

Old Town Infant School and Nursery

MATHS PROGRESSION: OLD TOWN INFANT SCHOOL AND NURSERY

Overview:

We place a strong emphasis on the children learning and practising the fundamentals of mathematics, particularly number and calculation. We encourage the use of concrete objects and manipulatives to support a thorough understanding. We focus on deepening the children's understanding through three areas: fluency, problem solving and reasoning. We want the children to think mathematically when problem solving and see that they can apply the maths knowledge and understanding that they have learnt previously, to a problem. This in turn will enhance students' mathematical understanding and development.

- Fluency is primarily developed through varied and frequent practice.
- Reasoning is developed in two ways: routinely in lessons through a consistent teaching approach of asking 'why?' more often than 'how?'; and through specific topic activities designed to teach skills in the context of the topic.
- Problem solving is developed both through routine problems and non-routine problems; the latter are focused on specific problem-solving skills shown below and taught in the context of the topic.

In each year, pupils will be learning to:

Number and Place Value

Themes within subject	Nursery	Year R	Year 1	Year 2
Counting	<p>recognise up to 3 objects, without having to count them individually ('subitising')</p> <p>recite numbers past 5</p> <p>say one number for each item in order: 1,2,3,4,5</p> <p>know the last number reached when counting objects tells you how many there are</p>	<p>count objects, actions and sounds matching one number name to each item</p> <p>subitise to 5 (ELG) and count to check</p> <p>count beyond 20 verbally (ELG)</p>	<p>count to and across 100, forwards, beginning with 0 or 1</p> <p>count to and across 100, forwards and backwards, beginning with any given number</p> <p>count to and across 100, backwards, beginning with any given number</p> <p>count in multiples of twos</p> <p>begin to recognise odd and even numbers</p>	<p>count in multiples of threes, fives and tens</p> <p>recognise odd and even numbers</p>

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<p>Represent</p>	<p>show fingers, marks on paper or pictures for numbers up to 5</p> <p>link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>experiment with their own symbols and marks as well as numerals</p>	<p>link the number symbol with its cardinal number value to 10</p> <p>write recognisable numbers to 10</p>	<p>identify and represent one and two digit numbers using objects and pictorial representations*</p> <p>identify and represent numbers using the number line</p> <p>count, read and write numbers to 100 in numerals</p> <p>read and write numbers from 1 to 20 in words</p>	<p>estimate one and two digit numbers using different representations*</p> <p>estimate one and two digit numbers using the number line</p> <p>count, read and write numbers to 100 in numerals and words</p>
<p>Compare</p>	<p>compare small quantities using language: 'more than', 'fewer than'</p>	<p>compare quantities up to 10 using the language of greater than/less than, more than,/fewer, the same (ELG)</p> <p>understand the one more/one less relationship between consecutive numbers</p>	<p>given a number, identify one more and one less</p> <p>use the language of equal to, more than, less than, most, least, (fewer)</p> <p>know and use <, > and = signs for numbers within 10</p>	<p>recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>compare and order numbers from 0 up to 100</p> <p>use <, > and = signs</p>
<p>Reasoning and Problem Solving</p> <p>(refer to skills at the end of the document)</p>		<p>recognise the pattern of the counting system counting verbally</p>	<p>solve problems related to place value and number</p>	<p>solve problems related to place value and number</p>

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Terminology	one, two, three, four, five, zero, more than, fewer than, fingers	more, less, fewer, number, count, check, same, different, amount	digit, numeral, figure(s), compare, order/a different order, size, value, between, halfway between, above, below, tens, ones	numbers to one hundred, hundreds, partition, recombine
Addition and Subtraction				
Themes within subject	Nursery	Year R	Year 1	Year 2
Recall, Represent and Use	know that a group of things changes in quantity when something is added or taken away	<p>automatically recall number bonds to 5 (ELG)</p> <p>automatically recall some number bonds to 10 (ELG)</p>	<p>read, write and interpret mathematical statements involving addition (+) and equals (=) signs</p> <p>read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs</p> <p>represent and use number bonds within 20</p> <p>represent and use subtraction facts related to number bonds within 20</p>	<p>recall and use addition and subtraction facts to 20</p> <p>use + and - facts up to 100 related to known addition and subtraction facts to 20,</p> <p>understand that addition of two numbers can be done in any order (commutative)</p> <p>understand that subtraction of one number from another cannot be done in any order</p> <p>recognise the inverse relationship between addition and subtraction</p>

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<p>Calculations</p>		<p>understand different ways of making numbers up to 10 (ELG)</p> <p>use visual representations* such as part-part whole up to 10</p>	<p>add and subtract one-digit and two-digit numbers to 20, including zero</p>	<p>add and subtract a two-digit number and ones using concrete objects, pictorial representations*, and mentally</p> <p>add and subtract a two-digit number and tens using concrete objects, pictorial representations*, and mentally</p> <p>add and subtract two two-digit numbers using concrete objects, pictorial representations*, and mentally</p> <p>add three one-digit numbers</p> <p>use the inverse relationship between addition and subtraction to check calculations</p>
<p>Reasoning and Problem Solving</p> <p>(refer to skills at the end of the document)</p>	<p>solve real world mathematical problems with numbers up to five</p>	<p>solve real world mathematical problems with numbers up to ten</p>	<p>solve one-step problems that involve addition and subtraction</p>	<p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>solve problems with addition and subtraction involving numbers</p> <p>solve problems with addition and subtraction involving quantities</p> <p>solve problems with addition and subtraction involving measures</p>

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				derive + and – facts up to 100 related to known addition and subtraction facts to 20
Terminology	bigger, smaller	number bonds, more, less, altogether, count on, count back, part, whole	number line, add, plus, make, sum, total, near double, equals, is the same as (including equals sign), difference between, subtract, take away, minus, how many...?, how much...?	Inverse, bar model
Multiplication and Division				
Themes within subject	Nursery	Year R	Year 1	Year 2
Recall, Represent and Use	<p>share/separate a group of three or four objects in different ways</p> <p>recognise that the total is still the same when objects are separated in different ways</p>	<p>double numbers and quantities of objects up to 5+5 (ELG)</p> <p>recognise even and odd numbers to 10 (ELG)</p>	<p>double numbers and quantities of objects to 20</p> <p>halve numbers and quantities of objects to 10</p>	<p>recall and use multiplication facts for the 2 times table</p> <p>recall and use multiplication facts for the 5 times table</p> <p>recall and use multiplication facts for the 10 times table</p> <p>understand that multiplication of two numbers can be done in any order (commutative)</p> <p>recall and use division facts for the 2 times table</p> <p>recall and use division facts for the 5 times table</p>

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				<p>recall and use division facts for the 10 times table</p> <p>understand division of one number by another cannot be done in any order</p> <p>start to recognise the inverse relationship between multiplication and division</p>
<p>Calculations</p>		<p>share even objects to 10, recognising that numbers can be split equally (ELG)</p>	<p>calculate simple multiplication and division answers using concrete objects</p> <p>calculate simple multiplication and division answers using pictorial representations*</p> <p>calculate simple multiplication and division answers using arrays, with the support of the teacher</p>	<p>calculate mathematical statements for multiplication within the tables they know</p> <p>write mathematical statements using the multiplication (\times) and equals (=) signs</p> <p>calculate mathematical statements for division within the tables they know</p> <p>write mathematical statements using the division (\div) and equals (=) signs</p>
<p>Reasoning and Problem Solving</p> <p>(refer to skills at the end of the document)</p>	<p>solve real world mathematical problems with numbers up to five</p>	<p>solve real world mathematical problems with numbers to 10 and beyond ten</p>	<p>solve one-step problems involving multiplication and division as above</p> <p><i>make connections between arrays, number patterns and counting in twos, fives and tens</i></p>	<p>solve problems involving multiplication and division as above, including problems in contexts</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>

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Terminology	split up, separate, group	double, half, halve, share, share equally, group in twos, threes etc., equal groups of, total	once, twice, three times, five times, multiply, multiply by, repeated addition, array, row, column, divide, divided by, left over, pair	multiple of times multiplication
Fractions				
Themes within subject	Nursery	Year R	Year 1	Year 2
Recognise and Write	share a snack between two, with adult support	recognise that a group of objects can be shared equally between two people (ELG)	recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	recognise and find fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity 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
Compare			recognise the equivalence of two halves and four quarters, using objects or shapes	recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
Calculations			recognise that two halves, or four quarters, make a whole	write simple fractions, e.g. $\frac{1}{2}$ of 6 = 3
Terminology	share	share equally, half	whole, equal parts, four equal parts, one half, two halves, a quarter, two quarters	three quarters, one third, a third, equivalence, equivalent

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Algebra

Themes within subject	Nursery	Year R	Year 1	Year 2
Algebra			solve missing number problems such as $\square - 9 = 7$ solve missing number problems by guessing and checking	use the inverse relationship between addition and subtraction to solve missing number problems
Terminology			split, separate, explain, problem missing number	predict, describe, record, order

Measurement

Note: In this section, problem solving and reasoning are integrated into the different themes, separated by a dotted line. See progression at the end of the document when teaching problem solving and reasoning.

Themes within subject	Nursery	Year R	Year 1	Year 2
Length	make comparisons between objects relating to size and length	compare length, using comparative language, such as 'than'	measure and begin to record lengths and heights compare and describe lengths and heights, e.g. long/short, longer/shorter, tall/short, double/half	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) estimate and measure length/height (m/cm), to the nearest appropriate unit, using rulers compare and order lengths and record the results using >, < and =
		use comparative language to group objects	solve practical problems for lengths and heights	

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Area and Volume	make comparisons between objects relating to capacity	compare capacity, using comparative language, such as 'than'	measure and begin to record capacity and volume Compare and describe capacity and volume, e.g. full/empty, more than, less than, half, half full, quarter	choose and use appropriate standard units to estimate and measure capacity (litres/ml) using measuring vessels estimate and measure capacity (litres/ml), to the nearest appropriate unit, using measuring vessels compare and order volume/capacity and record the results using >, < and =
		use comparative language to group objects	solve practical problems for lengths and heights solve practical problems for capacity and volume	
Temperature			compare and describe temperature e.g. hot/warm/cold, hotter/colder	estimate and measure temperature (°C), using thermometers
Mass and Weight	make comparisons between objects relating to weight	compare weight, using comparative language, such as 'heavier than'	Compare and describe mass and weight, e.g. heavy/light, lighter than measure and begin to record mass/weight	choose and use the appropriate standard unit to estimate mass (kg/g) measure mass (kg/g) to the nearest appropriate unit, using scales compare and order mass, and record the results using >, < and =

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		use comparative language to group objects	solve practical problems for mass/weight	
Money	include counting money and change in role-play games	begin to use everyday language related to money in role play	recognise and know the value of different denominations of coins and notes	<p>recognise and use symbols for pounds (£) and pence (p)</p> <p>combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p>
				<p>solve simple problems in a practical context involving addition of money of the same unit</p> <p>solve simple problems in a practical context involving subtraction of money of the same unit, including giving change</p>
Time	begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	<p>use everyday language related to time</p> <p>order and sequence two or three familiar events</p> <p>measure short periods of time in simple ways</p>	<p>compare and describe time, e.g. quicker, slower, earlier, later</p> <p>sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <p>recognise and use language of dates - days of the week, weeks, months and years</p>	<p>compare and sequence intervals of time</p> <p>tell and write the time to five minutes, including quarter past/to the hour</p> <p>draw the hands on a clock face to show the times to five minutes, including quarter past/to the hour</p> <p>know the number of minutes in an hour and the number of hours in a day</p>

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			<p>tell the time to the hour and half past the hour</p> <p>draw the hands on a clock face to show the time to the hour and half past the hour</p> <p>measure and begin to record time (hours, minutes, seconds)</p>	
			<p>solve practical problems for time</p>	
Terminology	<p>day, week, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, midnight, bedtime, dinnertime, playtime, today, yesterday, tomorrow</p>	<p>days of the week, before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest, once, twice, first, second, third, etc., money, coin, penny, pence, pound, measure</p>	<p>time, seasons, hour, o'clock, half past, clock, watch, hands, always, never, often, sometimes, usually, estimate, close to, about the same as, just over, just under, too many, too few, not enough, enough, length, width, height, depth, long, longer, longest, short, shorter, shortest, tall, taller, tallest, high, higher, highest, Low, wide, narrow, deep, shallow, thick, thin, far, near, close, metre, ruler, metre stick, price, cost, buy, sell, spend, spent, pay, change, costs more, costs less, cheaper, costs the same as</p>	<p>quarter past/to, centimetres, metres, kilometres, grams, kilograms, millimetres, litres, temperature, degrees</p>

Shapes

Note: In this section, problem solving and reasoning are integrated into the different themes, separated by a dotted line. See progression at the end of the document when teaching problem solving and reasoning.

Themes within subject	Nursery	Year R	Year 1	Year 2
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2D Shapes	<p>talk about and explore circles, rectangles and triangles using language like 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>combine shapes to make new ones, e.g. a bigger triangle etc.</p>	<p>see how a shape can have other shapes within it e.g. two triangles can make a square</p>	<p>recognise and name rectangles (including squares), circles and triangles</p>	<p>recognise and name quadrilaterals, pentagons, hexagons, octagons</p> <p>describe the number of sides of shapes met so far</p> <p>identify any line symmetry in a vertical line for shapes met so far</p>
	<p>develop spatial reasoning skills by selecting, rotating and manipulating shapes</p>	<p>compare and sort common 2-D shapes and everyday objects</p>		
3D Shapes	<p>talk about and explore solid shapes such as cuboids and balls (<i>round is an acceptable description at this age</i>)</p> <p>select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones e.g. an arch, a bigger cuboid etc.</p>	<p>copy increasingly complex 2D pictures and patterns with these 3D resources</p> <p>see how a shape can have other shapes within it e.g. squares on the faces of a cube</p>	<p>recognise and name cubes, pyramids and spheres</p> <p>identify that circles are round, but really spheres are spherical</p>	<p>recognise and name cuboids, cylinders, other prisms and cones</p> <p>describe the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, e.g. a circle on a cylinder and a triangle on a pyramid</p>
	<p>begin to categorise objects according to properties, such as shape or size</p>	<p>select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>compare and sort common 3-D shapes and everyday objects</p>	

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<p>Position and Direction</p>	<p>understand position through words alone, e.g. “The bag is under the table,” – with no pointing</p> <p>describe a familiar route</p> <p>start to use words like ‘in front of’ and ‘behind’</p>	<p>use positional language such as top, bottom, middle, between, inside</p> <p>describe their relative position such as ‘behind’ or ‘next to’ or ‘in front’</p>	<p>describe position, using words like left, right, top, middle, bottom, on top of, in front of, above, between around, near, close, far, inside, outside</p> <p>describe their own movement using words like forwards, backwards, sideways, left, right, up, down</p> <p>describe their own turning movement, including whole, half, quarter and three-quarter turns</p>	<p>describe movement of another person or robot using mathematical words like straight line, rotation, left, right</p> <p>describe rotation of another person or robot as clockwise or anti-clockwise</p> <p>describe rotation of another person or robot as a number of right angles for quarter, half and three-quarter turns</p>
<p>Terminology</p>	<p>up, down, forwards, backwards, sideways</p>	<p>before, after, beside, next to, opposite, apart, between, middle, make, build, draw</p>	<p>edge, centre, direction, journey, left, right, across, close, far, near, along, through, to, from, towards, away from, movement, slide, roll, turn, whole turn, half turn, stretch, bend, corner (point, pointed), face, side, edge,</p>	<p>rotation, clockwise, anticlockwise, straight line, ninety degree turn, right angle, size, bigger, larger, smaller, symmetrical, line of symmetry, fold, match, mirror line, reflection</p>

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Statistics				
Themes within subject	Nursery	Year R	Year 1	Year 2
Present and Interpret		<p>count how many objects share a particular simple property</p> <p>present results using practical resources, pictures, drawings or numerals</p>	<p>interpret simple tables</p> <p>present results using lists and simple tables, with support</p>	<p>interpret tally charts, e.g. how many ___ are there?</p> <p>interpret simple pictograms with simple ratios 1, 2, e.g. how many of x are there?</p> <p>interpret simple pictograms with simple ratios 10, 5, e.g. how many of x are there?</p> <p>interpret block diagrams</p> <p>count objects in different categories showing the results in a simple table</p> <p>construct tally charts</p> <p>construct simple pictograms (ratio 2 or 10)</p> <p>construct block diagrams</p>
Reasoning and Problem Solving			<p>compare how many objects there are in simple categories shown in a table e.g. are there more apples or more oranges?</p>	<p>solve problems that need adding up of objects in different categories</p>

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(refer to skills at the end of the document)				<p>compare how many objects there are in different categories, e.g. which fruit is there most of?</p> <p>ask a friend a question that needs adding up or comparing</p> <p>sort objects in different categories by quantity</p>
Terminology	sort, group, same, different	set, list, information, order, count,	table, label, title, tally, match	vote, graph, block graph, pictogram, represent, most popular, most common, least popular, least common

Reasoning and Problem Solving

Themes within subject	Pre-School	Year R	Year 1	Year 2
Reasoning	<p>recognise and extend ABAB patterns, e.g. stick, leaf, stick, leaf</p> <p>create new ABAB patterns</p> <p>notice and correct an error in a repeating ABAB pattern</p> <p>talk about and identify the patterns around them, for example: stripes on clothes, designs on rugs and wallpaper</p>	<p>recognise and describe simple repeating patterns involving numbers or shapes e.g. AABBAABB, ABCABC</p> <p>continue simple repeating patterns involving numbers or shapes</p> <p>create simple repeating patterns involving numbers or shapes</p> <p>say what they are trying to find out</p> <p>sort familiar objects into three or more obvious groups e.g. different colours</p>	<p>recognise, describe and continue more complex patterns involving numbers or shapes</p> <p>create more complex patterns involving numbers or shapes</p> <p>give reasons to justify what might come next in a simple sequence of shapes or numbers</p> <p>make predictions and test these with examples, using mathematical language</p>	<p>respond to 'What if...?' questions, making predictions based on mathematical knowledge</p> <p>justify their reasoning logically, using phrases, such as 'I know that... so...' or 'I am sure of that because...'</p> <p>describe and explain decisions and methods chosen</p> <p>explain what they have found out using mathematical language</p>

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	<p>begin to compare objects according to properties, such as shape or size</p> <p>sort familiar objects into two groups, making choices, e.g. teddy bears and dolls, apples and bananas</p> <p>say why they chose to put an object in the group they did</p>	<p>sort familiar objects into two or more groups based on comparisons e.g. long/short/dark/light</p> <p>describe ways they have sorted objects using comparative language e.g. longer/shorter</p>	<p>with support, answer a question by recording information in lists and simple tables</p> <p>say what they have found out</p> <p>explain why an answer is correct or incorrect</p> <p>use diagrams (e.g. three separate circles) to sort objects into three or more separate groups according to a given criterion</p> <p>suggest a different criterion for grouping the same objects</p>	<p>record work and results in lists and simple tables</p> <p>use a simple Venn diagram (two overlapping circles) to sort objects into three groups – x; y; and both x and y</p>
Problem Solving	While solving real-world mathematical problems...			
	<p>make links to real-life, through role play and through helping adults</p> <p>use a range of practical resources and equipment</p> <p>understand a question or instruction that has two parts, e.g. ‘Get your coat and wait at the door.’</p> <p>talk about what they have done</p>	<p>think aloud how to work things out</p> <p>answer questions by choosing and using suitable equipment</p> <p>record simple numerical and pictorial representations</p> <p>use concrete objects to work out the answer</p> <p>explain to an adult how they worked out the answer</p>	<p>identify what the question means</p> <p>identify the key information given in a one-step puzzle or word problem</p> <p>identify the operation needed to solve a one-step puzzle or word problem</p> <p>use concrete objects or pictures to help work out the answer</p> <p>use arrays to help work out the answer with support of an adult</p>	<p>identify the key information in a two-step puzzle or word problem, where the two steps are shown in the question</p> <p>identify the operations needed to solve a two-step word problem, where the two steps are shown in the question</p> <p>suggest a way to solve a problem</p> <p>apply their increasing knowledge of mental and written methods</p>

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			<p>check the answer in the context of the problem to be sure it makes sense</p> <p>show the working out and the answer clearly</p> <p>try a range of possible solutions to solve problems</p>	<p>use multiplication and division methods as needed, e.g. arrays, repeated addition, mental methods and facts.</p> <p>adopt a suggestion by an adult or their peers</p> <p>use lists and tables to organise and interpret given information, with support</p> <p>use diagrams to find a solution, with support</p> <p>begin to work systematically</p> <p>check work for mistakes, including considering appropriate units</p>
Terminology	pattern, make, correct	create, continue, copy, repeat, repeating pattern, carry on, answer	justify, sequence, word problem, operation, working out	two-step, list, table, organise, reasoning, logical

Appendices:

*Progression of representations and written methods / calculations (school specific, linked to scheme)

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Links to Vision and Values

Respect:



- We look after our own, and other peoples' property.
- We can wait for our turn.
- We don't get cross if we cannot go first in a game.
- We can play alongside others.
- We try to look after everything in our school.
- We can share toys/resources with others.
- We don't snatch things.
- We can let a grown-up know if something has gone wrong.
- We can sit quietly and listen to others when they are speaking.
- We do not interrupt.
- We put our hand up if we want to say something/ask a question.
- We understand if someone's view may be different to our own.
- We do not laugh at other peoples' thoughts or ideas.
- We help our friends if they get stuck.
- We encourage our friends to try new things and do their best.
- We are proud of our friends.
- We share the successes of our friends with others.

Resilience:



- We are confident to give a new activity a try – even if we are not sure that we will be successful straight away.
- We always try our best in everything that we do.
- We put in the extra effort required, to turn a good piece of work, into a great piece of work.
- We can be patient when trying to solve a problem.
- We keep going and try different ways to solve the problem.
- We can use resources around the classroom to help us with our learning.
- We have a 'can-do' attitude towards our learning.
- We will keep on trying to solve a problem.
- We never give up.
- If we are stuck, we know to ask an adult for help.
- We action our 'grow in green' comments to help us get better.
- We always try to achieve our personal best.
- We do not feel sad if something goes wrong.
- We work with our friends, listening to each other's ideas and building a solution together.

Independence:



- We always try to do things for ourselves
- We are learning to get the equipment or resources that we need to help us with our learning.
- We can tidy away after ourselves when we have finished a job.
- We take pride in our work
- We don't automatically ask other people to do things for us without giving it a try ourselves first.
- We know who we can turn to if we need help
- We are learning to use resources in the classroom to help us if we find our learning job tricky
- We try to make good choices as much as we can
- We try to set a good example to others with our behavior e.g. We do not copy other people's poor choices
- We do not damage or deliberately spoil ours or anyone else's belongings.
- We do not say anything unkind to anyone who is different to us or has a different point of view.
- We know that making mistakes in our learning is ok and that we can learn from these mistakes

Curiosity:



- We like to 'wonder' and think about things beyond what we already know.
- We like to experience the joy of finding out about new things.
- We remember that sometimes there isn't just one 'right' answer.
- We are not afraid to think differently, or have a different opinion, to others.
- We like being challenged to think harder.
- We know that our brains are like muscles that get stronger through exercise.
- We can remember our previous learning and can build on from this.
- We are not afraid to take risks when asking questions to help our learning.
- We know that asking questions helps us to improve our speaking skills, language and vocabulary.
- We are eager to find things out beyond what we have already been told.
- We know there are no limits to our interests and curiosity.
- We know that adults don't always have all the answers and that sometimes we can find things out for ourselves.
- We actively look for challenges and problems to solve ourselves, rather than letting others 'tell' us the answers or the outcome.

Old Town Infant School and Nursery



MATHS PROGRESSION: OLD TOWN INFANT SCHOOL AND NURSERY

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| | <ul style="list-style-type: none"> • We listen carefully to our adults as this helps us with our learning. • We try to stay focused on the job we are doing. • We don't talk to our friends and try to keep our hands still when we are learning. • We have listening ears. • We show consideration to other people's opinions and feelings – even if we do not always agree with them. • We regularly talk about things we have already learnt to make sure that we do not forget key knowledge. • We know that by practising our skills, we can get better. • We know that it is okay to make mistakes and that we can use our mistakes to help us learn. | <ul style="list-style-type: none"> • We can confidently talk about the things we can do well and also the things that we find tricky • We are learning to listen carefully when a grown up tells us what we have done well and how we can improve our work. • We are learning to make our own suggestions about how we can improve our work • We know that we can learn from others around us – both grown-ups and our friends • We understand that asking questions to find something out or asking for help is not a bad thing • We will not be unkind or laugh at anyone who needs or asks for help –we will always be supportive | <ul style="list-style-type: none"> • We can think for ourselves, make our own choices and direct our own learning. |
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