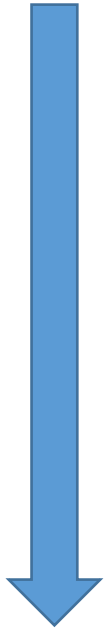
Learning with Love ✞ Reflecting with Respect ✞ Caring with Courage

Saint James Church of England Primary School

Love Respect Courage

Maths Long Term Progression Overview

Check Point 1- December Check Point 2- March Check Point 3- May



Area of Maths: Numbers	Area of Maths: Numerical Patterns	Area of Maths: Shape, Space and Measure
On Track- Check Point 1 • Begin to Subitise 1 to 3 items • Represent 1-5 in a variety of ways e.g. on fingers, on a fives or tens frame, with objects, with numicon, cubes, digits, a picture, dots on dice. • Some exposure to number doubles e.g. through Numberblocks, one and another makes two • Begin to explain their composition of numbers (numbers with numbers) with support of visual aids such as tens frames, cubes, objects and Numberblock characters • Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2" • Begin to use a 5 frame model	**On Track- Check Point 1** • Join in with number songs, attempting to represent numbers using fingers where appropriate • Recite numbers to 10 and or beyond • Demonstrate understanding that we use one number for each item, when counting • Attempt to count objects, actions and sounds to 10 accurately • Use and understand the term "more" in practical contexts • Begin to link each number to 5 with its cardinal number value • Know that the last number reached when counting is the total	**On Track- Check Point 1** • Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/little, large/small, round/straight • Time- understand first/next • Time- able to talk about the passing of time through own experiences • Sorting/matching- sort groups of objects according to different criteria e.g. by colour, size and shape • Pattern- begin to continue, copy and create AB patterns • Shape- select, rotate and manipulate shapes to develop spatial reasoning skills through learning through play

		• Begin to understand the concept of 1 more and 1 less with concrete objects to 5 • Order number 1-5	• Follow prepositional instructions through games and songs like Simon Says, Where's the worm? • Name 2D shapes and explain their properties using mathematical language e.g. sides and corners
	On Track- Check Point 2 • Subitise to 4 • Begin to subitise amounts on a dice and on a tens frame • Represent 5-10 in a variety of ways e.g. on fingers, on a fives or tens frame, with objects, with numicon, cubes, digits, tally, a picture, dots on a dice, money • Discuss composition of numbers to 10, showing some automatic recall of number facts. E.g. "I can make 6 with 3+3 or 4+2." • Partition amounts into equal groups • Double numbers 1-10 using concrete objects • Use a tens frame model to represent numbers to 10 and some addition and subtraction sums, with support • Begin to recall number bonds to 5 and some corresponding subtraction facts • Use a part, whole model with concrete objects to partition and recombine and amount • Combine 2 groups of concrete objects and write addition number sentences with support	**On Track- Check Point 2** • To be able to make representations of number rhymes. Show me 5 current buns, but 1 is taken away • Recite numbers to 20 confidently • Confidently count back from 10 • Begin to count back from 20 with support and visual aid such as a number line • Order numbers to 10 • Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects • Begin to compare numbers and quantities up to 10 using and understanding the terms more than, greater than, fewer, less than in practicual contexts • Understand the term equal when comparing two groups of objects	**On Track- Check Point 2** • Time- understand yesterday/today/tomorrow • Time- recite days of the week and months of the year • Shape- identify straight and curved sides on 2D shapes and flat and curved faces on 3D shape • Shape- use shapes to make pictures/models • Measure- use and understand the terms shorter/taller, larger/smaller. Sequence 4 items according to these criteria • Measure- measure and compare length using non-standard measures • Pattern- continue, copy and create AB, ABB and ABC patterns • Able to complete jigsaw puzzles independently • Begin to use and understand prepositional language such as in front of, behind of

		• Begin to understand the concept of 1 more and 1 less using a number line, to 10 • Begin to count in 2s with support	
	On Track- Check Point 3 • Confidently subitise rather than count small groups of objects • Subitise to 5 using familiar concept images (e.g. a tens frame, numicon, on a dice, and using fingers) • Double numbers using 1-5 confidently and begin to recall some double facts from memory • Add 2 single digit numbers using known number facts or number line • Write addition and subtraction number sentences • Recall number bonds to 5 automatically and some number bonds to 10	**On Track- Check Point 3** • Recite number to 20 and back from 20 • Count on from a given number to 20 and back from a given number 0-10 • Recognise numbers 1-20 and out of order • Show accuracy when counting a group of objects, showing 1-1 correspondence and confident application of the cardinal principle • Say the number one more/one less than a given number 1-10 • Explore sharing into equal groups in practical contexts, commenting on what they notice • To begin to work out 1 more/1 less than a number up to 20 using a preferred method: mentally, using objects or on a number line • Exposed to counting in 5s and 10s, with support	**On Track- Check Point 3** • Demonstrate understanding of everyday prepositions- in, on, under, beside, in front, behind • Time- use and understand before/ after • Time- have an understanding of what the day and the month is • Shape- select, rotate and manipulate shapes to match a picture, fit an outline or create patterns • Shape- name some 3D shapes and describe their properties using mathematical language • Pattern- continue a simple AB, ABC and ABBC pattern • Measure- use mathematical language when comparing length, weight and capacity • Follow prepositional language e.g. put Teddy inside the box.

	ELG • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	**ELG** • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	**ELG: NO ELG FOR THIS AREA** • Use everyday language to discuss length. size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that • Shape- understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved) • Shape- know some common 2D and 3D shapes • Pattern- create, copy and continue a simple pattern