MEXBOROUGH ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

Maths – Progression of Knowledge and Skills

Areas of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
		Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing. Show finger numbers to 5.		One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.		2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language.		
F1 Progression of Knowledge and Skills	**Number**	To sing a range of number songs.						
		To rote count up to 10.		To rote count up to 10 forwards/ backwards.		To rote count up to 15 forwards and backwards.		
		To show an understanding of 1:1 counting to 5.		To count out a group of up to 5 objects	To count out a group of up to 10 objects and match to numeral	To count out a group of up to 10 objects and match to numeral		
		To know that the last number you count represents the total number of objects						
		To know that each object should only be counted once.						
					To use the language of more to compare amounts.		To use the language of more, less and equal to compare amounts.	
			To develop fast recognition of numerals to 5	To develop fast recognition of numerals to 5 and order		To develop fast recognition of numerals to 10 and order	To count, order and recognise numerals to 10, in and out of sequence.	
				To say more/less using a number line to 5		To say more/less using a number line to 10		
						To problem solve practically with numbers up to 5.	To problem solve practically with numbers up to 5.	
				To develop fast recognition of up to 3 objects (subitise)		To develop fast recognition of up to 6 objects (subitise)		
	Shape, Space, Measure	To select and use shapes appropriately in play, combining them to make models and enclosures.	To show an awareness and name some 2D shapes in the environment.	To talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners	To show an awareness and name some 3D shapes in the environment.	To talk about and explore 3D shapes using relevant mathematical vocabulary such as faces/sides/corners		
		To know that some shapes more appropriate than others when building	To select and use shapes appropriately in play, combining them to make models and enclosures.					
					To compare and order objects according to their weight and distance.	To begin to make sensible comparisons between objects relating to size, length, weight and capacity.	To compare and order objects according to their size and distance.	
		To know that time can be measured using days.	To begin to describe a sequence of events accurately.	To recall simple facts about a familiar journey.	To remember different aspects of a journey, e.g. “I walked over a bridge to get to school”.	To begin to accurately describe a sequence of events, real world or fictional, using words such as first and then.		
						.	To show an awareness of positional language such as under/behind/ next to/over/ on top of.	

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							To be able to demonstrate through games and role play an understanding of positional language	
			To talk about and explore patterns in the environment	To notice and correct errors in patterns.	To independently create and talk about own patterns using a range of objects and resources.			

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Areas of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	**Early Learning Goals**
		1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.		Weight and Capacity. Length. Money. Number bonds to 5. Counting to 20. Addition and subtraction. 3D Shapes.		Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20. Number bonds to 10.		
F2 Progression of Knowledge and Skills	**Number**	To count up to 10 objects with 1:1 correspondence	To count, order and recognise numerals to 15, in and out of sequence.	To count, order and recognise numerals to 15, in and out of sequence.	To count, order and recognise numerals to 15, in and out of sequence.	To count, order and recognise numerals to 20, in and out of sequence.	To count, order and recognise numerals to 20, in and out of sequence.	**Number** Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5. 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. **Numerical Patterns.** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
		To match quantities to numerals to 10	To match quantities to numerals to 10					
		To write numbers to 5, forming them correctly.	To write numbers to 5, forming them correctly.	To write numbers to 10, forming them correctly.	To write numbers to 10, forming them correctly	To write numbers to 15, forming them correctly	To write numbers to 15, forming them correctly.	
		To say one more/less than a given number to 5	To say one more/less than a given number to 5	To say one more/less than a given number to 10	To say one more/less than a given number to 10	To say one more/less than a given number to 15	To say one more/less than a given number to 15	
		To have a deep understanding of number to 3 – composition and subitising	To have a deep understanding of number to 5 – composition and subitising	To have a deep understanding number to 6,7,8 – composition and subitising	To have a deep understanding of number to 6,7,8 – composition and subitising	To have a deep understanding of number to 9 – composition and subitising	To have a deep understanding of number to 10 – composition and subitising	
			To know the difference between odd and even.	To begin to explore number bonds to 5.	To explore number bonds to 5.	To begin to explore number bonds to 10.	To explore number bonds to 10.	
			To know that sharing equally means everyone has the same amount of an object.	To know that addition involves combining two or more groups of objects.		To know that subtraction involves removing an object from a group.	To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.	
				To begin to read addition number sentences.	To read addition number sentences.	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.		

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Shape, Space, Measure		To know the names of 2D shapes.	To know the names of basic 2D shapes.	To know the names of some 3D shapes.		To know that 3D shapes can have faces, vertices and edges.	
		To know that 2D shapes can have sides and corners.	To know that 2D shapes can have corners and side.				
			To know the names of basic 3D shapes	To know that 3D shapes have faces, vertices and edges.			
			To select, rotate and manipulate shapes in order to develop spatial reasoning skills	To compare and decompose shapes – recognition that a shape can have shapes within it (like a number).			
			To know that length, capacity and weight can all be measured		To make observations of and compare length, weight and capacity. Use non-standard units to measure.		
			To use non-standard units to measure length, weight and capacity.		To be aware that length, weight and capacity can be measured using standard units.		
	To say the days of the week in order.	To know that patterns are repeated designs.	To use money during role play activities to buy items.	To understand and use a range of prepositions in everyday contexts.	To read the time to O'Clock on a digital and analogue clock.		
	To begin to say the months of the year in order	To continue, copy and recreate patterns.	To know that money can be used to buy items.		To know that the long hand represents the minutes and the short hand represents hours		