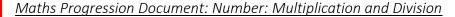
Townville Infants' and Nursery School





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>
Multiplication and Division Facts			
		count in multiples of twos,	count in steps of 2, 3, and
		fives and tens	5 from 0, and in tens from
		(linked to Number and	any number, forward or
		Place Value)	backward
			(linked to Number and
			Place Value)
			recall and use
			multiplication and division
			facts for the 2, 5 and 10
			multiplication tables,
			including recognising odd and even numbers
	Montal	alculation	and even numbers
	ivientar C	uiculation 	show that multiplication
			show that multiplication of two numbers can be
			done in any order
			(commutative) and
			division of one number by
			another cannot
Written Calculation			
			calculate mathematical
			statements for
			multiplication and division
			within the multiplication
			tables and write them
			using the multiplication
			(x), division (÷) and equals
			(=) signs
Problem Solving			
		Solve one step problems	Solve problems involving
		involving multiplication	multiplication and division
		and division using	using materials, arrays,
		concrete objects, pictorial	repeated addition, mental
		representations and	methods and
		arrays with teacher support.	multiplication and division facts, including problems
		συμμοιτ.	in contexts.
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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.