

The progression maps are structured using the topic headings as they appear in the National Curriculum. Each 'topic' has been divided into sub categories to illustrate progression in key areas.

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
<b>Counting in Fractional Steps</b>			
			<i>Pupils should count in fractions up to 10, starting from any number and using the <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> equivalence on the number line (Non-Statutory Guidance)</i>
<b>Recognising Fractions</b>			
<i>Understand the vocabulary of 'half' in relation to objects such as half a cake, half an apple.</i>	<i>Understand the vocabulary of 'half' in relation to numbers (up to 10)</i>	<i>recognise, find and name a half as one of two equal parts of an object, shape or quantity</i>	<i>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</i>
<i>Recognise that two halves make a whole.</i>		<i>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</i>	
<b>Equivalence</b>			
			<i>write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</i>

All programmes of study statements are included and some appear twice. This is indicated in the text. This occurs where:

- The statement has central relevance to more than one sub category within a topic;
- The statement has central relevance to more than one mathematics topic. This is done to reflect the aims of the curriculum that pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems (Mathematics programmes of study: key stages 1 and 2 page 3). However, the connections made are not intended to be exhaustive and teachers will seek to support pupils in making other connections.