Subject Progression

Mathematics – Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Doubles/halves to 20	Doubles/halves to 20	Doubles/halves to 20	Doubles/halves to 20	Doubles/halves to 20	Doubles/halves to 20
One more/less and 10 more/less than a given number	One more/less and 10 more/less than a given number	One more/less and 10 more/less than a given number	One more/less and 10 more/less than a given number	One more/less and 10 more/less than a given number	One more/less and 10 more/less than a given number
Count within 100, forwards and backwards, starting with any number.	*Count within 100, forwards and backwards, starting with any number.*	*Count within 100, forwards and backwards, starting with any number.*	*Reason about the location of numbers to 20 within the linear number system, including comparing using < >and =*	*Reason about the location of numbers to 20 within the linear number system, including comparing using < >and =*	*Reason about the location of numbers to 20 within the linear number system, including comparing using < >and =*
Reason about the location of numbers to 20 within the linear number system, including comparing using < >and =	*Reason about the location of numbers to 20 within the linear number system, including comparing using < >and =*	*Reason about the location of numbers to 20 within the linear number system, including comparing using < >and =*	*Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers*	*Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers*	*Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers*
Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers	*Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers*	*Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers*	*Develop fluency in addition and subtraction facts within 10*	*Develop fluency in addition and subtraction facts within 10*	*Develop fluency in addition and subtraction facts within 10*
Develop fluency in addition and subtraction facts within 10	*Develop fluency in addition and subtraction facts within 10*	*Develop fluency in addition and subtraction facts within 10*	*Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.*	*Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.*	*Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.*
Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	*Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.*	*Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.*	*Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.*	*Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.*	*Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.*
	Adding and subtracting within 20	*Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.*	Adding and subtracting within 20	Adding and subtracting within 20	Adding and subtracting within 20
	Multiplication and division strategies	Adding and subtracting within 20	Multiplication and division strategies	Multiplication and division strategies	Multiplication and division strategies

Place Value (3 weeks)	**Multiplication and Division (2 weeks)**	**Multiplication and Division (2 weeks)**	**Addition and Subtraction (2 Weeks)**	**Number and Place Value (1 weeks)**	**Calculations including those introduced in Year 2 (2 weeks)**
Count within 100, forwards and backwards, starting with any number.	To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	*Read, write and interpret equations containing addition ( ), subtraction ( ) and equals ( ) symbols, and relate additive expressions and equations to real-life contexts*	To count, read and write numbers to 100 in numerals	To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Reason about the location of numbers to 20 within the linear number system, including comparing using < >and =	To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	To represent and use number bonds and related subtraction facts within 20	To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	To add and subtract one-digit and two-digit numbers to 20, including 0
To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	**Shape (3 weeks – 1 week 2D, 1 week 3D, 1 week fraction of shape)**	**Fraction of number (2 weeks)**	To add and subtract one-digit and two-digit numbers to 20, including 0	To given a number, identify 1 more and 1 less	To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9
To read and write numbers from 1 to 20 in numerals and words.	*Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.*	To recognise, find and name a half as 1 of 2 equal parts of a quantity	To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.	**Calculations (2 weeks)**	Year 2: To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
To given a number, identify 1 more and 1 less	*Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.*	To recognise, find and name a quarter as 1 of 4 equal parts of a quantity.		To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers		**Time (2 weeks)**	**Measures (3 Weeks)**	To add and subtract one-digit and two-digit numbers to 20, including 0	i. a two-digit number and 1s
	To recognise, find and name a half as 1 of 2 equal parts of an object or shape	To recognise and use language relating to dates, including days of the week, weeks, months and years	To compare, describe and solve practical problems for:		ii. a two-digit number and 10s
Addition and Subtraction, (2 weeks)	To recognise, find and name a quarter as 1 of 4 equal parts of an object or shape	To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	i. lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal]	To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9	iii. 2 two-digit numbers
Develop fluency in addition and subtraction facts within 10		To sequence events in chronological order using language	ii. mass / weight		iv. adding 3 one-digit numbers
Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	**Number and Place Value (1 week)**		iii. capacity and volume	**Money including Calculations (1 week)**	Year 2: To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Read, write and interpret equations containing addition ( ), subtraction ( ) and equals ( ) symbols, and relate additive expressions and equations to real-life contexts	To count, read and write numbers to 100 in numerals		iv. time	To recognise and know the value of different denominations of coins and notes	
	To identify and represent numbers using objects and pictorial representations including the		To measure and begin to record the following:		**Fractions (2 weeks)**
			i. lengths and heights	**Shape (2 weeks)**	To recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
			ii. mass/weight	*Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.*	To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.
			iii. capacity and volume		
			iv. time (hours, minutes, seconds)		
			Position and Direction (1 Week)		

To represent and use number bonds and related subtraction facts within 20 To add and subtract one-digit and two-digit numbers to 20, including 0 To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.	number line, and use the language of: equal to, more than, less than (fewer), most, least To given a number, identify 1 more and 1 less		To describe position, directions and movements, including whole, half, quarter and three-quarter turns.	*Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.* To recognise, find and name a half as 1 of 2 equal parts of an object or shape To recognise, find and name a quarter as 1 of 4 equal parts of an object or shape	**Time (2 weeks)** To recognise and use language relating to dates, including days of the week, weeks, months and years To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. To sequence events in chronological order using language
Money (2 weeks – 1 week recognition and 1 week Calculations) To recognise and know the value of different denominations of coins and notes					

RTPC Key Concept Focus Ongoing Fluency Focus Calculation Focus