



Together We Grow

Buttsbury Infant School

Curriculum Progression Statements

At Buttsbury Infant School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Infant School's curriculum progresses in each subject.



Buttsbury Infant School Maths Skills Progression

EYFS

<u>Skills Progression</u>		
	<p><u>Autumn Term</u></p> <p><u>Number and numerical patterns</u></p> <p>Begin to familiarise themselves with the tens structure of the number system</p> <p>Counting up to three or four objects by saying the number name for each item,</p> <p>Counting objects to 10 and beginning to count beyond 10</p> <p>Counting out up to six objects from a larger group</p> <p>Selecting the correct numeral to represent 1 to 5 then 1 to 10 objects</p> <p>Recognising some numerals of personal significance</p> <p>Linking the number symbol (numeral) with its cardinal value.</p> <p><u>Shape, space and measure</u></p> <p>Talking about the routine of the day and using language like before and after</p> <p>Using comparative language such as 'taller', 'shorter' and 'the same'</p> <p>Being more confident in identifying shapes in the environment</p> <p>Recognising particular shapes that may be useful for certain tasks</p> <p>Making more meaningful pictures, patterns and arrangements with shapes</p>	<p><u>Spring Term</u></p> <p><u>Number and numerical patterns</u></p> <p>Show a number of fingers together without counting</p> <p>Beginning to use 'teens' to count beyond 10</p> <p>Counting an irregular arrangement of up to ten objects</p> <p>Finding one more or one fewer from a group of up to five objects then ten objects</p> <p>Estimating how many objects they can see and checking by counting them</p> <p>Using the language of 'more' and 'fewer' to compare two sets of objects</p> <p>Understanding 5,6,7etc and all manipulations of the number</p> <p>Finding the total number of items in two groups by counting all of them</p> <p>Beginning to use the vocabulary involved in adding and subtracting including counting on and back</p> <p>Understand addition up to 5 using all combinations. Then 6,7,8,9,10</p> <p>Automatically recall number bonds for numbers 0 to 10</p> <p><u>Shape, space and measure</u></p> <p>Beginning to experiment with length, height and capacity</p> <p>Beginning to compare length, weight and capacity</p> <p>Identifying money and using money in play</p> <p>Recalling the names of some 2D and 3D shapes</p> <p>Ordering and sorting according to simple properties</p> <p>Using the language of direction when programming tots</p>

	EYFS (ELG – end of Reception)	Year 1	Year 2
Number and Place Value	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	
		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
	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	given a number, identify one more and one less	
		use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs
	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.	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
		read and write numbers from 1 to 20 in numerals and words.	read and write numbers to at least 100 in numerals and in words
			recognise the place value of each digit in a two-digit number (tens, ones)
			use place value and number facts to solve problems
Addition and Subtraction	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)	represent and use number bonds and related subtraction facts within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

	<p>and some number bonds to 10, including double facts.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		
		add and subtract one-digit and two-digit numbers to 20, including zero	<p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers
		read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	show that addition of two numbers can be done in any order (commutative) and subtraction of one 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.
		solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	<p>solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods
Multiplication and division facts	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	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

			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 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 (\times), division (\div) and equals (=) signs
		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	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Fractions			Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (Non Statutory Guidance)
		recognise, find and name a half as one of two equal parts of an object, shape or quantity	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
		recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
			write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
Measurement	Not in expectations for Early Learning Goals (Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities)	compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]	compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

		<ul style="list-style-type: none"> * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] * time [e.g. quicker, slower, earlier, later] 	
		sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	compare and sequence intervals of time
		measure and begin to record the following: <ul style="list-style-type: none"> * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) 	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, thermometers and measuring vessels
	Not in expectations for Early Learning Goals (Use money with increasing confidence)	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
		tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	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.
		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.

Geometry (Shape)	Not in expectations for Early Learning Goals (Explore characteristics of everyday objects and shapes and use mathematical language to describe them)	recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
			identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
			identify 2-D 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 and 3-D shapes and everyday objects
Geometry (direction and position)		describe position, direction and movement, including half, quarter and three-quarter turns.	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)
	Not in expectations for Early Learning Goals (Create and describe patterns)		order and arrange combinations of mathematical objects in patterns and sequences
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
Algebra		<p><i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as</i></p> $7 = \square - 9$	<i>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</i>
			<i>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</i>
		<i>represent and use number bonds and related subtraction facts within 20</i>	
		<i>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</i>	<i>compare and sequence intervals of time</i>
			<i>order and arrange combinations of mathematical objects in patterns</i>