



Onslow Infant School Maths Curriculum Skills Progression

(core vocabulary in progression)

	EYFS	Year 1	Year 2
Number and Place Value	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Have a deep understanding of numbers to 10, including the composition of each number.</p>	<p>Count to and across 100 from any given number</p> <p>Count forwards and backwards from any given number up to 100</p> <p>Count, read and write to 100 in numerals</p> <p>Identify and represent numbers using objects and pictorial representation including the number line</p> <p>Read and write numbers 1-20 in numerals and words</p> <p>Use language of: <i>Equal to</i> <i>More than</i> <i>Less than (fewer)</i> <i>Most</i> <i>Least</i></p>	<p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Read and write numbers to at least 100 in numerals and words</p> <p>Recognise the place value of each digit in a 2-digit number</p> <p>Compare and order numbers from 0 to 100</p> <p>Use < > = signs</p> <p>Count in steps of 2, 3, and 5 from 0</p> <p>Count in 10s from any number, forward and backward</p>
	<p><i>count</i> <i>subitise</i> <i>order</i> <i>forwards/backward</i> <i>digit</i> <i>one more/one less</i> <i>same/equal to</i> <i>greater than</i> <i>less than/fewer/fewest</i> <i>most/least</i> <i>odd/even</i> <i>compare</i> <i>more</i></p>	<p><i>ordinal</i> <i>numeral</i> <i>sort</i> <i>represent</i> <i>multiples</i> <i>partitioning</i> <i>ones/tens</i> <i>number line</i> <i>pictorial</i> <i>number patterns</i></p>	<p><i>place value</i> <i>estimate</i> <i>hundreds</i> <i>number facts</i> <i>fluency</i> <i>value</i></p>

	EYFS	Year 1	Year 2
Addition and Subtraction	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.	<p>Read, write and interpret mathematical statements with + - =</p> <p>Given a number identify 1 more and 1 less</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract 1-digit and 2-digit numbers to 20, including 0</p>	<p>Use place value and number facts to solve problems</p> <p>Recall and use + and - facts to 20 fluently</p> <p>Derive and use related facts up to 100</p> <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 <p>Show that addition can be done in any order (commutative). Show that subtraction cannot.</p>
	<i>add/plus</i> <i>total</i> <i>equals</i> <i>altogether</i> <i>take away/minus/subtract</i> <i>number bonds</i> <i>part/whole</i> <i>number sentence</i> <i>doubles</i>	<i>put together</i> <i>addition</i> <i>subtraction</i> <i>difference</i> <i>facts</i> <i>problems/missing number problems</i> <i>1-digit/2-digit number</i> <i>inverse</i>	<i>sum</i> <i>3-digit number</i> <i>commutative</i> <i>calculation</i> <i>column</i>
Problem Solving	<p>Explore and represent patterns within numbers up to 10, including evens and odds.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Solve 1-step problems that involve + - using concrete objects and pictorial representations</p> <p>Solve missing number problems such as $7 = ? - 9$</p> <p>Solve 1-step problems that involve $\div \times$ by using concrete objects, pictorial representations and arrays with support of teacher.</p>	<p>Solve problems with + - using concrete, pictorial and abstract methods</p> <p>Recognise and use the inverse relationship between + and -</p> <p>Use the inverse (+ -) to check calculations and solve missing number problems</p>
	<i>even/odd</i> <i>repeating pattern</i> <i>same/different</i>	<i>problems/missing number problems</i> <i>array</i> <i>pictorial</i>	<i>predict</i> <i>abstract</i> <i>inverse</i> <i>calculation</i>

	EYFS	Year 1	Year 2
Multiplication and Division	Explore and represent patterns within numbers up to 10, including... how quantities can be distributed evenly.	Count multiples of 2s, 5s, 10s	Recall and use $\times \div$ facts for 2, 5, 10 times tables Recognise odd and even numbers Calculate mathematical statements for \times and \div within the times tables and write them using $\times \div =$ Show that multiplication can be done in any order (commutative). Show that division cannot. Solve problems involving $\times \div$ using: materials arrays repeated addition mental methods $\times \div$ facts (including problems in contexts)
	<i>double</i> <i>half</i> <i>equal/equal groups</i> <i>share</i> <i>group</i> <i>odd/even</i>	<i>multiplication</i> <i>array</i> <i>division</i> <i>times</i> <i>repeated addition</i> <i>row/column</i>	<i>times tables</i> <i>commutative</i> <i>multiplication/division facts</i> <i>mental methods</i>
Fractions	Explore and represent patterns within numbers up to 10, including... double facts	Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	Recognise, find and name and write fractions $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ of: a length, shape, set of objects quantity
	<i>share</i> <i>equal groups</i>	<i>fractions</i> <i>whole</i> <i>half</i> <i>quarter</i> <i>equal parts</i>	<i>third</i> <i>equivalent fractions</i> <i>numerator</i> <i>denominator</i> <i>unit fractions</i> <i>non-unit fractions</i>
Measurement	Compare length, weight and capacity. Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play	Compare, describe and solve practical problems for: length/height weight/mass capacity/volume time Measure and begin to record: length/height weight/mass capacity/volume time	Choose and use appropriate standard units to estimate and measure length/height (m/cm) mass (kg/g) temperature $^{\circ}$ capacity (ml/l) To the nearest appropriate unit using scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record results using $< > =$

	EYFS	Year 1	Year 2
	<i>measure</i> <i>length</i> <i>long/longer/longest</i> <i>short/shorter/shortest</i> <i>weight</i> <i>light/lighter/lightest</i> <i>heavy/heavier/heaviest</i> <i>balance</i> <i>height</i> <i>tall/taller/tallest</i> <i>capacity</i> <i>full/empty/half full</i> <i>compare</i> <i>more/less</i> <i>big/bigger/biggest</i> <i>first/second/third</i>	<i>mass</i> <i>volume</i> <i>enough/not enough</i> <i>high/higher/highest</i> <i>low/lower/lowest</i> <i>metre</i> <i>ruler</i> <i>double</i> <i>half</i> <i>quarter full</i> <i>scales</i> <i>estimate</i>	<i>standard units</i> <i>meter/centimetre/millimetre</i> <i>gram/kilogram</i> <i>temperature</i> <i>degrees/Celsius</i> <i>millilitre/litre</i> <i>three quarters full</i>
Time	<p>Use vocabulary like ‘morning’, ‘afternoon’, ‘evening’ and ‘night-time’, ‘earlier’, ‘later’, ‘too late’, ‘too soon’, ‘in a minute’</p> <p>Is increasingly able to order and sequence events using everyday language related to time</p> <p>Beginning to experience measuring time with timers and calendars</p>	<p>Sequence events in chronological order using language</p> <p>Recognise and use language relating to dates, including days of the week months years</p> <p>Tell the time and draw the faces on a clock to the hour and half past the hour</p>	<p>Compare and sequence intervals of time</p> <p>Tell and write the time to 5 minutes, including quarter past/to the hour and draw the hands on a clock face</p> <p>Know the number of minutes in an hour</p> <p>Know the number of hours in a day</p>
	<i>time</i> <i>days of the week</i> <i>seasons</i> <i>before/after/next/first</i> <i>today/yesterday/tomorrow</i> <i>morning/afternoon/evening</i> <i>quickest/fastest/slowest</i>	<i>old/older/oldest</i> <i>new/newer/newest</i> <i>months of the year</i> <i>week</i> <i>year</i> <i>clock/watch/hands/face</i> <i>hours/minutes/seconds</i> <i>o'clock</i> <i>half past</i> <i>early/late</i>	<i>quarter past/quarter to</i> <i>compare</i> <i>sequence</i> <i>intervals of time</i> <i>5 minutes</i> <i>analogue/digital</i> <i>duration</i>
Money		<p>Recognise and know the value of different denominations of coins and notes</p>	<p>Recognise and use £ p</p> <p>Combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in practical context that involve + - of money of same unit, including giving change</p>
	<i>money</i> <i>pay</i> <i>buy</i> <i>spend</i>	<i>coins/notes</i> <i>value</i> <i>cost</i> <i>more/less</i> <i>cheaper/dearer/same</i> <i>pounds/pence</i>	<i>same amount</i> <i>different combinations</i> <i>change</i>

	EYFS	Year 1	Year 2
Position and Direction	<p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p> <p>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look</p>	Describe position, direction and movement, including whole, $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ turns	Use mathematical vocabulary to describe position, direction and movement including: <ul style="list-style-type: none"> - movement in a straight line - distinguishing between rotation as a turn and in terms of right angles for $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ turns
	<i>on/on top</i> <i>in</i> <i>under</i> <i>in front/behind</i> <i>above/below</i> <i>over</i> <i>in between</i> <i>through</i> <i>next to</i> <i>forwards/backwards/sideways</i> <i>out/in/outside/inside</i> <i>up/down</i>	<i>position</i> <i>direction</i> <i>movement</i> <i>motion</i> <i>whole turn/quarter turn/ half turn/three-quarter turn</i> <i>far</i> <i>near</i> <i>close</i> <i>opposite</i> <i>left/right</i> <i>top/middle/bottom</i> <i>around</i>	<i>clockwise</i> <i>anticlockwise</i> <i>straight line</i> <i>rotation</i> <i>sequence</i> <i>90 degree turn/right angle</i>
Shape	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</p>	<p>Recognise and name common 2D shapes</p> <p>Recognise and name common 3D shapes</p>	<p>Use the language:</p> <p><i>Vertices</i></p> <p><i>Edges</i></p> <p><i>Faces</i></p> <p><i>Symmetry</i></p> <p>Identify and describe properties of 2D shapes (number of sides, line of symmetry in vertical line)</p> <p>Compare and sort common 2 D and 3D shapes and everyday objects</p> <p>Identify and describe properties of 3D shapes (number of edges, vertices and faces)</p> <p>Identify 2D shapes on the surface of 3D shapes</p>
	<i>2D/3D shapes</i> <i>rectangle</i> <i>square</i> <i>circle</i> <i>triangle</i> <i>cube</i> <i>sphere</i> <i>side</i> <i>corner</i> <i>curved/round</i> <i>straight</i> <i>flat</i> <i>sort</i>	<i>properties</i> <i>faces</i> <i>cuboid</i> <i>cone</i> <i>pyramid</i> <i>cylinder</i> <i>size</i> <i>bigger/larger/smaller</i>	<i>line of symmetry</i> <i>vertical line</i> <i>edges</i> <i>vertices</i> <i>pentagon</i> <i>hexagon</i> <i>quadrilaterals</i> <i>polygons</i> <i>prisms</i>

	EYFS	Year 1	Year 2
Statistics			Interpret and construct -simple pictograms -tally charts -block diagrams -simple tables Ask and answer Qs by counting the number of objects in each category Ask and answer Qs by sorting the categories by quantity Ask and answer Qs about totalling and comparing categorical data
			<i>interpret/compare</i> <i>pictogram</i> <i>tally/tally chart</i> <i>block diagram</i> <i>table</i> <i>category</i> <i>quantity</i> <i>sort</i> <i>graph</i> <i>represent</i> <i>totalling</i> <i>horizontal/vertical</i>

Continuous Provision & Enhancements

Workshop	<ul style="list-style-type: none"> ▪ Using resources purposefully to create models e.g. finding/making circular shapes for wheels, counting how many are needed ▪ Working out how much is needed e.g. when spreading glue or selecting paint 	<ul style="list-style-type: none"> ▪ Beginning to use non-standard measurements to build more accurate models 	<ul style="list-style-type: none"> ▪ Use measuring tapes and rulers to make accurate models ▪ Using money to 'pay' for resources they need ▪ Measuring how long it takes them to build something
Sand & Water	<ul style="list-style-type: none"> ▪ Exploring capacity e.g. full/empty ▪ Exploring weight e.g. heavy/light ▪ Exploring cause & effect ▪ Problem solving e.g. creating water pathways, how to transport without spilling ▪ Creating shapes with wet sand 	<ul style="list-style-type: none"> ▪ Comparing capacity of different sized containers e.g. more/less/same ▪ Finding different measurements e.g. half full ▪ Counting how many 'spoons' it takes to fill a container etc 	<ul style="list-style-type: none"> ▪ Using standard measures to record capacity and weight ▪ Finding the difference between containers
Construction	<ul style="list-style-type: none"> ▪ Using 2D and 3D shapes purposefully to create models ▪ Experimenting with a variety of shape and size ▪ Creating patterns and arrangements with loose parts ▪ Using mathematical vocabulary e.g. tall/short/long 	<ul style="list-style-type: none"> ▪ Following step by step instructions ▪ Problem solving e.g. how can I make my bridge longer but still stable 	<ul style="list-style-type: none"> ▪ Use measuring tapes and rulers to make accurate models ▪ Problem solving e.g. complex designs and mechanisms ▪ Create symmetrical designs ▪ Planning and evaluating their models. Label diagrams e.g. shape properties, measurements ▪ Resources labelled e.g. shape names, properties or fractions