CURRICULUM PROGRESSION STRAND MAP

Subject: Maths

Curriculum Intent

At Riverview Infant School, the maths curriculum is rooted in **practical experiences** to ensure a solid sense of early number and maths. We recognise the importance of developing children's understanding and use of **mathematical vocabulary and language** and this plays an integral role in our mathematics curriculum across the school. We want all children to enjoy Mathematics and to experience success in the subject. The 2014 National Curriculum for Maths aims to ensure that all children: become **fluent** in the fundamentals of Mathematics, are able to **reason** mathematically and can **solve problems** by applying their Mathematics. At Riverview Infant School, these skills are embedded within Maths lessons and developed consistently over time through a mastery approach. We aim to support our children to **make connections** within maths allowing them to have a deep understanding of mathematical concepts and to apply their learning to other areas. The curriculum encourages all children to become **confident** and **resilient** mathematicians, who are able to use mathematical vocabulary, reasoning skills and knowledge in a variety of contexts. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts.

Character Development Through Maths:

Our Literacy curriculum at Riverview enables children to develop the following character traits:

Social: Co-operate well with others, willing to accept and follow feedback
Cultural: Tolerate and challenge other people's ideas.
Knowledge: Become independent. resilient and resourceful
Skills: Develop basic numeracy skills that can be applied in different ways.
Moral – Cooperative working and sharing resources, sharing ideas and ways of working out ideas.
Leadership – Become strategic and versatile learners who are proud of their achievements with the ability to recognise their own and others potential.

Enrichment for all:

We deliver an exciting Maths Week every year with a range of cross curricular activities planned. Mathematical stories are used for inspiration and to provide a context for learning. Each class has a Maths working wall to show the class's Learning Journey and to celebrate learning.

EYFS	Year One	Year Two

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Forest school, exciting Maths opportunities in the outdoor learning environment, theme days.	Forest School – Maths Activities linked to Forest School, Maths opportunities in Role Play area. Theme days.	Forest School – Maths Activities linked to Forest School, Maths opportunities in Role Play area. Theme days, transition to junior school
Skills and Knowledge: Progression		
Area of Study: Number and Place Value		
EYFS	Year 1:	Year 2
• I have a deep understanding of number to 10, including the composition of each number. • I can subitise (recognise quantities without counting) up to 5. • I can automatically recall number bonds up to 5 and some number bonds to 10, including double facts. • I can verbally count beyond 20, recognising the pattern of the counting system. • I can compare quantities up to 10 in different contexts, recognising when one quantitiy is greater than, less than or the same as another quantity.	• I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • I can count, read and write numbers to 100 in numerals, count in 2's, 5's and 10's. • I can identify one more and one less from a given number. • I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. • I can begin to use <, >, and – signs. • I can read and write numbers from 1 to 20 in numerals and words. • I can recall most number bonds to 10, and 20.	• I can count in steps of 2, 3, 5, and in tens from any number forward and backward. • I can recognise the place value of each digit in a two digit number (tens and ones). • I can identify, represent and estimate numbers using different representations, including the number line • I can compare and order numbers from 0 to 100; use <, >, and = signs • I can read and write numbers to at least 100 in numerals and words. • I can use place value and number facts to solve problems • I can recall all number bonds to 10, and 20; and use them to create facts to 100 e.g 70 + 30 = 100.
Area of Study: Addition and Subtraction		
EYFS	Year 1:	Year 2
• I can verbally count beyond 20, recognising the pattern of the counting system. • I have a deep understanding of number to 10, including the composition of each number.	• I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • I can represent and use number bonds and related subtraction facts within 20	• I can solve problems with addition and subtraction: -using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods

	• I can add and subtract one-digit and two-digit numbers to 20, including zero • I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9.	• I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers and adding three one-digit numbers • I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Area of Study: Multiplication and Division		
EYFS	Year 1:	Year 2
• I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	• I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.	• I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers. • I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using correct symbols. • I can show that multiplication of two numbers can be done in any order and division of one number by another cannot. • I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and facts.
Area of Study: Fractions		

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EYFS	Year 1:	Year 2
• I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	• I can recognise, find and name a half as one of two equal parts of an object, shape and quantity. • I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	• I can recognise, find, name and write fractions: ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. • I can write simple fractions e.g. ½ od 6 = 3, and recognise the equivalence of two quarters and a half.
Area of Study: Measurement		
EYFS	Year 1:	Year 2
• I can begin to compare length, weight and capacity in provision tasks.	• I can compare, describe and solve practical problems for: - 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] • I can measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) • I can recognise and know the value of different denominations of coins and notes • I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • I can recognise and use language relating to dates, including days of the week, weeks, months and years	• I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • I can compare and order lengths, mass, volume/capacity and record the results using >, < and = • I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • I can find different combinations of coins that equal the same amounts of money • I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • I can compare and sequence intervals of time • I can 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 • I know the number of minutes in an hour and the number of hours in a day.

	• I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
	Area of Study: Geometry/Shape	
EYFS	Year 1:	Year 2
• I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. • I can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	• I can recognise and name common 2D and 3D shapes, including: - 2D shapes [for example, rectangles 9including squares), circles and triangles/] - 3D shapes [for example, cuboids (including cubes), pyramids and spheres].	• I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • I can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • I can compare and sort common 2-D and 3-D shapes and everyday objects.
Area of Study: Geometry/Position and Direction		
EYFS	Year 1:	Year 2
• I can understand position through words. • I can describe a familiar route. • I can discuss routes and locations using the correct words e.g. behind, in front of.	• I can describe position, direction and movement, including whole, half, quarter and three quarter turns.	• I can order and arrange combinations of mathematical objects in patterns and sequences. • I can 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 anti-clockwise).
Area of Study: Statistics		
EYFS	Year 1:	Year 2
		• I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables

		• I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • I can ask and answer questions about totalling and comparing categorical data