

## Progression of learning - Place Value

Year 1 Objective	Year 2 Objective
<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> </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>
	<ul style="list-style-type: none"> <li>Recognise the place value of each digit in a two-digit number (tens and ones)</li> </ul>
<ul style="list-style-type: none"> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> </ul>	
<ul style="list-style-type: none"> <li>Given a number, identify 1 more and 1 less</li> </ul>	
	<ul style="list-style-type: none"> <li>Compare and order numbers from 0 to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul>
<ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line and the use of language of: equal to, more than, less than (fewer), most and least</li> </ul>	<ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations including the number line</li> </ul>
<ul style="list-style-type: none"> <li>Read and write numbers from 1 to 20 in numerals and words</li> </ul>	<ul style="list-style-type: none"> <li>Read and write numbers to at least 100 in numerals and words</li> </ul>
	<ul style="list-style-type: none"> <li>Use place value and number facts to solve problems</li> </ul>

## Progression of learning - Addition and Subtraction

Year 1 Objective	Year 2 Objective
<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>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>
<ul style="list-style-type: none"> <li>Add and subtract one-digit and two-digit numbers to 20, including 0</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract numbers using concrete objects, pictorial representations and mentally including:               <ul style="list-style-type: none"> <li>A two-digit number and ones</li> <li>A two-digit number and tens</li> <li>Two two-digit numbers</li> <li>Adding three one-digit numbers</li> </ul> </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> </ul>
<ul style="list-style-type: none"> <li>Solve one-step problems that involve addition and subtraction, using concrete objects, pictorial representations, and missing number problems (<math>7 = ? - 9</math>)</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems with addition and subtraction:               <ul style="list-style-type: none"> <li>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>Applying their increasing knowledge of mental and written methods</li> </ul> </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>

## Progression of learning - Multiplication and Division

Year 1 Objective	Year 2 Objective
<ul style="list-style-type: none"> <li>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</li> </ul>	<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>
	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>
	<ul style="list-style-type: none"> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x) division (÷) and equals (=) signs</li> </ul>
	<ul style="list-style-type: none"> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>

## Progression of learning - Fractions

Year 1 Objective	Year 2 Objective
<ul style="list-style-type: none"> <li>Recognise, find and name a half as 1 of 2 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>
<ul style="list-style-type: none"> <li>Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</li> </ul>	<ul style="list-style-type: none"> <li>Write simple fractions for example <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>

## Progression of learning - Measurement

Year 1 Objective	Year 2 Objective
<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for: Lengths and heights (long/short, longer/shorter, tall/short, double/half) Mass / weight (heavy/light, heavier than, lighter than) Capacity and volume (full/empty, more than, less than, half, half full, quarter) Time (quicker, slower, earlier, later)</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); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> </ul>
<ul style="list-style-type: none"> <li>Measure and begin to record the following: Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds)</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul>
<ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <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, giving change</li> </ul>
<ul style="list-style-type: none"> <li>Sequence events in chronological order using language (before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening)</li> </ul>	<ul style="list-style-type: none"> <li>Compare and sequence intervals of time</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> </ul>	<ul style="list-style-type: none"> <li>Know the number of minutes in a hour and the number of hours in a day</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>

## Progression of learning - Shape

Year 1 Objective	Year 2 Objective
<ul style="list-style-type: none"><li>Recognise and name common 2-D and 3-D shapes including: 2-D shapes (rectangles, including squares, circles and triangles) 3-D shapes (cuboids, including cubes, pyramids and spheres.</li></ul>	<ul style="list-style-type: none"><li>Identify and describe the properties of 2-D shapes, including the number of sides and lines of symmetry in a vertical line</li><li>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li></ul>
	<ul style="list-style-type: none"><li>Identify 2-D shapes on the surface of 3-D shapes (a circle on a cylinder and a triangle on a pyramid)</li></ul>
	<ul style="list-style-type: none"><li>Compare and sort common 2-D and 3-D shapes and everyday objects</li></ul>

## Progression of learning - Position and Direction

Year 1 Objective	Year 2 Objective
<ul style="list-style-type: none"><li>Describe position, direction and movement, including whole, half, quarter and three quarter turns.</li></ul>	<ul style="list-style-type: none"><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>
	<ul style="list-style-type: none"><li>Order and arrange combinations of mathematical objects in patterns and sequences</li></ul>