CARRINGTON INFANT SCHOOL

(CARRINGTON SCHOOLS FEDERATION)

WORKING IN PARTNERSHIP TO DEVELOP HAPPY, RESILIENT CHILDREN WITH THE KNOWLEDGE, SKILLS AND SELF-BELIEF TO EXCEL.

Maths Skills and Knowledge Progression	**EYFS** **Children at the expected level of development will:**	Year 1	Year 2
Place Value	• Count objects, actions and sounds. • Compare numbers • Link the number symbol (numeral) with its cardinal number value. • Count beyond 10 • Explore the composition of numbers to 10 • Subitise (recognise quantities without counting) up to 5	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and Tens • Identify and represent numbers using objects and pictorial representations • Read and write numbers to 100 in numerals • Read and write numbers from 1 to 20 in numerals and words • Given a number, identify one more and one less	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Read and write numbers to at least 100 in numerals and in words • Identify, represent and estimate numbers using different representations, including the number line • Recognise the place value of each digit in a two digit number (tens, ones) • Compare and order numbers from 0 up to 100; use <, > and = Signs • Use place value and number facts to solve problems
Addition & Subtraction	• Understand the 'one more than/one less than' relationship between consecutive numbers	• Read, write and interpret mathematical statements involving addition (+),	• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a

Addition & Subtraction	• Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts	subtraction (-) and equals (=) • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one digit and two digit numbers to 20, including zero • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ 9	two digit number and ones, a two digit number and tens, two two digit numbers, adding three one digit numbers • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those Involving numbers, quantities and measures • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • Applying their increasing knowledge of mental and written methods • Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
Multiplication & Division		• Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Show that multiplication of two numbers can be done

Multiplication & Division			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 (×), division (÷) and equals (=) signs • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Fractions		• Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	• Recognise, find, name and write fractions 1/3,1/4,2/4 and ¾ of a length, shape, set of objects or quantity • Recognise the equivalence of 2/4 and ½ write simple fractions for example, 1/2of 6 = 3
Measurement	• Compare length, weight and capacity	• Compare, describe and solve practical problems for: • Lengths and heights, • Mass/weight • Capacity and volume • Time, • Measure and begin to record the following:	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres /ml) to the nearest appropriate unit, using rulers, scales,

		• Lengths and heights • Mass/weight • Capacity and volume • Time (hours, minutes, seconds)	thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and =
Money		• Recognise and know the value of different denominations of coins and notes	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Find different combinations of coins that equal the same amounts of money • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Time		• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • Recognise and use language relating to dates, including days of the week, weeks, months and years • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	• Compare and sequence intervals of time • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • Know the number of minutes in an hour and the number of hours in a day
Geometry	• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	• Recognise and name common 2D shapes [for example, rectangles (including squares), circles and triangles]	• Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line

Geometry	• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • Continue, copy and create recreating patterns	• Recognise and name common 3D shapes [for example, cuboids (including cubes), pyramids and spheres] • Describe position, direction and movement, including whole, half, quarter and three quarter turns	• Identify 2D shapes on the surface of 3 D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • Compare and sort common 2 D shapes and everyday objects • Recognise and name common 3 D shapes [for example, cuboids (including cubes), pyramids and spheres] • Identify and describe the properties of 3D shapes {for example edges, vertices and faces] • Compare and sort common 3 D shapes and everyday objects • Order and arrange combinations of mathematical objects in patterns and sequences • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti clockwise)
Statistics			• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

			• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • Ask and answer questions about totalling and comparing categorical data