognise a half of a quantity* *Find a half of a quantity* *Recognise a quarter of an object or a shape* *Find a quarter of an object or a shape* *Recognise a quarter of a quantity Find a quarter of a quantity*		**Geometry** **Position & direction (5 steps)** *Describe turns* *Describe position – left and right* *Describe position – forwards and backwards* *Describe position – above and below Ordinal numbers*	**Number** **Place Value (within 100) (7 steps)** *Count from 50 to 100* *Tens to 100* *Partition into tens and ones* *The number line to 100* *1 more, 1 less* *Compare numbers with the same number of tens* *Compare any two numbers*	**Measurement** **Money (4 steps)** *Unitising* *Recognise coins* *Recognise notes* *Count in coins*	**Measurement** **Time (6 steps)** *Before and after* *Days of the week* *Months of the year* *Hours, minutes and seconds* *Tell the time to the hour* *Tell the time to the half hour*	

Maths Progression

Holmesdale School

Year 2 Maths Annual Overview with White Rose small steps progression

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14/15
Autumn	**Number** **Place Value (14 steps)** *Numbers to 20* *Count objects to 100 by making 10's* *Recognising tens and ones* *Partition numbers to 100* *Write numbers to 100 in words* *Flexibly partition numbers to 100* *Write numbers to 100 in expanded form* *10's on the number line to 100* *10's & 1's on the number line to 100* *Estimate numbers on a number line* *Compare objects and numbers* *Order objects and numbers* *Count in 2's, 5's and 10's* *Count in 3's*				**Number** **Addition & Subtraction (13 steps)** *Bonds to 10* *Fact families – + & - bonds within 20* *Related facts* *Bonds to 100* *Add & subtract 1's* *Add by making 10* *Add 3, 1 digit numbers* *Add to the next 10* *Add across a 10* *Subtract across 10* *Subtract from a 10* *Subtract 1 digit from a 2 digit* *10 more, 10 less* *Add & subtract 10's*				**Number** **Double digit + (4 steps)** *Add 2, 2 digit numbers (not across 10* *Subtract 2, 2 digit numbers (not across 10)*		**Geometry** **2D & 3D shape (12 steps)** Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 2D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shape			**Statistics** **Data handling (4 steps)** *Make tally charts* *Tables* *Block diagrams* *Draw & interpret pictograms*
Spring	**Measurement** **Money (10 steps)** *Count money – pence* *Count money – pounds Count money – pounds and pence* *Choose notes and coins* *Make the same amount* *Compare amounts of money* *Calculate with money* *Make a pound* *Find change* *Two-step problems*		**Number** **Double digit + & - with exchange** *Add two 2-digit numbers (across a 10)* *Subtract two 2-digit numbers (across a 10)* *Mixed addition and subtraction* *Compare number sentences* *Missing number problems*		**Number** **Multiplication (12 steps)** *Recognise equal groups* *Make equal groups* *Add equal groups* *Introduce the multiplication symbol* *Multiplication sentences* *Use arrays* *The 2 times-table* *Doubling and halving* *Odd and even numbers* *The 10 times-table* *The 5 times-table* *The 5 and 10 times-tables*		**Number** **Division (5 steps)** *Make equal groups – grouping* *Make equal groups – sharing* *Divide by 2* *Divide by 10* *Divide by 5*		**Number** **Fractions (15 steps)** *Introduction to parts and whole* *Equal and unequal parts* *Recognise a half* *Find a half* *Recognise a quarter* *Find a quarter* *Recognise a third* *Find a third* *Find the whole* *Unit fractions* *Non-unit fractions* *Recognise the equivalence of a half and two-quarters* *Recognise three-quarters Find three-quarters* *Count in fractions up to a whole*		**Measurement** **Time (7 steps)** *O'clock and half past* *Quarter past and quarter to* *Tell the time past the hour* *Tell the time to the hour* *Tell the time to 5 minutes* *Minutes in an hour* *Hours in a day*		
Summer	**Measurement** **Length & Height (5 steps)** *Measure in centimetres* *Measure in metres* *Compare lengths and heights* *Order lengths and heights* *Four operations with lengths and heights*		**Measurement** **Mass & Cap (9 steps)** *Compare mass* *Measure in grams* *Measure in kilograms* *Four operations with mass* *Compare volume and capacity* *Measure in millilitres* *Measure in litres* *Four operations with volume and capacity* *Temperature*		**Geometry** **Position & Direction (5 steps)** *Language of position* *Describe movement* *Describe turns* *Describe movement and turns* *Shape patterns with turns*	**Revision**							

Maths Progression

Progression in Mathematical Problem Solving and Reasoning (Nursery – Year 2)

Aligned with EYFS, National Curriculum, and White Rose Maths progression

	Nursery (3–4)	Reception (4–5)	Year 1	Year 2	End of KS1
Problem Solving	Explore and play with quantities, comparing, sorting, and creating patterns. Engage in simple real-life problems (sharing, building, filling).	Solve practical problems involving addition, subtraction, and comparison. Apply maths in purposeful contexts (snack times, construction, outdoor play).	Apply knowledge to one-step problems involving addition, subtraction, and comparison. Use concrete and pictorial methods to represent and solve problems.	Apply knowledge to two-step problems in different contexts. Choose and justify efficient strategies for all four operations.	Apply learning flexibly in unfamiliar contexts. Solve multi-step and open-ended problems with increasing independence.
Reasoning	Describe what they notice using everyday language. Begin to explain choices and talk about similarities and differences in size, shape, or quantity.	Explain their thinking clearly and use mathematical language to justify choices. Recognise mistakes and self-correct.	Use reasoning stems: 'I know that…', 'It can't be…', 'I think because…'. Explain and compare strategies with peers.	Justify answers with accurate mathematical language. Compare methods, evaluate efficiency, and predict outcomes based on reasoning.	Articulate clear, logical reasoning using correct vocabulary. Generalise patterns, relationships, and properties.
Greater Depth	Begin to make predictions and show curiosity by posing their own questions. Start to notice patterns or rules without adult direction.	Spot and explain relationships between numbers (e.g. '4 is double 2'). Apply understanding to new contexts and generalise patterns.	Explain reasoning using multiple representations. Find more than one solution and describe similarities/differences. Identify general rules.	Work systematically to prove or disprove statements. Explain generalisations and create own problems to solve.	Think mathematically and creatively, connecting concepts across strands. Use conjecture and proof to reason about patterns and communicate reasoning clearly.

Maths Progression

Greater Depth Statements:

Year 1 - The English Government does not produce a Year 1 Teacher Assessment Framework.
The statements below are professionally constructed, based on the *style and expectations* of the KS1 TAF, but not claimed to be government-issued – gov.uk

Year 2 - All Year 2 GD statements are grounded in the Government KS1 TAF structure and content expectations as published on GOV.UK.

	Nursery *Non Statutory - Development matters*	**Reception** *Non Statutory - Development matters* *Statutory - ELG's*	**Year 1** National Curriculum	**Year 2** National Curriculum
Number and Place Value	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.	Count objects actions and sounds. Count beyond 10 **ELG:** Verbally count beyond 20, recognising the pattern of the counting system.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	
	Experiment with their own symbols and marks as well as numerals.	Link the number symbol (numeral) with its cardinal number value.	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.
		Understand the 'one more than/one less than' relationship between consecutive numbers.	Given a number, identify one more and one less.	
	Compare quantities using language: 'more than', 'fewer than'	Compare Numbers. **ELG:** Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Use the language of: equal to, more than, less than (fewer), most, least. **GD:** Explain comparisons between numbers using accurate place-value vocabulary (e.g., tens/ones) and describe number patterns, including rules.	Compare and order numbers from 0 up to 100; use, greater than, less than and = signs.

Maths Progression

	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	**ELG:** Subitise (recognise quantities without counting) up to 5. **ELG:** Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Identify and represent numbers using objects and pictorial representations including the number line	Identify, represent and estimate numbers using different representations, including the number line.
	Experiment with their own symbols and marks as well as numerals.	Link the number symbol (numeral) with its cardinal number value.	Read and write numbers from 1 to 20 in numerals and words.	Read and write numbers to at least 100 in numerals and words.
		Explore the composition of numbers to 10. **ELG:** Have a deep understanding of number to 10, including the composition of each number.-		Recognise the place value of each digit in a 2 digit number (tens, ones)
				Partition a number in different ways.
	Solve real world mathematical problems with numbers up to 5.	Solve real world mathematical problems with numbers up to 5. To begin to describe a sequence of events, real or fictional using words such as 'first', 'then'.		Use place value and number facts to solve problems. **GD:** Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ¨ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)

Maths Progression

	EYFS	Year 1	Year 2*
Vocabulary	number one, two, three to ten and beyond, none, count on/up/to/from/down before/after, more, less, many, few, fewer, fewest, smaller, smallest, equal to, the same as, odd, even digit, numeral, compare, order, size, between, halfway between	number zero, one, two, three to twenty, and beyond none count (on/up/to/from/ down) before, after more, less, many, few, fewer, least, fewest, smallest, greater, lesser equal to, the same as odd, even pair units, ones, ten more/less, tens, digit, numeral figure(s) compare (in) order/a different order size value between, halfway between above, below	numbers to one hundred hundreds partition, recombine hundred more/less

Maths Progression

	Nursery *Non Statutory - Development matters*	Reception *Non Statutory - Development matters* *Statutory - ELG's*	Year 1 National Curriculum	Year 2 National Curriculum
Addition and Subtraction		Automatically recall number bonds for numbers 0–5 and some to 10. **ELG:** 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 20. **GD:** Use known facts (e.g., 6 + 4 = 10) to derive and justify related facts (e.g., 16 + 4 = 20).	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
			Add and subtract one digit and two digit numbers to 20, including zero.	Add and subtract numbers using concrete objects, pictorial representations and mentally, including: 2 digit number and ones 2 digit number and tens Two 2 digit numbers Add three 1 digit numbers.
			Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot.
		Explore the composition of numbers up to 10.		Recognise and use the inverse relationship between addition and subtraction to use.
		ELG: 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 that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as 7 - ? =9	Solve problems with addition and subtraction using: concrete objects and pictorial representations including those involving numbers, quantities and measures.

Maths Progression

			GD: Select efficient methods (e.g., counting on, bridging to 10) and explain why they are appropriate.	**GD:** Apply increasing knowledge of mental and written methods. **GD:** Solve problems with more than one step. **GD:** Apply efficient calculation strategies independently (such as partitioning or number-bond reasoning) and explain why the chosen method is effective.
	EYFS		**Year 1**	**Year 2***
Vocabulary	number line add, more, plus, make, sum, total, altogether double halve, half equals, is the same as (including the equal sign =) how many more to make…? How many more is… ? how much more is …? Subtract, take away, minus		number bonds, number line add, more, plus, make, sum, total, altogether inverse double, near double half, halve equals, is the same as (including equals sign) difference between how many more to make…?, how many more is .. than…, how much more is …? Subtract, take away, minus How many fewer is…than..?, how much less is..?	No new vocabulary

Maths Progression

	Nursery *Non Statutory - Development matters*	Reception *Non Statutory - Development matters* *Statutory - ELG's*	Year 1 National Curriculum	Year 2 National Curriculum
Multiplication and Division		To count objects, actions and sounds.	Count in multiples of twos, fives and tens.	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.
		Explore the composition of numbers to 10. **ELG:** Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly. **ELG:** 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.		Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. **GD:** Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.
		Explore the composition of numbers to 10. **ELG:** Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.		Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
				Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) signs.
		ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double	Solve one step problems involving multiplication and division by	Solve problems involving multiplication and division, using materials, arrays, repeated

		facts and how quantities can be distributed evenly.	calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **GD: (early concepts)** Represent equal groups, arrays, doubling, and halving and explain how these representations are connected.	addition, mental methods and multiplication and division facts, including problems in contexts. **GD:** Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
	EYFS		**Year 1**	**Year 2**
Vocabulary	odd, even double, half share, share equally group in pairs equal groups of divide		odd, even threes, fives count in tens (forwards from/backwards from) how many times? lots of, groups of once, twice, three times, five times multiple of, times, multiply, multiply by repeated addition array, row, column double, halve share, share equally group in pairs, equal groups of divide, divided by left, left over	No new vocabulary

Maths Progression

	Nursery *Non Statutory - Development matters*	Reception *Non Statutory - Development matters* *Statutory - ELG's*	Year 1 National Curriculum	Year 2 National Curriculum
Fractions				Count in fractions up to 10, starting from any number and using the ½ and ¼ equivalence on the number line. (non stat)
			Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Recognise, find, name and write fractions 1/3, ¼, ¾ of a length, shape, set of objects or quantity. Compare different fractions of amounts.
			Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	
			GD: Demonstrate what makes a "fair share" and explain halves and quarters using numbers and shapes.	Write simple fractions eg. ½ of 6 = 3 and recognise the equivalence of 2/4 and ½. **GD:** Reason about fractions including unit and non-unit fractions, showing understanding of equal parts and demonstrating why simple equivalences (e.g., 2/4 = 1/2) are true.
	EYFS		**Year 1**	**Year 2***
Vocabulary	whole equal one half		whole equal parts, four equal parts one half, two halves a quarter, two quarters	three quarters, one third, a third equivalence, equivalent

Maths Progression

	Nursery *Non Statutory - Development matters*	**Reception** *Non Statutory - Development matters* *Statutory - ELG's*	**Year 1** National Curriculum	**Year 2** National Curriculum
Measurement	Make comparisons between objects relating to size, length, weight and capacity.	Make comparisons between objects relating to size, length, weight and capacity using language like big, little, large, small, tall, short, heavy, light.	Compare, describe and solve practical problems for: lengths and heights (long/short etc), mass/weight (heavier/lighter etc), capacity and volume (full/empty, half full etc) time (quicker/slower etc).	Compare and order lengths, mass, volume/capacity and record results using greater than, less than and = signs **GD:** Read scales where not all numbers on the scale are given and estimate points in between.
	Use words such as 'first', 'then... to describe a sequence of events, real or fiction using words such as 'first', 'then'.....	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Sequence events in chronological order using language before/after, next tomorrow etc.	Compare and sequence intervals of time.
		Compare length, weight and capacity.	Measure and begin to record the following: lengths and heights, mass/weight, volume and capacity, time (hours, minutes, seconds). **GD:** Make justified estimates and explain whether an estimate is sensible.	Choose and use appropriate standard units to estimate and measure length/height, (m/cm), mass/weight (g, kg), volume /capacity (litres/ml) to appropriate unit using rules, scales, thermometers and measuring vessels.
			Recognise and know the value of different denominations of coins and notes.	Recognise and use the symbols for pounds (£), and pence (p) and 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 or the same unit, including giving change.

Maths Progression

		Is increasingly able to order and sequence events using everyday language related to time.	Tell the time to the hour and half past the hour and draw the hands on a clock fact to show these times.	Tell and write the time to quarter past, quarter to, half past and 0 clock and show and draw times on a clock fact to show these times. **GD:** Read the time on a clock to the nearest 5 minutes.
			Recognise and use language relating to dates, including days of the week, weeks, months and years.	Know the number of minutes in an hour and the number of hours in a day.
				Know the number of minutes in an hour and the number of hours in a day.
	EYFS		**Year 1**	**Year 2***
Vocabulary	full, half, empty holds container weigh, weighs, balance heavy, heavier, heaviest, light, lightest, lighter scales time days of the week seasons months, years, weekend birthday, holiday morning, afternoon, evening, night, bedtime dinnertime playtime today yesterday tomorrow before, after, next, last quickest, fastest, slowest clock once first, second, third… estimate too many/few		full, half full, empty, holds container weigh, weighs, balances heavy, heavier, heaviest, light, lighter, lightest time, days of the week: Monday, Tuesday, etc. night, midnight bedtime, dinnertime, playtime today, yesterday, tomorrow before, after next, last, now, soon, early, late quickly , fast, faster, fastest slow, slower, slowest, slowly old, older, oldest, new, newer, newest how long ago?, how long will it be to…?, how long will it take to…? always, never, often, sometimes, usually once, twice, first, second, third, etc estimate, close to, about the same, just over, just under length, width, height, depth	quarter past/to m/km, g/kg, ml/l temperature (degrees)

Maths Progression

	money, coin, penny, pence, price, cost, sell, spend total	long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest metre, ruler, metre stick money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as	

Maths Progression

	Nursery *Non Statutory - Development matters*	**Reception** *Non Statutory - Development matters* *Statutory - ELG's*	**Year 1** National Curriculum	**Year 2** National Curriculum
<u>Geometry:</u> Properties of shape	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'.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Recognise and name common 2D and 3D shapes, including rectangles, squares, circles, triangles. Cuboids, pyramids and spheres.	Identify and describe the properties of 2D shapes including the number of sides and line symmetry in a vertical line.
	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Explore combining shapes to make new ones – an arch, a bigger triangle, etc.			Identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
		Select, rotate and manipulate shapes in order to develop spatial reasoning skills.		Identify 2D shapes on the surface of 3D shapes (eg. a circle on a cylinder).
		Shows awareness of shape similarities and differences between objects. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Partitions and combines shapes to make new shapes with 2D and 3D shapes. **GD:** Use correct terminology to describe and compare shapes (e.g.,		Compare and sort 2D and 3D shapes and everyday objects. **GD:** Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Maths Progression

		sides, corners) and explain repeating patterns and how they continue.		
	EYFS		**Year 1**	**Year 2***
Vocabulary	sort cube, cuboid, pyramid, sphere, cone, cylinder, circle, square, triangle shape flat, curved, straight, round, solid, corner face, side make, build, draw		group, sort shape cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square flat, curved, straight, round hollow, solid corner (point, pointed) face, side, edge make, build, draw	size bigger, larger, smaller symmetrical, line of symmetry fold match mirror line, reflection pattern, repeating pattern difference between similar

Maths Progression

	Nursery *Non Statutory - Development matters*	**Reception** *Non Statutory - Development matters* *Statutory - ELG's*	**Year 1** National Curriculum	**Year 2** National Curriculum
<u>Geometry:</u> Position and Direction	Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route Use positional language to describe a familiar route. Draw information from a simple map (K&U)	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Draw information from a simple map. Responds to and uses language of position and direction.	Describe position, direction and movement including half, quarter and three quarter tums.	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).
	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. Know how to extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Talk about and identify the patterns around them. Explores and adds to simple linear patterns of two or three repeating items. Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next. Continue, copy and create repeating patterns. Creates their own spatial patterns showing some organisation or regularity.	Continue a pattern of objects or shapes.	Order and arrange combinations of mathematical objects in patterns and sequences.

Maths Progression

	EYFS	Year 1	Year 2*
	over, under, underneath, above, below, top, bottom, side on, in, outside, inside In front, behind front, back, before, after besides, next to middle up, down, forwards, backwards, sides way close, far through towards, away from side, roll, turn	position over, under, underneath, above, below, top, bottom, side on, in, outside, inside around, in front, behind front, back before, after beside, next to, opposite apart between, middle, edge, centre corner direction journey Left, right, up, down, forwards, backwards, sideways across close, far, near along, through to, from, towards, away from movement whole turn, half turn	rotation clockwise, anticlockwise straight line ninety-degree turn, right angle

Maths Progression

	Nursery *Non Statutory - Development matters*	Reception *Non Statutory - Development matters* *Statutory - ELG's*	Year 1 National Curriculum	Year 2 National Curriculum
Statistics	Experiment with their own symbols and marks as well as numerals.			Interpret and construct simple pictograms, tally charts, block diagrams and simple tasks.
				Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
				Ask and answer questions about totalling and comparing categorical data.
	EYFS		**Year 1**	**Year 2***
Vocabulary				record interpret collate organise compare pictogram chart tally bar chart

*Year 2 Vocabulary**

The tables show new vocabulary introduced in year 2. The list is intended as a guide as to what pupils should know and are not exhaustive. Key terms may be introduced earlier as a challenge for learners.