

# Progression Map - Early Years to Year 1

## Mathematics: Number



30-50 months	40-60 months	ELG	Exceeding	Year 1
<b>RECOGNISING NUMBERS, COUNTING AND PLACE VALUE</b>				
<ol style="list-style-type: none"> <li>1. Uses some number names and number language spontaneously.</li> <li>2. Uses some number names accurately in play.</li> <li>3. Recites numbers in order to 10.</li> <li>4. Knows that numbers identify how many objects are in a set.</li> <li>5. Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>6. Sometimes matches numeral and quantity correctly.</li> <li>7. Shows curiosity about numbers by offering comments or asking questions.</li> <li>8. Compares two groups of objects, saying when they have the same number.</li> <li>9. Shows an interest in numerals in the environment.</li> <li>10. Shows an interest in representing numbers.</li> <li>11. Realises not only objects, but anything can be counted, including steps,</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise some numerals of personal significance.</li> <li>2. Recognises numerals 1 to 5.</li> <li>3. Counts up to three or four objects by saying one number name for each item.</li> <li>4. Counts actions or objects which cannot be moved.</li> <li>5. Counts objects to 10, and beginning to count beyond 10.</li> <li>6. Counts out up to six objects from a larger group.</li> <li>7. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>8. Counts an irregular arrangement of up to ten objects.</li> <li>9. Estimates how many objects they can see and checks by counting them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children count reliably with numbers from 1 to 20 including counting backwards and crossing boundaries.</li> <li>2. They place them in order.</li> <li>3. They say which number is one more or one less than a given number (of objects).</li> </ol>	<ol style="list-style-type: none"> <li>1. Children estimate a number of objects and check quantities by counting up to 20.</li> </ol>	<ol style="list-style-type: none"> <li>1. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>2. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</li> <li>3. Given a number, identify one more and one less.</li> <li>4. 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>5. Read and write numbers from 1 to 20 in numerals and words.</li> </ol>

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claps or jumps.				
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ADDITION AND SUBTRACTION				
<p>12. Shows an interest in number problems.</p> <p>13. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same and verbalise. E.g. 4 and 2 is 6.</p> <p>14. Subitize to 4.</p>	<p>10. Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>11. Finds the total number of items in two groups by counting all of them.</p> <p>12. Says the number that is one more than a given number.</p> <p>13. Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>14. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>15. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems</p>	<p>4. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.</p> <p><i>4a. They solve problems involving addition and subtraction</i></p>		<p>5. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>6. Represent and use number bonds and related subtraction facts within 20.</p> <p>7. Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>8. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = [] - 9</math>.</p>

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	<p>based on own interests and fascinations.</p> <p>16. Subitize to 10 (on tens frames and dice).</p>			
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<b>MULTIPLICATION AND DIVISION</b>				
		<p>5. They solve problems, including doubling, halving and sharing.</p>	<p>2. They solve practical problems that involve combining groups of 2, 5 and 10, or sharing into equal groups.</p>	<p>9. Count in multiples of 2,5 and 10.</p> <p>10.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.</p>
				<p><b>FRACTIONS</b></p> <p>11.Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p>

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				12. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
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