Branston C of E Infant Academy – Maths Progression Map.

Year One	Year Two
Place Value: Count	
• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count 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 and backward.
Place Value: Represent	
• Identify and represent numbers using objects and pictorial representations • Read and write numbers to 100 in numerals • 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 • Identify, represent and estimate numbers using different representations, including the number line.
Place Value: Use and Compare	
• Given a number, identify one more and one less.	• Recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use the = signs.
Place Value; Problems/Rounding	
	• Use place value and number facts to solve problems.
Year One	**Year Two**
Addition and Subtraction: Calculations	
• Add and subtract one-digit and two-digit numbers to 20, including zero.	• 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.
Addition and Subtraction: Problems	
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = χ – 9	• 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.
Year One	**Year Two**
Multiplication and Division: Recall/Use	
	• 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.
Multiplication and Division: Calculations	
	• Calculate mathematical statements for multiplication and division within the

	multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
	Spring 1 & 2
Multiplication and Division: Problems	
• 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.
Year One	**Year Two**
Fractions: Recognise and Write	
• Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	• Recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity.
Summer 1	Summer 1
Fractions: Compare	
	• Recognise the equivalence of 2/ 4 and 1/ 2
Fractions: Calculations	
	• write simple fractions for example, 1 /2 of 6 = 3
Year One	**Year Two**
Algebra	
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7=□ – 9	• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Note – although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3	
Year One	**Year Two**
Measurement: Using Measures	
• Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time. • Measure and begin to record the following: 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 (℃); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and =
Measures: 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. • 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.
Measures: Time	
• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	• Compare and sequence intervals of time. • 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. • Know the number of minutes in an hour and the number of hours in a day.
Measures: Position and Direction	
• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	• Order and arrange combinations of mathematical objects in patterns and sequences. • 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)
Year One	**Year Two**
Geometry: 2D Shapes	
Recognise and name common 2- D shapes [for example, rectangles (including squares), circles and triangles]	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. 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 shapes and everyday objects.
Geometry: 3D Shapes	
• Recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres)	• Recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres]. Compare and sort common 3-D shapes and everyday objects.
Year One	**Year Two**
Statistics: Present and Interpret Data	
	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Statistics: Solve Problems	
	• 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.