



## Maths Progression from EYFS to Year 1

At St. Anne's C of E Primary School, we are committed to ensuring the transition between the two curriculums (EYFS Framework and National Curriculum) is seamless, with the child's interests at heart. Progression has been looked at to enable the aspects of the EYFS curriculum to be transferable to that of the Year 1 curriculum, providing our children with learning opportunities to flourish.

<b>EYFS</b>	<b>Year 1</b>
<b>Number and Place Value</b>	<b>Number - Number and Place Value</b>
<ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance</li> <li>• Recognise numerals 1 to 10</li> <li>• Counts actions or objects which can and cannot be moved</li> <li>• Counts objects to 10</li> <li>• Verbally count beyond 20</li> <li>• Subitising (recognising quantities without counting) up to 5</li> <li>• Estimates how many objects they can see and checks by counting them</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects</li> <li>• Know a number that is one more or less than a given number to 10</li> <li>• Recognise number patterns including odd and even and double facts</li> </ul>	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</li> <li>• Given a number, identify one more and one less.</li> <li>• 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.</li> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> </ul>
<b>Addition and Subtraction</b>	<b>Number - Addition and Subtraction</b>
<ul style="list-style-type: none"> <li>• Finds the total number of items in two groups by counting all of them</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</li> <li>• Records using marks that they can interpret and explain</li> <li>• Recall number bonds to 5 and some to 10 using addition and subtraction</li> <li>• Recall double facts e.g. 4+4</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>• Represent and use number bonds and related subtraction facts within 20</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
<b>Multiplication and Division</b>	<b>Number - Multiplication and Division</b>
<ul style="list-style-type: none"> <li>• To share objects equally into groups</li> <li>• Recall double facts e.g. 2 lots of 4</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



<b>Fractions</b>	<b>Number - Fractions</b>
<ul style="list-style-type: none"><li>• Introduce the idea of sharing equally e.g. vocabulary half</li></ul>	<ul style="list-style-type: none"><li>• Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li><li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li></ul>
<b>Measurement</b>	<b>Measurement</b>
<ul style="list-style-type: none"><li>• Orders two or three items by length or height</li><li>• Orders two items by weight or capacity</li><li>• Uses familiar objects and common shapes to create and recreate patterns and build models</li><li>• Uses everyday language related to time</li><li>• Beginning to use everyday language related to money</li><li>• Orders and sequences familiar events</li><li>• Measures short periods of time in simple ways</li></ul>	<ul style="list-style-type: none"><li>• Compare, describe and solve practical problems for:<ul style="list-style-type: none"><li>-lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than]</li><li>-capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] Measure and begin to record the following: lengths and heights mass/weight capacity and volume</li><li>-time (hours, minutes, seconds)</li></ul></li><li>• Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years</li><li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li></ul>
<b>Properties of Shape</b>	<b>Geometry - Properties of Shape</b>
<ul style="list-style-type: none"><li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li><li>• Selects a particular named shape.</li><li>• Use some of the terms to describe the properties.</li></ul>	<ul style="list-style-type: none"><li>• Recognise and name common 2-D and 3-D shapes, including:<ul style="list-style-type: none"><li>-2-D shapes [for example, rectangles (including squares), circles and triangles]</li><li>-3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li></ul></li></ul>
<b>Position and Direction</b>	<b>Geometry - Position and Direction</b>
<ul style="list-style-type: none"><li>• Can describe their relative position such as 'behind' or 'next to'.</li></ul>	<ul style="list-style-type: none"><li>• Describe position, direction and movement, including whole, half, quarter and three quarter turns.</li></ul>