



# St Aidan's Catholic Primary School

## Y1: Progression of Skills

Use this document as a track to ensure that all objectives are covered throughout the academic year and to gain an understanding of the progression of skills including prior and future learning.

| NUMBER: Place value                       |   |   |
|---|---|---|
| Prior Learning (EYFS National Curriculum) | Year 1 Learning (National Curriculum)   | Future Learning (Y2 National Curriculum)  |
|   | <ul style="list-style-type: none"> <li>● To write numbers from 1 to 20 in numerals.</li> <li>● To write numbers from 1 to 20 in words.</li> <li>● <u>To count to 100.</u></li> <li>● <u>To read and write numbers to 100 in numerals.</u></li> <li>● To identify and represent numbers using objects and pictorial representations, including the number line.</li> <li>● To represent numbers using objects and pictorial representations, including the number line.</li> <li>● <u>To count to 100 forwards, beginning with 0 or 1, or from any given number.</u></li> <li>● <u>To count across 100 forwards beginning with 0 or 1, or from any given number.</u></li> <li>● <u>To count across 100 backwards from any given number.</u></li> <li>● <u>To identify one more and one less than a given number.</u></li> <li>● <u>To count in multiples of twos.</u></li> <li>● <u>To count in multiples of fives.</u></li> <li>● <u>To count in multiples of tens.</u></li> <li>● To use the language of: equal to, more than, less than (fewer), most and least.</li> </ul> | <ul style="list-style-type: none"> <li>● To read and write numbers to at least 100 in numerals and in words.</li> <li>● To recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>● <u>To identify, represent and estimate numbers using different representations (e.g. 52 can be represented as 50 and 2, 40 and 12, 30 and 22 etc), including the number line.</u></li> <li>● <u>To order numbers from 0 up to 100.</u></li> <li>● <u>To compare numbers from 0 up to 100 using &lt;, &gt; and = signs.</u></li> <li>● <u>To count in steps of 2 from 0.</u></li> <li>● <u>To count in steps of 3 from 0.</u></li> <li>● <u>To count in steps of 5 from 0.</u></li> <li>● <u>To count forwards in tens from any number.</u></li> <li>● <u>To count backwards in tens from any number.</u></li> <li>● <u>To use place value and number facts to solve problems.</u></li> </ul> <p style="margin-top: 10px;"><b><i>Consolidation and Problem Solving</i></b></p> |

Y2 Objective: Recognize the place value of each digit in a two-digit number (tens, ones)

*Consolidation and Problem Solving*

**Key Vocabulary**

Back, backwards, compare, count in twos, count in tens, count in fives, continue, forward, forwards, greater than>, less than<, multiple of, nearest ten, number fact, numeral, one-digit number, partition, place, place value, predict, represents, rounds, sequence, stands for, ones, tens, hundreds, thousands, two-digit number, 'teens number', zero, fewer, least, count, greatest, smallest, fewest, exchange, the same number as, equal to, greater, more, larger, bigger less, fewer, smaller, biggest, smallest one more, ten more one less, ten less compare, order, size first, second, third..., odd, even

## NUMBER: Addition and Subtraction

| Prior Learning (EYFS National Curriculum) | Year 1 Learning (National Curriculum)   | Future Learning (Y2 National Curriculum)  |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>● <u>To represent and use number bonds within 20.</u></li> <li>● <u>To represent and use number bonds and related subtraction facts within 20.</u></li> <li>● To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>● To add one-digit and two-digit numbers to 20, including zero.</li> <li>● To subtract one-digit and two-digit numbers to 20, including zero.</li> <li>● To solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as <math>\square - 9 = 7</math>.</li> <li>● To solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>\square - 9 = 7</math></li> </ul> | <ul style="list-style-type: none"> <li>● To add numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.</li> <li>● To subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.</li> <li>● To add numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.</li> <li>● To subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.</li> <li>● To add numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers within 100.<br/>To subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers within 100.</li> <li>● To add numbers using concrete objects, pictorial representations, and mentally, including three one-digit numbers.</li> <li>● To subtract numbers using concrete objects, pictorial representations, and mentally, including three one-digit numbers.</li> <li>● To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> |

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|   |  | <ul style="list-style-type: none"> <li>● <u>To recall and use addition facts to 20 fluently (and to derive and use related facts up to 100).</u></li> <li>● <u>To recall and use subtraction facts to 20 fluently (and to derive and use related facts up to 100).</u></li> <li>● <u>To solve problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures (EXP: 1 step problems, GDS: 2 step problems).</u></li> <li>● <u>To solve problems by applying their increasing knowledge of mental and written methods (EXP: 1 step problems, GDS: 2 step problems).</u></li> </ul> |
| <p style="text-align: center;"><b><u>Key Vocabulary</u></b></p> <p>Bridging ten, counting on, check, inverse operation, make, partition, partitioning, plus, tens, boundary, add, addition, addition facts, all together, associative, commutative, more, sum, total, different, exchange, minus, take away, subtract, subtraction, subtraction facts, partition, difference, more, plus make, sum, total altogether score double, near double one, two, ten, one hundred more, half, halve, equals, equal to</p> |  |   |

## NUMBER: Multiplication and Division

| Prior Learning (EYFS National Curriculum) | Year 1 Learning (National Curriculum)   | Future Learning (Y2 National Curriculum)  |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>● To solve one-step problems involving multiplication by calculating the answer using concrete objects with the support of the teacher.</li> <li>● To solve one-step problems involving multiplication by calculating the answer using pictorial representations with the support of the teacher.</li> <li>● To solve one-step problems involving multiplication by calculating the answer using arrays with the support of the teacher.</li> <li>● To solve one-step problems involving division by calculating the answer using concrete objects with the support of the teacher.</li> <li>● To solve one-step problems involving division by calculating the answer using pictorial representations with the support of the teacher.</li> <li>● To solve one-step problems involving division by calculating the answer using arrays with the support of the teacher.</li> <li>● To solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> <li>● To solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul> <p style="text-align: center;"><b><i>Consolidation and Problem Solving</i></b></p> | <ul style="list-style-type: none"> <li>● <u>To recall and use multiplication and division facts for the 2 multiplication table, including recognising odd and even numbers.</u></li> <li>● <u>To recall and use multiplication and division facts for the 5 multiplication table, including recognising odd and even numbers.</u></li> <li>● <u>To recall and use multiplication and division facts for the 10 multiplication table, including recognising odd and even numbers.</u></li> <li>● To calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (x) and equals signs (=).</li> <li>● To calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals signs (=).</li> <li>● To show that multiplication of two numbers can be done in any order (commutative).</li> <li>● To show that division of one number by another cannot be done in any order (commutative).</li> <li>● <u>To solve problems involving multiplication using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</u></li> <li>● <u>To solve problems involving division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</u></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Non Statutory: Through grouping and sharing small quantities, pupils begin to understand: multiplication and division.; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in twos, fives and tens.</li> </ul> |  |
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| <p><b><u>Key Vocabulary</u></b></p> <p>Array, column, row, groups of, multiple of, multiplied by, multiply, multiplication facts, repeated addition, times, divided, divided by, division facts, equal groups of, grouping, remainder, repeated subtraction, double, halve share, share equally, commutative law</p> |  |
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## NUMBER: Fractions Decimals Percentages

| Prior Learning (EYFS National Curriculum) | Year 1 Learning (National Curriculum)  | Future Learning (Y2 National Curriculum)   |
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|   | <ul style="list-style-type: none"> <li>● <u>To recognize, find and name a half as one of two equal parts of an object.</u></li> <li>● <u>To recognise, find and name a half as one of two equal parts of a shape.</u></li> <li>● <u>To recognise, find and name a half as one of two equal parts of a quantity.</u></li> <li>● To recognise, find and name a quarter as one of four equal parts of an object.</li> <li>● To recognise, find and name a quarter as one of four equal parts of a shape.</li> <li>● To recognise, find and name a quarter as one of four equal parts of a quantity.</li> </ul> <p><b><i>Consolidation and Problem Solving</i></b></p> | <ul style="list-style-type: none"> <li>● <u>To recognise name and write fractions <math>\frac{1}{3}</math> of a length, shape, set of objects or quantity.</u></li> <li>● <u>To write fractions <math>\frac{1}{4}</math> of a length, shape, set of objects or quantity.</u></li> <li>● <u>To recognise name and write fractions <math>\frac{2}{4}</math> of a length, shape, set of objects or quantity.</u></li> <li>● <u>To write fractions <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</u></li> <li>● To write simple fractions, for example, <math>\frac{1}{2}</math> of 6=3.</li> <li>● To recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul> |

**Key Vocabulary**

Divide, equal parts, equivalent, four quarters  
,fraction, group, group equally, one half,  $\frac{1}{2}$   $\frac{1}{4}$  , one  
half, one quarter, one whole, part, share, share  
equally, one third, two thirds, two quarters, three  
quarters, two halves

## MEASUREMENT

| Prior Learning (EYFS National Curriculum) | Year 1 Learning (National Curriculum)   | Future Learning (Y2 National Curriculum)  |
|---|---|---|
|   | <p><b>Encourage telling the time every day through prompts (What time is it now? What time is lunch?) and mental maths starters.</b></p> <ul style="list-style-type: none"> <li>● To sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</li> <li>● To recognise and use language relating to dates, including days of the week.</li> <li>● To recognise and use language relating to dates, including months.</li> <li>● To recognise and use language relating to dates, including years.</li> <li>● <u>To tell the time to the hour and half past the hour.</u></li> <li>● <u>To draw the hands of the hour and half past the hour on a clock face.</u></li> <li>● <u>To compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later).</u></li> <li>● To measure and begin to record time (hours, minutes and seconds)</li> <li>● To recognise and know the value of different denominations of coins.</li> <li>● To recognise and know the value of different denominations of notes.</li> <li>● To measure and begin to record lengths and heights.</li> <li>● <u>To compare, describe and solve practical problems for lengths and heights (for example, longer/shorter, tall/short, double/half).</u></li> </ul> | <ul style="list-style-type: none"> <li>● To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers.</li> <li>● To compare and order lengths and record the results using <math>&gt;</math> , <math>&lt;</math> , and <math>=</math></li> <li>● To know the number of minutes in an hour and the number of hours in a day.</li> <li>● To sequence intervals of time.</li> <li>● To compare intervals of time.</li> <li>● To tell the time to five minutes, including quarter past/to the hour.</li> <li>● To write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li>● To recognise and use symbols for pounds (£) and pence (p)</li> <li>● To combine amounts to make a particular value.</li> <li>● To find different combinations of coins that equal the same amounts of money.</li> <li>● <u>To solve simple problems in a practical context involving addition of money of the same unit, including giving change.</u></li> <li>● <u>To solve simple problems in a practical context involving subtraction of money of the same unit, including giving change.</u></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• To measure and begin to record mass and weight.</li> <li>• <u>To compare, describe and solve practical problems for mass/weight (for example, heavy/ light, heavier than, lighter than).</u></li> <li>• To measure and begin to record capacity and volume.</li> <li>• <u>To compare, describe and solve practical problems for capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).</u></li> </ul> <p><b>Consolidation and Problem Solving</b></p> | <ul style="list-style-type: none"> <li>• To choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales.</li> </ul> <p>To compare and order mass and record the results using &gt; , &lt; , and =</p> <ul style="list-style-type: none"> <li>• To choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using vessels.</li> <li>• To compare and order volume/capacity and record the results using &gt; , &lt; , and = .</li> <li>• To choose and use appropriate standard units to estimate and measure temperature (°C): capacity (litres/ml) to the nearest appropriate unit, using thermometers.</li> </ul> <p><b>Consolidation and Problem Solving</b></p> |
| <p style="text-align: center;"><b><u>Key Vocabulary</u></b></p> <p>Size, compare measuring scale guess, estimate length, width, height, longer, shorter, taller, higher... metre (m), centimetre (cm) ruler, metre stick, tape measure weigh, weighs, balances heavy/light, heavier/lighter, kilogram (kg), half-kilogram, gram(g) balance, scales, weight capacity full, half full, empty, contains litre (l), half-litre, millilitre (ml)</p> <p>time days of the week, months of the year, seasons day, week, fortnight, month, year, weekend, morning, afternoon, evening, night, midnight, today, yesterday, tomorrow hour, minute, second o'clock, half past, quarter to, quarter past clock, watch, hands digital/analogue clock/watch</p> <p>money, coin, change, total penny, pence, pound, (£) price, cost, buy, bought, sell, sold, spend, spent, pay</p> |  |  |



## GEOMETRY: Position and Direction

| Prior Learning (EYFS National Curriculum)   | Year 1 Learning (National Curriculum)   | Future Learning (Y2 National Curriculum)   |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>● <u>To describe position, direction and movement including whole turns.</u></li> <li>● <u>To describe position, direction and movement including half turns.</u></li> <li>● <u>To describe position, direction and movement including quarter turns.</u></li> <li>● <u>To describe position, direction and movement including three-quarter turns.</u></li> </ul> | <ul style="list-style-type: none"> <li>● To order and arrange combinations of mathematical objects in patterns and sequence.</li> <li>● <u>To 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).</u></li> </ul> <p><b><i>Consolidation and Problem Solving</i></b></p> |
| <p><b><u>Key Vocabulary</u></b></p> <p>Apart, beside, between, centre, corner, edge, middle, next to, opposite, order, over, pattern, position, anti-clock wise, clock-wise, direction, half turn, journey, left, quarter turn, right, right angle, rotation, straight line, turn, whole turn</p> |   |  |

## GEOMETRY: Properties of Shape

| Prior Learning (EYFS National Curriculum)   | Year 1 Learning (National Curriculum)  | Future Learning (Y2 National Curriculum)  |
|---|--|---|
|   | <ul style="list-style-type: none"> <li>● <u>To recognise and name common 2-D shapes (for example, rectangles including squares, circles and triangles).</u></li> <li>● <u>To recognise and name common 3-D shapes (for example, cuboids [including cubes], pyramids and spheres).</u></li> </ul> | <ul style="list-style-type: none"> <li>● To identify the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>● To describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>● To identify the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>● To describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>● To identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].</li> <li>● <u>To compare and sort common 2-D shapes and everyday objects.</u></li> <li>● <u>To compare and sort common 3-D shapes and everyday objects.</u></li> </ul> <p style="text-align: center;"><b><i>Consolidation and Problem Solving</i></b></p> |
| <p><b><u>Key Vocabulary</u></b></p> <p>shape, pattern flat, curved, straight, round hollow, solid corner face, side, edge, end make, build, draw<br/>           3D shapes: square, cube, cuboid, pyramid, sphere, cone, cylinder<br/>           2D shapes: circle, circular, triangle, triangular, square rectangle, rectangular, star, pentagon, hexagon, octagon, pentagon, polygon, quadrilateral</p> <p>Angle, apex, corner, curve, line, line of symmetry, side, straight, edge, face, vertex, vertices, bigger,</p> |  |   |

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| larger, smaller symmetrical, line of symmetry fold,<br>match mirror line, reflection repeating pattern |  |
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