‘Together we unlock potential and learn for life’

Moor First School – Progression in Maths

Red **14% beginning** **29% beginning +**	**Red** **43% developing** **57% developing +**	**Red /51** **71% secure** **86% secure +**	**Red /19** **26 % greater depth 1** **56% greater depth 2** **85% greater depth 3**
Number, Place Value and Rounding			
1. Begin to recognise, name and write numbers to 100. (Place value) 2. Begin to count forwards and backwards with numbers from 0 - 100. 3. Count in multiples of 10 to 100 and begin to count in multiples of 5 to 100. 4. Given a number between 0 - 100 identify 1 more. 5. I am beginning to record my thinking/working out using objects, numbers and pictures. **Y2 Autumn expected = red beginning** **Y2 Spring expected = red developing** **Y2 Summer expected = red secure**	19. Begin to write numbers 1-20 in words. 20. Count forwards and backwards from any given number (with numbers up to 100) 21. Count in multiples of 10s and 5s to 100 and begin to count in multiples of 2 to 100. 22. Given a number between 0 – 100 identify 1 more and 1 less. 23. I am able to record my thinking/working out using numbers, pictures and a number line with support.	35. Recognise, name and write numbers to 100 and write numbers 1-20 in words independently. 36. Confidently count forwards and backwards from any given number (with numbers up to 100 and beyond) 37. Count confidently in multiples of 2s, 5s and 10s to 100. 38. Given a number between 0 – 100 identify the number that is 1more or less independently. 39. I am confident recording my thinking/working out using numbers, pictures and a number line **15**	52. Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100. 53. Recognise simple patterns of multiples e.g. Multiplies of 5 always end in a 0 or 5 and odd and even numbers. 54. Be able to solve and begin to explain a word problem where 1 more or less is needed for the answer without counting. 55. Be able to show if a number is bigger or smaller than another by positioning them on a blank number line. 56. Be able to read number words in a simple Maths word problem.

Addition and Subtraction			
6. Begin to read and write mathematical sentences with the +, - and = signs with numbers up to 20. 7. I am beginning to recall number bonds to 10 (e.g. 2 +8) and then to 20 (e.g . 12+8) 8. I am beginning to add and subtract 1 and 2 digit numbers. (numbers up to 20) 9. I am beginning to solve simple problems (with numbers up to 20) using objects to help me find the answer.	24. I am confident to recall all the number bonds to 10 and to 20. 25. I can use 0 with support when adding and subtracting. 26. I can solve addition and subtraction problems (with numbers up to 20) using objects or pictures to help me. I can find missing numbers with support.	40. Solve addition and subtraction sentences with numbers up to 20 independently. 41. I can use my knowledge of number bonds to 20 when adding and subtracting. 42. I am confident to add and subtract 1 and 2 digit numbers, including 0. (numbers up to 20) 43. I can solve addition and subtraction problems (with numbers up to 20) including finding missing numbers.	57. Be able to find the missing operation in a subtraction or addition mathematical statement. 58. Memorise and reason with number bonds to 10 and 20 in several forms e.g. 9 + 7 = 16, 16-9 = 7, 7 = 16 – 9 and realise the effect of adding or subtracting 0. 59. Confidently and accurately add and subtract two 2-digit numbers up to 20 60. Record work using + - and = symbols and explain why it is used for a given problem

Multiplication and Division			
10.I am beginning to recall doubles and halves of numbers up to 10	27. I am beginning to recall doubles and halves of numbers up to20 and solve 1-step problems involving multiplication and division using objects, pictures and arrays with the help of my teacher.	44. I am beginning to become more confident when solving 1-step problems involving multiplication and division using objects, pictures and arrays with the help of my teacher.	61. Make connections between arrays, number patterns and counting in 2s, 5s and 10s.
Fractions, Decimals and Percentages			
11. Recognise, find and name a half as one of two equal parts of an object. 12. Recognise, find and name a quarter as one of four equal parts of an object.	28. Recognise, find and name a half as one of two equal parts of an shape. 29. Recognise, find and name a quarter as one of four equal parts of a shape.	45. Recognise, find and name a half as one of two equal parts of a quantity. 46. Recognise, find and name a quarter as one of four equal parts of a quantity (up to 20).	62. Use halves to solve problems using shapes, objects and quantities and begin to explain my reasoning. 63. Use quarters to solve problems using shapes, objects and quantities and begin to explain my reasoning.

Measurement			
13. In practical problems, compare lengths and heights, mass and weight, capacity and volume and time. 14. Recognise different coins. 15. Tell the time to the hour. 16. Sequence events using words like before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	30. Recognise and know the value of different coins. 31. Tell the time to the hour and half past the hour. 32. Know the days of the week and months of the year.	47. In practical problems describe, solve and record lengths and heights, mass and weight, capacity and volume and time (hours, minutes, seconds). 48. Recognise and know the value of different coins and notes. 49. To be able to draw the hands on a clock face to show these times.	Begin to use common standard units of measurement when comparing and using different quantities and objects Begin to recognise standard measures when using measuring tools such as a ruler, weighing scales and containers Show and explain my thinking when solving simple measurement problems e.g. how much I have left if I have 80p and I spend 10p guessing the name of the bear at the school fair, without counting in 1s Answer simple questions related to the order of the days of the week, months and years
Geometry: properties of shapes.			
17. Recognise and name common 2D shapes. 18. Describe position, directions and movement including whole and half turns.	33.Recognise and name some 3D shapes. 34. Describe position including quarter turns.	50. Recognise and name 2D and common 3D shapes. 51. Describe position, directions and movement including three quarter turns.	Recognise 2D shapes in different orientations and sizes and explain why rectangles and triangles are not always similar to others. Recognise 3D shapes in different orientations and sizes and explain why cuboids and pyramids are not always similar to others. Make whole, half, quarter and three-quarters turn in both directions and connect turning clockwise and anti-

		16	clockwise with movement on a clock face.