

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>
Counting			
Say number words in sequence, initially to 5, then to 10.	Say number words in sequence, including crossing boundaries 19/20 and 29/30 recognising the pattern of the counting system.	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	
Cardinality – tag each object with one number word as they count.		count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
Know the last number counted gives the total so far		given a number, identify one more and one less	
Subitise: recognise quantities 1 to 3 without counting.	Subitise: recognise quantities up to 5 without counting.	Subitise: recognise quantities up to 10 without counting.	
Link numerals to amounts up to 5.			
Comparing Numbers			
Use the language of more or less to describe quantity.	Identify groups with the same amount. (up to 10)	use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs
	Compare numbers and begin to reason; why would they prefer the box of 5 sweets instead of 3. (up to 10)		
	Know the 'one more than/one less than' relationship between counting numbers.		
	Conservation: know that the number does not change if things in a set are rearranged.		
	Explore the structure of numbers i.e. recognising 6 and 7 as 5 and a bit.		
	Explore the composition of number to 10. (also in addition and subtraction)		
Identifying, representing and estimating numbers			
Use objects to represent numbers.	Use objects to represent numbers.	identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line

Reading and Writing Numbers			
<i>Read numerals 0 to 5</i>	<i>Read and write numbers 0 to 10 in numerals</i>	<i>read and write numbers from 1 to 20 in numerals and words.</i>	<i>read and write numbers to at least 100 in numerals and in words</i>
<i>Experiment with their own symbol and marks as well as numerals.</i>			
Understanding Place Value			
			<i>recognise the place value of each digit in a two-digit number (tens, ones)</i>
Problem Solving			
<i>Solve real world mathematical problems with numbers up to 5.</i>	<i>Solve real world mathematical problems with numbers up to 5.</i>		<i>use place value and number facts to solve problems</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.*