



# Mathematics Progression of Skills



EYFS						Year 1						Year 2					
Number knowledge and place value						Number knowledge and place value						Number knowledge and place value					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>Recite some number names in sequence</li> <li>Begin to make comparisons between quantities.</li> <li>Select small number of objects from a group. (Up to 5)</li> <li>Recognising numbers to 5 in songs and rhymes</li> <li>Use language of size (e.g.big/small/little/tall/short/long)</li> </ul>						<ul style="list-style-type: none"> <li>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count, read and write numbers to 10 in numerals and words</li> </ul>						<ul style="list-style-type: none"> <li>Read and write numbers to at least 100 in numerals and in words</li> </ul>					
<b>RECEPTION</b> <ul style="list-style-type: none"> <li>Children count reliably with numbers from 1 to 5</li> <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>Count actions or objects which cannot be moved</li> <li>Selects the correct numeral to represent 1 to 5 objects</li> <li>Counts an irregular arrangement of up to 5 objects</li> </ul>																	
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>Count and recite number names in sequence</li> <li>Sing number counting songs and rhymes.</li> <li>Show interest in representing numbers.</li> <li>Show curiosity about number.</li> <li>Show interest in numerals in the environment.</li> <li>Count objects to specific amounts</li> <li>Count to 10.</li> <li>Sing songs and rhymes</li> <li>Recognise numbers to 5 and begin to link to objects.</li> <li>Use some number names during play.</li> <li>Recite numbers in order up to 10.</li> </ul>						<ul style="list-style-type: none"> <li>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</li> <li>Given a number, identify one more and one less</li> <li>Estimate numbers within 10</li> </ul>						<ul style="list-style-type: none"> <li>Identify, represent and estimate numbers to 100 using different representations, including the number line</li> <li>Use place value and number facts to solve problems</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul>					
<b>RECEPTION</b> <ul style="list-style-type: none"> <li>Orders numbers from 0-5/10</li> <li>Says the number that comes next</li> <li>Says each number in order and point to the correct number</li> </ul>																	



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Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>• Separates a group of objects in different ways.</li> <li>• Understand the term double to mean two of the same (e.g. double snack, double cars etc.)</li> <li>• Count and share between two sets up to 6 items.</li> <li>• Focus on term 'sharing'</li> </ul>						<ul style="list-style-type: none"> <li>• Count in multiples of two</li> <li>• Double and halve numbers within 10</li> </ul>						<ul style="list-style-type: none"> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>RECEPTION</b> <ul style="list-style-type: none"> <li>• Place them in order and say which number is one more or one less than a given number.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects.</li> </ul>						<ul style="list-style-type: none"> <li>• Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• Count, read and write numbers from 1 to 20 in numerals and words</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>• 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</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>• Count in multiples of two and five</li> <li>• Double and halve numbers within 20</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>• Recognise some numerals.</li> <li>• Use language of size.</li> <li>• Notice simple patterns.</li> <li>• Counts a range of objects accurately.</li> <li>• Order numbers to 5.</li> <li>• Counting objects to 10</li> <li>• Saying number names in order</li> <li>• Handing the correct number of objects to match a given number to 4/5</li> </ul>						<ul style="list-style-type: none"> <li>• Count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• Count, read and write numbers from 1 to 20 in numerals and words</li> </ul>											



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<b>RECEPTION</b> <ul style="list-style-type: none"> <li>Count reliably with numbers from 1 to 10</li> <li>Recognises numerals 1 to 10</li> <li>Count out up to 10 objects from a larger group</li> <li>Count actions or objects which cannot be moved</li> <li>Select the correct numeral to represent 1 to 10 objects</li> <li>Counts an irregular arrangement of up to 10 objects</li> <li>Place them in order and say which number is one more or one less than a given number.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> </ul>																	
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<ul style="list-style-type: none"> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to 10 objects.</li> <li>Estimates how many objects they can see and checks by counting them.</li> </ul>						<ul style="list-style-type: none"> <li>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</li> <li>Given a number, identify one more and one less</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones)</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>Count in multiples of two, five and ten.</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<ul style="list-style-type: none"> <li>Count reliably with numbers from 1 to 20</li> <li>Recognises numerals 1 to 20.</li> <li>Counts out up to 20 objects from a larger group.</li> <li>Count actions or objects which cannot be moved.</li> <li>Selects the correct numeral to represent 1 to 20 objects.</li> <li>Counts objects to 20.</li> <li>Counts an irregular arrangement of up to 20 objects.</li> </ul>						<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number;</li> <li>Count, read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>Make marks to represent different numbers</li> <li>Recognise numerals in the environment</li> </ul>						<ul style="list-style-type: none"> <li>Given a number, identify one more and one less</li> <li>Identify and represent numbers using objects and pictorial representations including the number line,</li> </ul>						<ul style="list-style-type: none"> <li>Use place value and number facts to solve problems</li> </ul>					

EYFS						Year 1						Year 2					
<ul style="list-style-type: none"> <li>Recognise numerals to 5/10</li> <li>Place numbers in the correct order up to 5/7/10</li> <li>Say which number comes next</li> </ul>						<ul style="list-style-type: none"> <li>and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones)</li> </ul>						<ul style="list-style-type: none"> <li>Identify, represent and estimate numbers to 1000 using different representations</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>Compare and order numbers up to 1000</li> <li>Read and write numbers up to 1000 in numerals and in word</li> <li>Find 10 or 100 more or less than a given number</li> </ul>					
<b>RECEPTION</b> <ul style="list-style-type: none"> <li>Place numbers in order and say which number is one more or one less than a given number.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to 20 objects.</li> </ul>																	
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>Count on and back in twos, fives and tens.</li> </ul>						<ul style="list-style-type: none"> <li>Count from 0 in multiples of 100</li> </ul>					
<b>Addition and subtraction</b>						<b>Addition and subtraction</b>						<b>Addition and subtraction</b>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>Begin to understand that total is the same.</li> </ul>						<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts [within 10]</li> <li>Add and subtract one-digit numbers [to 10], including zero</li> </ul>						<ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>					
<b>RECEPTION</b> <ul style="list-style-type: none"> <li>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li> </ul>																	
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<ul style="list-style-type: none"> <li>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</li> </ul>						<ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul>						<ul style="list-style-type: none"> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul>						<ul style="list-style-type: none"> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>					



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EYFS						Year 1						Year 2					
												<ul style="list-style-type: none"> <li>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> <li>Estimate to check answers</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20</li> </ul>						<ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<ul style="list-style-type: none"> <li>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer</li> <li>Finds the total number of items in two groups by counting all of them</li> <li>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting</li> </ul>						<ul style="list-style-type: none"> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul>						<ul style="list-style-type: none"> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>6 = \square - 8</math></li> </ul>						<ul style="list-style-type: none"> <li>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their</li> </ul>					



# Mathematics Progression of Skills



EYFS						Year 1						Year 2					
												increasing knowledge of mental and written methods					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts within 20</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; adding three one-digit numbers</li> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> <li>• Estimate to check answers</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts within 20</li> </ul>						<ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>• Add and subtract one-digit and two-digit numbers, including zero</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul>						<ul style="list-style-type: none"> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• Add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; adding three one-digit numbers</li> <li>• Add and subtract numbers with up to two digits, using written methods</li> </ul>					



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EYFS						Year 1						Year 2					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> • Finding the total of a group of objects to 10 • Identifying which is 'more' or 'less' when looking at 2 sets of objects <b>RECEPTION</b> • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. • Estimates how many objects they can see and checks by counting them.						• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ • Estimate to check answers											
<b>Multiplication and division</b>						<b>Multiplication and division</b>						<b>Multiplication and division</b>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
												• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
												• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> • Talk about halving in the environment (e.g. fruit painting/veg painting using 'half') <b>RECEPTION</b> • Solve problems including doubling, halving and sharing • In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.												• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						• 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					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
												• Recall and use multiplication and division facts for the 3 and 4 multiplication tables					



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EYFS						Year 1						Year 2					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
												<ul style="list-style-type: none"> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
												<ul style="list-style-type: none"> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>					
<b>Fractions</b>						<b>Fractions</b>						<b>Fractions</b>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<ul style="list-style-type: none"> <li>Solve problems including halving and sharing</li> <li>In practical activities and discussion, begin to use the vocabulary involved in halving and sharing.</li> </ul>						<ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>						<ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
												<ul style="list-style-type: none"> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math></li> <li>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>					
<b>Geometry</b>						<b>Geometry</b>						<b>Geometry</b>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>Shows interest in shape and plays with shapes to make arrangements.</li> <li>Shows similarities in shapes.</li> <li>Notice shapes in patterns.</li> <li>Play with shapes to make arrangements with objects.</li> <li>Use shapes appropriately for tasks- e.g. construction and building</li> <li>Using simple shape names in games/songs</li> </ul>																	
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>RECEPTION</b>						<ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> </ul>						<ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> </ul>					



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EYFS						Year 1						Year 2					
<ul style="list-style-type: none"> <li>• Explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> <li>• Begin to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes</li> <li>• Select a particular named shape</li> <li>• Name basic 2D shapes and begin to talk about their properties</li> <li>• Begin to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</li> </ul>						<ul style="list-style-type: none"> <li>• Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul>						<ul style="list-style-type: none"> <li>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>• Use positional language in games/songs</li> </ul>						<ul style="list-style-type: none"> <li>• Describe position, direction and movement, including whole and half turns</li> </ul>						<ul style="list-style-type: none"> <li>• Order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• 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)</li> </ul>					
<b>RECEPTION</b> <ul style="list-style-type: none"> <li>• Use familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Recognise, create and describe patterns.</li> <li>• Use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> </ul>																	
<b>Time</b>						<b>Time</b>						<b>Time</b>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>• Understand some talk about immediate past and future (before, later or soon)</li> <li>• Anticipate time events such as mealtimes and home time.</li> </ul>																	
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>RECEPTION</b> <ul style="list-style-type: none"> <li>• Use everyday language to talk about time to compare quantities and to solve problems</li> <li>• Orders and sequences familiar events</li> </ul>						<ul style="list-style-type: none"> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> </ul>						<ul style="list-style-type: none"> <li>• Know the number of minutes in an hour and the number of hours in a day</li> <li>• Compare and sequence intervals of time</li> </ul>					



# Mathematics Progression of Skills



EYFS						Year 1						Year 2					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<ul style="list-style-type: none"> <li>Measures short periods of time in simple ways</li> </ul>						<ul style="list-style-type: none"> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>						<ul style="list-style-type: none"> <li>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</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</li> </ul>											
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						<ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face</li> </ul>											
<b>Measures</b>						<b>Measures</b>						<b>Measures</b>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>RECEPTION</b> <ul style="list-style-type: none"> <li>Use everyday language to talk about size, weight and capacity to compare quantities and objects</li> </ul>						<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> </ul>						<ul style="list-style-type: none"> <li>Compare and order length and record the results using &gt;, &lt; and =</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<ul style="list-style-type: none"> <li>Orders two or three items by length or height. Orders two items by weight or capacity.</li> <li>Use everyday language to talk about size, weight and capacity to solve problems</li> </ul>						<ul style="list-style-type: none"> <li>Measure and begin to record the following: lengths and heights</li> </ul>						<ul style="list-style-type: none"> <li>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</li> <li>Apply knowledge of numbers to 100 to read scales to the nearest appropriate standard unit in the context of length (m/cm)</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>Enjoy filling and emptying containers. Begin to categorise objects.</li> </ul>						<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> </ul>						<ul style="list-style-type: none"> <li>Compare and order volume and capacity and record the results using &gt;, &lt; and =</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> <ul style="list-style-type: none"> <li>Talk about the lengths of shapes round and tall.</li> <li>Begin to use language of size.</li> <li>Begins to understand language of size.</li> <li>Long/Short</li> </ul>						<ul style="list-style-type: none"> <li>Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> </ul>						<ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels</li> </ul>					



# Mathematics Progression of Skills



EYFS						Year 1						Year 2					
												<ul style="list-style-type: none"> <li>Apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature (°C)</li> <li>Using known facts to derive new facts (2ml + 2ml = 4ml so 200ml + 200ml = 400ml)</li> </ul>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>NURSERY</b> • Categorise objects according to size/weight						• Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]						• Compare and order mass and record the results using >, < and =					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						• Measure and begin to record mass/weight						<ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using measuring scales</li> <li>Apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g)</li> <li>Using known facts to derive new facts (2g + 2g = 4g so 200g + 200g = 400g)</li> </ul>					
<b>Money</b>						<b>Money</b>						<b>Money</b>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
• Begin to use everyday language related to 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					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
						• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7p = □p – 9p						<ul style="list-style-type: none"> <li>Find different combinations of coins that equal the same amounts of money</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>					
<b>Statistics</b>						<b>Statistics</b>						<b>Statistics</b>					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
												• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
												• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity					

EYFS	Year 1	Year 2
		<ul style="list-style-type: none"> <li>Ask and answer questions about totalling and comparing categorical data</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary
<p><b>Number knowledge and place value:</b></p> <ul style="list-style-type: none"> <li>number</li> <li>zero, one, two, three ... to twenty and beyond</li> <li>teens numbers, eleven, twelve ... twenty</li> <li>none</li> <li>how many ...?</li> <li>count, count (up) to, count on (from, to), count back (from, to)</li> <li>count in ones, twos, fives, tens</li> <li>is the same as..., is equal to...</li> <li>more, less</li> <li>odd, even</li> <li>few</li> <li>pattern</li> <li>pair</li> <li>ones, tens</li> <li>the same number as, as many as</li> <li>more, larger, bigger, greater, most, biggest, largest, greatest</li> <li>fewer, smaller, less, fewest, smallest, least</li> <li>one more, ten more</li> <li>one less, ten less</li> <li>compare</li> <li>order</li> <li>size</li> <li>first, second, third... twentieth</li> <li>last, last but one</li> <li>before, after, next, between</li> </ul> <p><b>Estimating:</b></p> <ul style="list-style-type: none"> <li>guess</li> <li>how many ...?</li> <li>estimate</li> <li>nearly</li> <li>close to</li> <li>about the same as</li> <li>just over, just under</li> <li>too many, too few</li> </ul>	<p><b>INCLUSIVE OF THE VOCABULARY INTRODUCED IN EYFS</b></p> <p><b>Number knowledge and place value:</b></p> <ul style="list-style-type: none"> <li>number</li> <li>zero, one, two, three to twenty, and beyond</li> <li>count (on/up/to/from/down)</li> <li>more, less, many, few, fewer, least, fewest, smallest, greater, lesser</li> <li>equal to, the same as</li> <li>odd, even</li> <li>pair</li> <li>ones, tens</li> <li>ten more/less</li> <li>digit</li> <li>numeral</li> <li>figure(s)</li> <li>compare</li> <li>(in) order/a different order</li> <li>value</li> <li>between, halfway between</li> <li>above, below</li> </ul> <p><b>Addition and subtraction:</b></p> <ul style="list-style-type: none"> <li>number bonds, number line</li> <li>add, more, plus, make,</li> <li>sum, total, altogether</li> <li>inverse</li> <li>double, near double</li> <li>half, halve</li> <li>equals, is the same as</li> <li>difference between</li> <li>how many more to make..?, how many more is...than..?, how much more is..?</li> <li>subtract, take away, minus how many fewer is...than..?, how much less is...</li> </ul> <p><b>Multiplication and division:</b></p> <ul style="list-style-type: none"> <li>odd, even</li> </ul>	<p><b>INCLUSIVE OF THE VOCABULARY INTRODUCED IN YEAR 1</b></p> <p><b>Number knowledge and place value:</b></p> <ul style="list-style-type: none"> <li>numbers to one hundred</li> <li>hundreds</li> <li>partition, recombine</li> <li>hundred more/less</li> <li>one-digit number, two-digit number, three-digit number</li> </ul> <p><b>Multiplication and division:</b></p> <ul style="list-style-type: none"> <li>count in threes, fours (forwards from/backwards from)</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>three quarters, one third, a third</li> <li>equivalence, equivalent</li> </ul> <p><b>Geometry (shapes, position and direction)</b></p> <ul style="list-style-type: none"> <li>symmetrical, line of symmetry</li> <li>mirror line, reflection</li> <li>pattern, repeating pattern</li> <li>rotation, clockwise, anticlockwise</li> <li>straight line</li> <li>ninety degree turn, right angle</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>quarter past, quarter to</li> <li>hour scale, minute scale</li> <li>duration</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>centimetres (cm) kilometres (km),</li> <li>grams (g) kilograms (kg)</li> <li>millilitres (ml) litres (l)</li> <li>temperature, degrees celcius ( ° c)</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>note</li> <li>value, equivalent value, same amount</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>count, tally, sort</li> <li>vote</li> </ul>

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>▪ enough, not enough</li> <li><b>Addition and subtraction:</b> <ul style="list-style-type: none"> <li>▪ add, more, and</li> <li>▪ make, sum, total</li> <li>▪ altogether</li> <li>▪ double</li> <li>▪ one more, two more ... ten more</li> <li>▪ how many more to make ...?</li> <li>▪ how many more is ... than ...?</li> <li>▪ how much more is ...?</li> <li>▪ take away</li> <li>▪ how many are left/left over?</li> <li>▪ how many have gone?</li> <li>▪ one less, two less, ten less ...</li> <li>▪ how many fewer is ... than ...?</li> <li>▪ how much less is ...?</li> <li>▪ difference between</li> </ul> </li> <li><b>Multiplication and division:</b> <ul style="list-style-type: none"> <li>▪ Sharing, shared between</li> <li>▪ Doubling, double</li> <li>▪ Halving, half of</li> <li>▪ number patterns</li> </ul> </li> <li><b>Fractions</b> <ul style="list-style-type: none"> <li>▪ parts of a whole</li> <li>▪ half</li> </ul> </li> <li><b>Geometry:</b></li> <li><b>Properties of shape</b> <ul style="list-style-type: none"> <li>▪ shape, pattern</li> <li>▪ flat, curved, straight, round, hollow, solid</li> <li>▪ sort, make, build, draw, match</li> <li>▪ size, bigger, larger, smaller</li> <li>▪ symmetrical, pattern, repeating pattern</li> </ul> </li> <li><b>2-D shape</b> <ul style="list-style-type: none"> <li>▪ Vertex, vertices, side, sides</li> <li>▪ rectangle (including square), circle, triangle</li> </ul> </li> <li><b>3-D shape</b> <ul style="list-style-type: none"> <li>▪ face, edge, vertex, vertices</li> <li>▪ cube, pyramid, sphere, cone</li> </ul> </li> <li><b>Position and direction</b> <ul style="list-style-type: none"> <li>▪ position</li> <li>▪ over, under, above, below</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ count in twos, fives, tens (forwards from/backwards from)</li> <li>▪ how many times?</li> <li>▪ lots of, groups of</li> <li>▪ once, twice,</li> <li>▪ three times, five times</li> <li>▪ multiple of, times, multiply, multiply by</li> <li>▪ repeated addition</li> <li>▪ array, row, column</li> <li>▪ double, halve, share, share equally</li> <li>▪ group in pairs, threes, etc.</li> <li>▪ equal groups of</li> <li>▪ divide, divided by, left, left over</li> <li><b>Fractions:</b> <ul style="list-style-type: none"> <li>▪ whole</li> <li>▪ equal parts,</li> <li>▪ four equal parts</li> <li>▪ one half, two halves</li> <li>▪ a quarter, two quarters</li> </ul> </li> <li><b>Geometry (shapes, position and direction)</b> <ul style="list-style-type: none"> <li>▪ 2D shape, 3D shape</li> <li>▪ group, sort</li> <li>▪ cube, cuboid, pyramid, sphere, cone, cylinder,</li> <li>▪ circle, triangle, square</li> <li>▪ flat, curved, straight, round</li> <li>▪ hollow, solid</li> <li>▪ vertex, vertices (point, pointed)</li> <li>▪ face, side, edge</li> <li>▪ make, build, draw</li> <li>▪ position, direction</li> <li>▪ 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,</li> <li>▪ edge, centre</li> <li>▪ journey</li> <li>▪ left, right, up, down, forwards, backwards, sideways, across, close, far, near, along, through, to, from, towards, away from</li> <li>▪ turn, whole turn, half turn</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ graph, block graph, pictogram,</li> <li>▪ represent</li> <li>▪ group, set, list, table, label, title</li> <li>▪ most popular, most common,</li> <li>▪ least popular, least common</li> <li><b>General/Problem Solving/Reasoning Vocabulary</b> <ul style="list-style-type: none"> <li>▪ predict</li> <li>▪ describe the pattern, describe the rule</li> <li>▪ find, find all, find different</li> <li>▪ investigate</li> </ul> </li> </ul>

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>▪ top, bottom, side</li> <li>▪ on, in, outside, inside, around, in front, behind</li> <li>▪ front, back, beside, next to</li> <li>▪ opposite</li> <li>▪ apart, between</li> <li>▪ middle, edge</li> <li>▪ corner,</li> <li>▪ direction</li> <li>▪ left, right, up, down, forwards, backwards, sideways</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>▪ time</li> <li>▪ days of the week, Monday, Tuesday ...</li> <li>▪ day, week</li> <li>▪ birthday, holiday</li> <li>▪ morning, afternoon, evening, night</li> <li>▪ bedtime, dinner time, playtime</li> <li>▪ today, yesterday, tomorrow</li> <li>▪ before, after</li> <li>▪ next, last</li> <li>▪ now, soon, early, late</li> <li>▪ quick, quicker, quickest, quickly</li> <li>▪ slow, slower, slowest, slowly</li> <li>▪ old, older, oldest</li> <li>▪ new, newer, newest</li> <li>▪ takes longer, takes less time</li> <li>▪ hour, o'clock</li> <li>▪ clock, watch, hands</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>▪ measure</li> <li>▪ size</li> <li>▪ compare</li> <li>▪ guess, estimate</li> <li>▪ enough, not enough</li> <li>▪ too much, too little</li> <li>▪ too many, too few</li> <li>▪ nearly, close to, about the same as</li> <li>▪ just over, just under</li> <li>▪ long, short, tall</li> <li>▪ high, low</li> <li>▪ wide, narrow</li> </ul>	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>▪ time</li> <li>▪ days of the week: Monday, Tuesday....</li> <li>▪ Seasons: spring, summer, autumn, winter</li> <li>▪ day, week, month, year, weekend</li> <li>▪ morning, afternoon, evening, night, midnight, bedtime, dinnertime,</li> <li>▪ playtime</li> <li>▪ today, yesterday, tomorrow</li> <li>▪ before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly , fast, faster, fastest, slow, slower, slowest, slowly</li> <li>▪ old, older, oldest, new, newer, newest</li> <li>▪ takes longer, takes less time</li> <li>▪ hour, o'clock, half past, clock, watch, hands</li> <li>▪ how long ago?, how long will it be to...?, how long will it take to...?, how often?</li> <li>▪ once, twice</li> <li>▪ first, second, third, etc.</li> <li>▪ estimate, close to, about the same as, just over, just under</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>▪ length, width, height, depth</li> <li>▪ long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest</li> <li>▪ low, wide, narrow, deep, shallow, thick, thin</li> <li>▪ far, near, close</li> <li>▪ metre, ruler, metre stick</li> <li>▪ full, half full, empty</li> <li>▪ holds</li> <li>▪ container</li> <li>▪ weigh, weighs, balances</li> <li>▪ heavy, heavier, heaviest, light, lighter, lightest</li> <li>▪ scales</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>▪ money, coin, penny, pence, pound</li> <li>▪ price, cost, buy, sell, spend, spent, pay, change, costs more, costs less, cheaper, costs the same as</li> <li>▪ how much?, how many?</li> </ul>	

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>▪ thick, thin</li> <li>▪ longer, shorter, taller, higher ...</li> <li>▪ longest, shortest, tallest, highest ...</li> <li>▪ far, near, close</li> <li>▪ weigh, weighs, balances</li> <li>▪ heavy, light</li> <li>▪ heavier than, lighter than</li> <li>▪ heaviest, lightest</li> <li>▪ scales</li> <li>▪ full, half full, empty</li> <li>▪ holds</li> <li>▪ container</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>▪ money</li> <li>▪ coin</li> <li>▪ penny, pence, pound</li> <li>▪ price, cost</li> <li>▪ buy, sell</li> <li>▪ spend, spent</li> <li>▪ pay</li> </ul> <p><b>General/Problem Solving/Reasoning Vocabulary:</b></p> <ul style="list-style-type: none"> <li>▪ pattern</li> <li>▪ puzzle</li> <li>▪ what could we try next?</li> <li>▪ how did you work it out?</li> <li>▪ recognise</li> <li>▪ describe</li> <li>▪ draw</li> <li>▪ compare</li> <li>▪ sort</li> </ul>	<ul style="list-style-type: none"> <li>▪ Total</li> </ul> <p><b>General/Problem Solving/Reasoning Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ tell me, describe, talk about, explain, show me</li> <li>▪ count, work out, answer, check</li> <li>▪ same number(s)/different number(s)/missing number(s)</li> <li>▪ odd one out, what's the same? what's different? maths story, all possibilities</li> <li>▪ number facts, number line, number track, number square, number cards, counters, cubes, blocks, rods, die, dice, dominoes, pegs, peg board</li> </ul>	
Enrichment Opportunities	Enrichment Opportunities	Enrichment Opportunities
<ul style="list-style-type: none"> <li>*Maths Meetings</li> <li>*Number a Day 0-20</li> <li>*Looking for 'maths' in the local environment</li> <li>*Routine use of themed rhymes/songs to reinforce mathematical concepts.</li> <li>*STEM Week (annually)</li> <li>*No pen day – Maths activities</li> </ul>	<ul style="list-style-type: none"> <li>*Maths Meetings</li> <li>*Maths Trail activity – home learning</li> <li>*Study famous mathematician: Ada Lovelace (Summer 2 topic – link with locality)</li> <li>*STEM WEEK (annually)</li> <li>*No pen day – Maths activities (once termly)</li> </ul>	<ul style="list-style-type: none"> <li>*Study famous mathematician: Katherine Johnson (Stylish Sixties topic)</li> <li>*STEM Week (annually)</li> <li>*No pen day – Maths activities (once termly)</li> </ul>