

Numeracy Progression End of Year Expectations



	EYFS - Nursery	EYFS - Reception	Year 1	Year 2
Number and place value	<ul style="list-style-type: none"> Recites numbers in order to 10. Recognises numbers 1 to 5. Counts objects to 10. 	<ul style="list-style-type: none"> Count reliably with numbers from 1 to 20, place them in order and say which number is 1 more or 1 less. 	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (begin to link to 2x, 5x, 10x tables) given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, use the language of: equal to, more than, less than (fewer) most, least read and write numbers from 1 to 20 in numerals and words 	<ul style="list-style-type: none"> count in steps of 2, 3 and 5 from 0, and in tens from any number to 100, forward and backward (count in multiples of 3 to at least 30) recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100 (using place value); use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems.
Addition and subtraction	<ul style="list-style-type: none"> Finds the total number of items in two groups by counting all of them. 	<ul style="list-style-type: none"> Using quantities and objects, add and subtract two single digit numbers and count on or back to find the answer. 	<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 	<ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measure applying their increasing knowledge of mental and written methods recall and use addition and subtraction fact to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers (which do not involve bridging a 10) adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Multiplication and division	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Exceeding criteria – count in 2s, 5s or 10s. 	<ul style="list-style-type: none"> solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and array with the support of the teacher. 	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (to at least 100) calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context
Fractions	<ul style="list-style-type: none"> Sharing out resources during play. 	<ul style="list-style-type: none"> Solve problems including doubling, halving and sharing. 	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an objects, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<ul style="list-style-type: none"> recognise, find, name and write fractions, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
Measures	<ul style="list-style-type: none"> Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time. 	<ul style="list-style-type: none"> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	<ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> Beginning to use everyday language related to money. 		<ul style="list-style-type: none"> capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure (using a ruler, weighing scales and containers) and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in a 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 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 	<ul style="list-style-type: none"> compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ reason about simple multiplicative relationships such as twice as long, 10 times as high recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find difference combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day
Geometry Properties of Shape	<ul style="list-style-type: none"> Selects a particular named shape. Beginning to use mathematical names for 2D shapes and some words to describe them. 	<ul style="list-style-type: none"> Explore characteristics of everyday objects and shapes and use mathematical language to describe them. They recognise, create and describe patterns. 	<ul style="list-style-type: none"> recognise and name common 2D and 3D shapes, including; rectangles (including squares), circles and triangles, cuboids (including cubes), pyramids and spheres. 	<ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces – wide range of shapes identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] use a wider range of shapes compare and sort common 2-D and 3-D shapes and everyday objects (on the basis of their geometric properties including vertices, sides, edges, face)
Geometry – Position, Direction and Motion			<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	<ul style="list-style-type: none"> order and arrange combination of mathematical objects in patterns and sequences 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)
Statistics	NA	NA	N/A	<ul style="list-style-type: none"> interpret and construct simple pictograms, (where the symbols show many to one correspondence) tally charts, block diagrams (where the scale is divided into 2s and 5s) and simple tables and more complex tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data