



# St Austin's RC Primary School

## Mathematics Progression Statement KS1

Development Matters    Statutory Framework    ELG

	Nursery	Reception
<b>Number and place value</b>		
counting (in multiples)	Recite numbers past 5.	Count objects, actions and sounds.
	Say one number name for each item in order: 1, 2, 3, 4, 5.	Count beyond ten.
	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	
read, write, order and compare numbers	Experiment with their own symbols and marks as well as numerals	Link the number symbol (numeral) with its cardinal number value.
	Compare quantities using language: 'more than', 'fewer than'.	Compare numbers
	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'	
place value; roman numerals		
identify, represent and estimate; rounding	Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Subitise (recognising quantities without counting) up to 5.
	Show 'finger numbers' up to 5.	Explore the composition of numbers to 10.
	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Have a deep understanding of number to 10, including the composition of each number;
number problems	Solve real world mathematical problems with numbers up to 5.	
<b>Addition, subtraction, multiplication and division (calculations)</b>		

add / subtract mentally		<p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
add / subtract using written methods		
estimate, use inverses and check		
add / subtract to solve problems		
multiply / divide mentally		
multiply / divide using written methods		
solve problems (commutative, associative, distributive and all four operations)		
order of operations		
<b>Fractions, decimals and percentages</b>		
recognise, find, write, name and count fractions		

equivalent fractions		
<b>Measurement</b>		
compare, describe and order measures	Make comparisons between objects relating to size, length, weight and capacity.	Compare length, weight and capacity
estimate, measure and read scales		
Money		
telling time, ordering time, duration and units of time		
solve problems (a, money; b, length; c, mass / weight; d, capacity / volume)		
<b>Geometry – properties of shapes</b>		
Recognise and name common shapes		Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
describe properties and classify shapes	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides' 'corners'; 'straight', 'flat', 'round'.	

	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	
	Use informal language like 'pointy', 'spotty', 'blobs' etc.	
<b>draw and make shapes and relate 2-D to 3-D shapes (including nets)</b>	Combine shapes to make new ones - an arch, a bigger triangle etc.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
<b>Geometry – position and direction</b>		
<b>patterns</b>	Talk about and identify the patterns around them [shapes]. For example: stripes on clothes, designs on rugs and wallpaper.	Continue, copy and create repeating patterns.
	Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	
<b>describe position, direction and movement</b>	Understand position through words alone – for example, “The bag is under the table,” – with no pointing.	
	Describe a familiar route.	
	Discuss routes and locations, using words like ‘in front of’ and ‘behind’	
<b>Statistics</b>		
<b>interpret and represent data</b>		
<b>solve problems involving data</b>		