Progression in NUMBER

Being a Mathematician

	F2	Yr. 1	Yr.2
SKILLS			
Number – Place value	• I can count an irregular arrangement of up to ten objects. • I can use the language of 'more' and 'fewer' to compare two sets of objects. • I can say the number that is one more than a given number. • I can find one more or one less from a group of up to five objects, then ten objects. • I can count reliably with numbers from one to 20, • place them in order and say which number is one more or one less than a given number.	• I can count to and across 100 forwards and backwards from any given number. • I can count, read and write numbers to 100 in numerals. • I can count in multiples of 2s, 5s and 10s. • I can identify 1 more and 1 less. • I can identify and represent numbers using objects and pictorial representations including the number line. • I can read and write numbers from 1-20 in numerals and words.	• I can count in steps of 2,3 and 5 from 0. • I can count in 10s from any number forwards and backwards. • I can recognise the place value of each digit in a two digit number. • I can identify, represent and estimate numbers using different representations including the number line. • I can compare and order numbers from 0-100. • I can use <,> and = signs.
Number – Addition and Subtraction	• I can find the total number of items in two groups by counting all of them. • I can begin to use the vocabulary involved in adding and subtracting • I can add and subtract (***using two single digit numbers)*** using objects. • I can count on or back to find the answer. • I can solve problems, including doubling, halving and sharing. • I can record using marks that I can interpret and explain.	• I can read, write and interpret number sentences involving +, - and =. • I write and use number bonds and related facts within 20. • I can add and subtract one digit and two digit numbers to 20 including 0. • I can solve one step problems that involve addition and subtraction. I can use objects and pictures to help me. • I can solve missing number problems.	• I can solve addition and subtraction problems using objects and jottings. -a two digit number ones -a two digit number and tens - two, two digit numbers - adding three one digit numbers. • I can solve some addition and subtraction facts mentally. • I can apply my knowledge of mental and written methods. • I am fluent in my knowledge of addition and subtraction facts to 20. • I can derive and use related facts to 100.

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			• I know that addition can be done in any order (commutative). • I know subtraction of one number from another cannot be done in a different order (is not commutative) • I can recognise and use the inverse relationship between addition and subtraction. • I can use the inverse to check calculations and solve missing number problems.
Number – multiplication and division		• I can solve multiplication problems (one step) using objects, pictures and arrays ***with support.*** • I can solve division problems (one step) • using objects, pictures and arrays ***with support.***	• I can recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising even and odd. • I recognise multiplication as repeated addition. • I can solve multiplication and division problems and write them using the multiplication, division and equals signs. -I can use materials, arrays, repeated addition, mental methods and facts to help me. • I can solve multiplication and division problems in contexts. • I can show that multiplication can be done in any order. (commutative) and division cannot.
Number - Fractions		• I can recognise, find and name a half as two equal parts of a **SHAPE.** • I can recognise, find and name a half as two equal parts of a **QUANTITY.** • I can recognise, find and name a quarter as four equal parts of a **SHAPE.**	• I can recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. • I can write simple fractions eg. ½ of 6 =3. • I can recognise that 2/4 is the same as ½ (equivalence)

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		• I can recognise, find and name a quarter as four equal parts of a **QUANTITY.**	
KEY KNOWLEDGE	Number recognition 0-20 Quick recall 1 more/ 1 less	Counting in 2s, 5s and 10s Number bonds within 20 ½ and 1/4s Signs Multiplication is repeated addition	Addition and multiplication is commutative. Division and subtraction is not commutative. Equivalence Signs for recording operations
Key Vocabulary	Number, how many? more, fewer than, enough, none, zero, add, subtract, take away, equals, makes, total, all together, the whole is, part of. Sharing, fair or equal.	equal to, more than, less than, fewer than, most, least, numerals, words, Inverse Double, near double Half, halve Equals, is the same as (including equals sign) Difference between How many more to make..? Array, row, column, fraction Lots of, multiply, divide, quantity Calculate Equal, estimate	Round up, down
Links with Learning Powers	**Being resourceful** – choosing and using equipment. Problem solving. **Reciprocity** – opportunities to work in groups. Explain to others as a sign of deeper level learning. Sharing equipment and ideas. **Reflective** – thinking of other ways, justifying and explaining, applying mental facts, considering the ideas of others. What if… **Resilience –** Sticking with the problem, ensure children are given the chance for challenging learning. Finding other methods.		