



Carlisle Infant School



Mathematics: EYFS Development Matters and KS1 National Curriculum Progression Grid

| Reception | Year 1 | Year 2 |
|---|--|---|
| Progression – Place Value: Counting | Progression – Place Value: Counting | Progression – Place Value: Counting |
| <ul style="list-style-type: none"> count numbers to 5 - develop confidence in counting numbers one, two, three before moving onto four and then five Autumn count numbers to 10 - develop confidence in counting numbers 6, 7 and 8 before counting to 9 and then 10 Spring develop confidence in counting to 20 Summer | <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with zero or one, or from any given number count numbers to 100 in numerals; count in multiples of twos, fives and tens Autumn 1 Autumn 4 Spring 2 Summer 4 | <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Autumn 1 |
| Progression – Place Value: Represent | Progression – Place Value: Represent | Progression – Place Value: Represent |
| <ul style="list-style-type: none"> represent numbers to 5 - develop confidence in representing numbers one, two, three before moving onto four and then five Autumn represent numbers to 10 Spring represent numbers to 20 begin understanding of 10s and 1s Summer | <ul style="list-style-type: none"> 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 Autumn 1 Autumn 4 Spring 2 Summer 4 | <ul style="list-style-type: none"> 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 Autumn 1 |
| Progression – Place Value: Use Pl. Value and Compare | Progression – Place Value: Use Pl. Value and Compare | Progression – Place Value: Use Pl. Value and Compare |
| <ul style="list-style-type: none"> comparing groups: compare quantities of identical objects, compare quantities of non-identical objects Autumn compare groups up to 10 Spring | <ul style="list-style-type: none"> given a number, identify one more and one less Autumn 1 Autumn 4 Spring 2 Summer 4 | <ul style="list-style-type: none"> recognise the place value of each digit in a 2 digit number (ten's, one's) compare and order numbers from 0 up to 100; use <, > and = signs Autumn 1 |
| Progression – Place Value: Problems and Rounding | Progression – Place Value: Problems and Rounding | Progression – Place Value: Problems and Rounding |
| | | <ul style="list-style-type: none"> use place value and number facts to solve problems Autumn 1 |
| Progression - Add and Subt: Recall, Represent and Use | Progression - Add and Subt: Recall, Represent and Use | Progression - Add and Subt: Recall, Represent and Use |
| <ul style="list-style-type: none"> sorting: sort objects into groups Autumn introduce '0' as a representation of 'nothing' and one less than one | <ul style="list-style-type: none"> read, right and interpret mathematical statements involving addition (+), subtraction (-), and equals (=) signs represent unused number bonds and related subtraction facts within 20 Autumn 2 Spring 1 | <ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to cheque calculations and solve missing number problems Autumn 2 |



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| <p>Progression - Addition and Subtraction: Calculations</p> <ul style="list-style-type: none"> recognise changes within 5: one more, one less <p style="text-align: right;">Autumn</p> <ul style="list-style-type: none"> begin to learn and memorise the number bonds <u>to</u> five (including number bonds of 1, 2, 3, 4 and 5) addition to 10: combine two groups to find the whole learn number bonds to 10 - using the 10 frame learn number bonds to 10 - using the part-whole model <p style="text-align: right;">Spring</p> <ul style="list-style-type: none"> count on and back to solve addition and subtraction calculations <p style="text-align: right;">Summer</p> | <p>Progression - Addition and Subtraction: Calculations</p> <ul style="list-style-type: none"> add and subtract one digit and two digit numbers to 20, including zero <p style="text-align: right;">Autumn 2 Spring 1</p> | <p>Progression - Addition and Subtraction: Calculations</p> <ul style="list-style-type: none"> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <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 style="text-align: right;">Autumn 2</p> |
| <p>Progression – Addition and Subtraction: Solve Problems</p> | <p>Progression – Addition and Subtraction: Solve Problems</p> <ul style="list-style-type: none"> solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p style="text-align: right;">Autumn 2 Spring 1</p> | <p>Progression – Addition and Subtraction: Solve Problems</p> <ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods <p style="text-align: right;">Autumn 2</p> |
| <p>Progression – Mult. And Div.: Recall, Represent and Use</p> <ul style="list-style-type: none"> consider numerical patterns in number including: <ul style="list-style-type: none"> doubling halving and sharing odds and evens <p style="text-align: right;">Summer</p> | <p>Progression – Mult. And Div.: Recall, Represent and Use</p> | <p>Progression – Mult. And Div.: Recall, Represent and Use</p> <ul style="list-style-type: none"> 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 <p style="text-align: right;">Autumn 4 Spring 1</p> |
| <p>Progression – Mult. And Div.: Calculation</p> | <p>Progression – Mult. And Div.: Calculation</p> | <p>Progression – Mult. And Div.: Calculation</p> <ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs <p style="text-align: right;">Autumn 4 Spring 1</p> |



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| Progression – Mult. And Div.: Solve Problems | Progression – Mult. And Div.: Solve Problems | Progression – Mult. And Div.: Solve Problems |
| | <ul style="list-style-type: none"> 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 style="text-align: right;">Summer 1</p> | <ul style="list-style-type: none"> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p style="text-align: right;">Autumn 4 Spring 1</p> |
| Progression – Fractions: Recognise and Write | Progression – Fractions: Recognise and Write | Progression – Fractions: Recognise and Write |
| | <ul style="list-style-type: none"> 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 <p style="text-align: right;">Summer 2</p> | <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$, of a length, shape, set of objects or quantity <p style="text-align: right;">Spring 4</p> |
| Progression – Fractions: Compare | Progression – Fractions: Compare | Progression – Fractions: Compare |
| | | <ul style="list-style-type: none"> recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p style="text-align: right;">Spring 4</p> |
| Progression – Fractions: Calculations | Progression – Fractions: Calculations | Progression – Fractions: Calculations |
| | | <ul style="list-style-type: none"> write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ <p style="text-align: right;">Spring 4</p> |
| Progression – Algebra | Progression – Algebra | Progression – Algebra |
| | <ul style="list-style-type: none"> solve one step problems that involve addition and subtraction, using concrete objects an pictorial representations and missing number problems such as $7 = \square - 9$ <p><i>Note – although algebraic notation is not introduced until Year 6, algebraic thinking starts much earlier as exemplified by these ‘missing number’ objectives</i></p> | <ul style="list-style-type: none"> recognise and use the inverse relationship between addition and subtraction and use this to cheque calculations and solve missing number problems <p><i>Note – although algebraic notation is not introduced until Year 6, algebraic thinking starts much earlier as exemplified by these ‘missing number’ objectives</i></p> |



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Mathematics: EYFS Development Matters and KS1 National Curriculum Progression Grid

| Reception | Year 1 | Year 2 |
|---|---|---|
| <p>Progression – Measurement: Using measures</p> <ul style="list-style-type: none"> time: describing events in a day <p>Autumn</p> <ul style="list-style-type: none"> Use non standard measures to begin to identify: <ul style="list-style-type: none"> length, height and distance weight capacity <p>Summer</p> | <p>Progression – Measurement: Using measures</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: <ul style="list-style-type: none"> Lengths and heights Mass/weight capacity and volume time (hours, minutes, seconds) <p>Spring 3 Spring 4 Summer 6</p> | <p>Progression – Measurement: Using measures</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass(kg/g); temperature (°C); capacity (l/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 = <p>Spring 5 Summer 4</p> |
| <p>Progression – Measurement: Money</p> | <p>Progression – Measurement: Money</p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes <p>Summer 5</p> | <p>Progression – Measurement: Money</p> <ul style="list-style-type: none"> recognise anu’s 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 soul simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Autumn 3</p> |
| <p>Progression – Measurement: Time</p> | <p>Progression – Measurement: Time</p> <ul style="list-style-type: none"> sequence of events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) recognise unused 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 <p>Summer 6</p> | <p>Progression – Measurement: Time</p> <ul style="list-style-type: none"> 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 <p>Summer 3</p> |



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|---|--|--|
| Progression – Geometry: 2D Shapes | Progression – Geometry: 2D Shapes | Progression – Geometry: 2D Shapes |
| <ul style="list-style-type: none"> carry out activities which develop spatial awareness begin to recognise and name common 2D shapes <p style="text-align: right;">Spring</p> <ul style="list-style-type: none"> explore simple patterns make simple patterns explore more complex patterns <p style="text-align: right;">Summer</p> | <ul style="list-style-type: none"> recognise and name common 2D shapes [for example, rectangles (including squares), circles and triangles] <p style="text-align: right;">Autumn 3</p> | <ul style="list-style-type: none"> identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2D shapes and everyday objects <p style="text-align: right;">Spring 3</p> |
| Progression – Geometry: 3D Shapes | Progression – Geometry: 3D Shapes | Progression – Geometry: 3D Shapes |
| <ul style="list-style-type: none"> carry out activities which develop spatial awareness begin to recognise and name common 3D shapes <p style="text-align: right;">Spring</p> | <ul style="list-style-type: none"> recognise a name common 3D shapes [for example, cuboids (including cubes), pyramids and spheres] <p style="text-align: right;">Autumn 3</p> | <ul style="list-style-type: none"> recognise a name common 3D shapes [for example, cuboids (including cubes), pyramids and spheres] compare and sort common 3D shapes and everyday objects <p style="text-align: right;">Spring 3</p> |
| Progression – Geometry: Position and Direction | Progression – Geometry: Position and Direction | Progression – Geometry: Position and Direction |
| | <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three quarter turns <p style="text-align: right;">Summer 3</p> | <ul style="list-style-type: none"> 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) <p style="text-align: right;">Spring 3 Summer 1</p> |
| Progression – Statistics: Present and Interpret | Progression – Statistics: Present and Interpret | Progression – Statistics: Present and Interpret |
| | | <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables <p style="text-align: right;">Spring 2</p> |
| Progression – Statistics: Solve Problems | Progression – Statistics: Solve Problems | Progression – Statistics: Solve Problems |
| | | <ul style="list-style-type: none"> 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 <p style="text-align: right;">Spring 2</p> |



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Reception

Year 1

Year 2

Year R Vital Vocabulary

Number knowledge and place value:

- number
- zero, one, two, three ... to twenty and beyond
- teens numbers, eleven, twelve ... twenty
- none
- how many ...?
- count, count (up) to, count on (from, to), count back (from, to)
- count in ones, twos, fives, tens
- is the same as..., is equal to...
- more, less
- odd, even
- few
- pattern
- pair
- ones, tens
- the same number as, as many as
- more, larger, bigger, greater, most, biggest, largest, greatest
- fewer, smaller, less, fewest, smallest, least
- one more, ten more
- one less, ten less
- compare
- order
- size
- first, second, third... twentieth
- last, last but one
- before, after, next, between

Estimating:

- guess
- how many ...?
- estimate
- nearly
- close to
- about the same as
- just over, just under
- too many, too few
- enough, not enough

Addition and subtraction:

- add, more, and
- make, sum, total

Year 1 Vital Vocabulary

INCLUSIVE OF THE VOCABULARY INTRODUCED IN EYFS

Number knowledge and place value:

- number
- zero, one, two, three to twenty, and beyond
- count (on/up/to/from/down)
- more, less, many, few, fewer, least, fewest, smallest, greater, lesser
- equal to, the same as
- odd, even
- pair
- ones, tens
- ten more/less
- digit
- numeral
- figure(s)
- compare
- (in) order/a different order
- value
- between, halfway between
- above, below

Addition and subtraction:

- number bonds, number line
- add, more, plus, make,
- sum, total, altogether
- inverse
- double, near double
- half, halve
- equals, is the same as
- difference between
- how many more to make..?, how many more is...than..?, how much more is..?
- subtract, take away, minus how many fewer is...than..?, how much less is...

Multiplication and division:

- odd, even
- count in twos, fives, tens (forwards from/backwards from)
- how many times?
- lots of, groups of
- once, twice,
- three times, five times

Year 2 Vital Vocabulary

INCLUSIVE OF THE VOCABULARY INTRODUCED IN YEAR 1

Number knowledge and place value:

- numbers to one hundred
- hundreds
- partition, recombine
- hundred more/less
- one-digit number, two-digit number, three-digit number

Multiplication and division:

- count in threes, fours (forwards from/backwards from)

Fractions:

- three quarters, one third, a third
- equivalence, equivalent

Geometry (shapes, position and direction)

- symmetrical, line of symmetry
- mirror line, reflection
- pattern, repeating pattern
- rotation, clockwise, anticlockwise
- straight line
- ninety degree turn, right angle

Time:

- quarter past, quarter to
- hour scale, minute scale
- duration

Measures:

- centimetres (cm) kilometres (km),
- grams (g) kilograms (kg)
- millilitres (ml) litres (l)
- temperature, degrees celcius (° c)

Money:

- note
- value, equivalent value, same amount

Statistics:

- count, tally, sort
- vote
- graph, block graph, pictogram,
- represent
- group, set, list, table, label, title
- most popular, most common,
- least popular, least common



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Reception

- altogether
- double
- one more, two more ... ten more
- how many more to make ...?
- how many more is ... than ...?
- how much more is ...?
- take away
- how many are left/left over?
- how many have gone?
- one less, two less, ten less ...
- how many fewer is ... than ...?
- how much less is ...?
- difference between

Multiplication and division:

- Sharing, shared between
- Doubling, double
- Halving, half of
- number patterns

Fractions

- parts of a whole
- half

Geometry:

Properties of shape

- shape, pattern
- flat, curved, straight, round, hollow, solid
- sort, make, build, draw, match
- size, bigger, larger, smaller
- symmetrical, pattern, repeating pattern

2-D shape

- Vertex, vertices, side, sides
- rectangle (including square), circle, triangle

3-D shape

- face, edge, vertex, vertices
- cube, pyramid, sphere, cone

Position and direction

- position
- over, under, above, below
- top, bottom, side
- on, in, outside, inside, around, in front, behind
- front, back, beside, next to
- opposite

Year 1

- multiple of, times, multiply, multiply by
- repeated addition
- array, row, column
- double, halve, share, share equally
- group in pairs, threes, etc.
- equal groups of
- divide, divided by, left, left over

Fractions:

- whole
- equal parts,
- four equal parts
- one half, two halves
- a quarter, two quarters

Geometry (shapes, position and direction)

- 2D shape, 3D shape
- group, sort
- cube, cuboid, pyramid, sphere, cone, cylinder,
- circle, triangle, square
- flat, curved, straight, round
- hollow, solid
- vertex, vertices (point, pointed)
- face, side, edge
- make, build, draw
- position, direction
- over, under, underneath, above, below, top, bottom, side, on, in, outside, inside, around, in front, behind, front, back, before, after, beside, next to, opposite, apart, between, middle,
- edge, centre
- journey
- left, right, up, down, forwards, backwards, sideways, across, close, far, near, along, through, to, from, towards, away from
- turn, whole turn, half turn

Time:

- time
- days of the week: Monday, Tuesday....
- Seasons: spring, summer, autumn, winter
- day, week, month, year, weekend
- morning, afternoon, evening, night, midnight, bedtime, dinnertime,

Year 2

General/Problem Solving/Reasoning Vocabulary

- predict
- describe the pattern, describe the rule
- find, find all, find different
- investigate



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Reception

- apart, between
- middle, edge
- corner,
- direction
- left, right, up, down, forwards, backwards, sideways

Time:

- time
- days of the week, Monday, Tuesday ...
- day, week
- birthday, holiday
- morning, afternoon, evening, night
- bedtime, dinner time, playtime
- today, yesterday, tomorrow
- before, after
- next, last
- now, soon, early, late
- quick, quicker, quickest, quickly
- slow, slower, slowest, slowly
- old, older, oldest
- new, newer, newest
- takes longer, takes less time
- hour, o'clock
- clock, watch, hands

Measures

- measure
- size
- compare
- guess, estimate
- enough, not enough
- too much, too little
- too many, too few
- nearly, close to, about the same as
- just over, just under
- long, short, tall
- high, low
- wide, narrow
- thick, thin
- longer, shorter, taller, higher ...
- longest, shortest, tallest, highest ...
- far, near, close
- weigh, weighs, balances

Year 1

- playtime
- today, yesterday, tomorrow
- before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly
- old, older, oldest, new, newer, newest
- takes longer, takes less time
- hour, o'clock, half past, clock, watch, hands
- how long ago?, how long will it be to...?, how long will it take to...?, how often?
- once, twice
- first, second, third, etc.
- estimate, close to, about the same as, just over, just under

Measures:

- length, width, height, depth
- long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest
- low, wide, narrow, deep, shallow, thick, thin
- far, near, close
- metre, ruler, metre stick
- full, half full, empty
- holds
- container
- weigh, weighs, balances
- heavy, heavier, heaviest, light, lighter, lightest
- scales

Money:

- money, coin, penny, pence, pound
- price, cost, buy, sell, spend, spent, pay, change, costs more, costs less, cheaper, costs the same as
- how much?, how many?
- Total

General/Problem Solving/Reasoning Vocabulary

- tell me, describe, talk about, explain, show me
- count, work out, answer, check
- same number(s)/different number(s)/missing number(s)
- odd one out, what's the same? what's different?, maths story, all possibilities
- number facts

Year 2



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Reception

Year 1

Year 2

- heavy, light
- heavier than, lighter than
- heaviest, lightest
- scales
- full
- empty
- half full
- holds
- container

Money:

- money
- coin
- penny, pence, pound
- price, cost
- buy, sell
- spend, spent
- pay

General/Problem Solving/Reasoning Vocabulary:

- pattern
- puzzle
- what could we try next?
- how did you work it out?
- recognise
- describe
- draw
- compare
- sort