

## Maths Progression Map

### Rationale:

At Courthill, we encourage children to become **confident** and **enthusiastic** mathematicians. We understand the importance of not capping the children's abilities and because of this, the children are inspired to be the best mathematicians they can be. It is our ethos, vision and our drive for ALL children to succeed at Courthill and as a result children enjoy mathematics and become life-long learners in the subject.

Our planning is based on small steps. Each year group develops a long term overview of the progression over the year before breaking this down into medium and short term planning. Through the longer term planning, mathematical concepts are carefully sequenced across the three year groups and will build on mathematical knowledge systematically over time. Each lesson is designed to work through the topic in small steps. It is of great importance to us at Courthill that the small steps build upon one another and this leads to a logical path for children to follow and therefore prevents gaps in knowledge. When teaching a new skill for the first time we follow the 'Gradual Release of Responsibility' model. This model follows the 'I do, we do, you do and you do it alone' ethos and it supports the transference of a skill into the children's long term memory.

### Inclusion statement:

At Courthill Infant School we strive to provide all pupils with a broad and balanced curriculum that meets the specific needs of individual pupils with suitable challenge. Our curriculum aims to respond to pupils' diverse needs across the school and to overcome any barriers to their learning. Key knowledge and skills have been identified in **bold** with the expectation that all pupils will achieve these outcomes by the end of the year. We strive to address the key objectives through differentiated questioning, demonstrating and scaffolding, as well as using different approaches to teaching and learning to overcome barriers

Problem Solving and Reasoning			
Big Ideas	Foundation	Year 1	Year 2
Reasoning	<p><b>National curriculum (Development Matters 2021):</b> Explore the composition of numbers to 10.</p> <p>Understand the relationship between consecutive numbers</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p><b>National curriculum:</b> Identify and represent numbers using objects and pictorial representations</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Recognise and create repeating patterns with objects and with shapes.</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Recognise and name common 2-D and 3-D shapes</p>	<p><b>National curriculum:</b> Identify, represent and estimate numbers using different representations</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects</p>
	<p><b>Context:</b> <b>Explain how a number (up to 10) is composed using visual models of number.</b></p> <p><b>Recognise, describe and make patterns with varying rules e.g AB, ABB and ABBC.</b></p> <p>Explain how to fix a mistake within a pattern.</p> <p><b>Make predictions about what might happen following a 'what if' question.</b></p> <p><b>Explain what they are trying to find out.</b></p>	<p><b>Context:</b> <b>Compare representations of numbers (up to 100) using visual models of number.</b></p> <p><b>Recognise, describe and continue more complex patterns involving numbers or shapes</b></p> <p>Create more complex patterns involving numbers or shapes</p> <p>Give reasons verbally to justify what might come next in a simple sequence of shapes or numbers</p> <p><b>Make guesses and test these with examples, using mathematical language with support</b></p> <p>Explain verbally what strategies they have use to find something out. With support, answer a question by recording information in lists and simple tables</p> <p><b>Explain why an answer is correct or incorrect, using mathematical vocabulary with support.</b></p>	<p><b>Context:</b> <b>Prove comparisons between number using visual models</b></p> <p>Create complex patterns involving numbers and shapes, explaining their ideas using mathematical vocabulary.</p> <p><b>Respond to 'What if...?' questions, making predictions based on mathematical knowledge</b></p> <p><b>Justify their reasoning using phrases, such as 'I know that... so... ' or 'I'm sure of that because...'</b></p> <p><b>Explain what they have found out using mathematical language, presenting their ideas in a coherent manner.</b></p> <p>Record work and results in lists and simple tables</p> <p><b>Prove their ideas using models and known strategies.</b></p>

<b>Problem Solving</b>	<p><b>National Curriculum (Based on ELGs for Mathematics):</b> Have a deep understanding of number to 10</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Compare quantities up to 10 in different contexts</p>	<p><b>National Curriculum:</b> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Compare, describe and solve practical problems for all types of measure</p>	<p><b>National Curriculum:</b> Use place value and number facts to solve problems.</p> <p>Solve problems with addition and subtraction:</p> <p>Solve problems involving multiplication and division</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>
	<p><b>Context:</b> Make links to real-life</p> <p>Think out loud how to work things out</p> <p>Answer questions by choosing and using suitable equipment</p>	<p><b>Context:</b> Identify what the question means</p> <p>Identify the key information with some support</p> <p>Identify which operation is needed</p> <p>Identify a strategy to support solving the problem (<i>e.g. using concrete equipment, acting out the problem, making links to real-life, drawing a visual representation</i>)</p> <p>As a group/class, reflect on the strategies used and whether they were efficient.</p> <p>Begin to work systematically.</p>	<p><b>Context:</b> Identify what the problem is asking</p> <p>Jot down key information from the problem</p> <p>Make a plan for how to solve the problem using known strategies (<i>e.g. finding rules and patterns, finding all the possibilities, using a table, detailed visual representation</i>)</p> <p>Work systematically and organise workings in a meaningful way</p> <p>Reflect on whether their method was efficient</p> <p>Consider if solution makes sense using mathematical knowledge</p>

<b>Number and Place Value</b> <i>(See vocabulary progression for topic specific vocabulary)</i>			
Big Ideas	Foundation	Year 1	Year 2
Counting	<b>National Curriculum:</b> Count objects, actions and sounds matching one number name to each item  Subitise to 5 (ELG) and count to check  Count beyond 20 verbally (ELG)	<b>National Curriculum:</b> Count to and across 100, forwards, beginning with 0 or 1, or from any given number  Count, read and write numbers to 100 in numerals  Given a number, identify one more and one less  Count in multiples of twos, fives and tens	<b>National Curriculum:</b> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
	<b>Context:</b> Count objects by recalling numbers in the correct order  Understand the last number said is the total amount and retain this information  Recognise quantities in familiar patterns and random arrangements  Understand that no matter where objects are placed there is still the same number  Count verbally beyond 10 and then 20, beginning to recognise patterns in the number system	<b>Context:</b> Complete sequences of numbers by identifying the pattern  Understand the relationship between consecutive numbers up to 100  Identify odd and even numbers using knowledge of counting in 2s  Count in 2s, 5s, 10s using concrete and pictorial support materials	<b>Context:</b> Count in 2s, 5s, 10s  Understand the place value of number in order to count in 10s from any number  Solve problems and reason about odd and even numbers
Representing	<b>National Curriculum:</b> Link the number symbol with its cardinal number value to 10  Write recognisable numbers to 10  Explore and represent patterns within numbers up to 10 (ELG)	<b>National Curriculum:</b> Identify and represent numbers using objects and pictorial representations including the number line  Read and write numbers from 1 to 20 in numerals and words	<b>National Curriculum:</b> 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  Read and write numbers to at least 100 in numerals and in words
	<b>Context:</b> Represent number as numerals and concrete or pictorial representation ( <i>e.g. dice, fingers, cubes, five/tens grid, revisable counters</i> )  Use the language of represent  Record numbers to 10 as numerals  Understand that different representations of a number still show the same quantity	<b>Context:</b> Explore the number system using concrete and pictorial representation of number ( <i>e.g. tens grid, reversible counters, place value straws, dienes</i> )  Recognise and record numbers as words up to 20	<b>Context:</b> Use a range of concrete and pictorial representations of a number ( <i>e.g. dienes, place value counters, place value charts, blank number line</i> )  Use representations to help solve calculations as well as explain their understanding of the number system.  Place a number on a blank number line or number line with missing numbers
Compare	<b>National Curriculum:</b>  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)	<b>National Curriculum:</b>  Comparing using the language of: equal to, more than, less than (fewer), most, least	<b>National Curriculum:</b> Compare and order numbers from 0 up to 100  Use < > and = signs to compare numbers
	<b>Context:</b> Understand the language more, less, equal to, fewer, greater  Identify which set of objects has more/less	<b>Context:</b> Use the language of equal, more, less, most, least, greater than, less than  Begin to explore < > signs to compare numbers  Compare numerals as well as quantities of objects	<b>Context:</b> Compare numerals and representations up to 100 using < > and = signs  Explain their ideas using the mathematical vocabulary of more, less, greater than etc  Understand why there is more or less using their knowledge of place value

<b>Addition and Subtraction</b> <i>(See vocabulary progression for topic specific vocabulary)</i>			
Big Ideas	Foundation	Year 1	Year 2
<b>Recall, Represent and Use</b>	<p><b>National Curriculum:</b> Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) (ELG)</p> <p>Subitise (recognise quantities without counting) up to 5 (ELG)</p>	<p><b>National Curriculum:</b> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p>	<p><b>National Curriculum:</b> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</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>Recognise the inverse relationship between addition and subtraction</p>
	<p><b>Context:</b> <b>Understand the number that comes before is one less than the given number</b></p> <p><b>Understand the number that comes after is one more than the given number</b></p> <p>Understand that one more is an addition of 1</p> <p>Understand that one less is a subtraction of 1</p> <p><b>Recall number bonds fluently to 5 and know the related subtraction fact</b></p> <p><b>Recognise a quantity up to 5 in regular and irregular patterns</b></p>	<p><b>Context:</b> <b>Verbalise an addition/subtraction calculation</b></p> <p><b>Understand what type of calculation the equation is</b></p> <p>Know that addition and subtraction are the inverse of one another</p> <p><b>Represent number bonds pictorially as well as abstractly through calculations</b></p> <p>Use number bonds within 20 to create related subtraction calculations</p>	<p><b>Context:</b> <b>Recall number bonds within 20 fluently</b></p> <p>Use number bonds to 10/20 to derive number bonds to 100</p> <p>Recall related facts using number bond knowledge</p> <p><b>Understand that additions can be done in any order using part, whole knowledge.</b></p> <p><b>Understand that subtraction cannot be done in any order using part, whole knowledge</b></p> <p>Understand and represent the inverse relationship between addition and subtraction.</p>
<b>Solving Calculations</b>	<p><b>National Curriculum:</b> Have a deep understanding of number to 10, including the composition of each number (ELG)</p>	<p><b>National Curriculum:</b> Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p>	<p><b>National Curriculum:</b> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>• a two-digit number and ones</li> <li>• a two-digit number and tens</li> <li>• two two-digit numbers</li> <li>• adding three one-digit numbers</li> </ul> <p>Solve problems involving addition and subtraction</p> <p>Use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.</p>
	<p><b>Context:</b> Using a range of representations (revisable counters, fives/tens grids, cubes, part, whole model) to explore the composition of the numbers to 10.</p> <p>Relate composition of numbers to 10 to number bonds</p> <p>Form calculations (addition and subtraction) for the numbers within 10.</p>	<p><b>Context:</b> <b>Using a range of strategies (number line, tens grids, place value chart, part, whole model, bar model) solve addition and subtraction calculations.</b></p> <p>Solve one step word problems using part, whole models and bar models to support what the question is asking.</p> <p>To solve missing number problems using models to support.</p>	<p><b>Context:</b> <b>Use more formal models and representations to solve addition and subtraction calculations e.g. place value chart, column method, models to represent</b></p> <p><b>Solve word problems and other problems involving addition and subtraction</b></p> <p><b>Understand the inverse can be used to solve missing number problems</b></p> <p>Understand models can be used to support the understanding of how to solve a missing number problem.</p>

<b>Multiplication and Division</b> <i>(See vocabulary progression for topic specific vocabulary)</i>			
Big Ideas	Foundation	Year 1	Year 2
<b>Recall, Represent and Use</b>	<p><b>National Curriculum:</b></p> <p>Represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>National Curriculum:</b></p> <p>Count in 2s, 5s, 10s using concrete and pictorial support materials</p> <p>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities (non-statutory)</p>	<p><b>National Curriculum:</b></p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>
	<p><b>Context:</b></p> <p><b>Recall and use double facts up to 5 + 5</b></p> <p>Recognise even and odd numbers to 10</p>	<p><b>Context:</b></p> <p>Begin to represent counting in 2s as the 2 times using concrete apparatus to support</p> <p>Begin to represent counting in 5s as the 5 times using concrete apparatus to support</p> <p>Begin to represent counting in 10s as the 10 times using concrete apparatus to support</p> <p><b>Recall doubles of numbers and quantities of objects to 20</b></p>	<p><b>Context:</b></p> <p><b>Recall and use multiplication facts for the 2 times table</b></p> <p><b>Recall and use multiplication facts for the 5 times table</b></p> <p><b>Recall and use multiplication facts for the 10 times table</b></p> <p>Represent multiplications in any order (commutativity)</p> <p>Demonstrate that division cannot be done in any order</p> <p><b>Recall and use division facts for the 2 times table</b></p> <p><b>Recall and use division facts for the 5 times table</b></p> <p><b>Recall and use division facts for the 10 times table</b></p> <p>Recognise the inverse relationship between multiplication and division</p>
<b>Solving Calculations</b>	<p><b>National Curriculum:</b></p> <p>Explore patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG)</p>	<p><b>National Curriculum:</b></p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p><b>National Curriculum:</b></p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>
	<p><b>Context:</b></p> <p>Explore how even quantities can be shared/split equally up to 10 in a quantity</p>	<p><b>Context:</b></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><b>Context:</b></p> <p>Calculate mathematical statements for multiplication within the tables they know using known strategies (number facts or arrays)</p> <p>Write mathematical statements using the multiplication (<math>\times</math>) and equals (=) signs</p> <p>Calculate mathematical statements for division within the tables they know using known strategies (number facts or arrays)</p> <p>Write mathematical statements using the division (<math>\div</math>) and equals (=) signs</p>

## Fractions

*(See vocabulary progression for topic specific vocabulary)*

Big Ideas	Foundation	Year 1	Year 2
<b>Recognise and Write</b>	<p><b>National Curriculum:</b> Explore how even quantities can be shared/split equally up to 10 in a quantity</p>	<p><b>National Curriculum:</b> Recognise and name a half as one of two equal parts of an object, shape or quantity  Recognise and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p><b>National Curriculum:</b> Recognise, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p>
	<p><b>Context:</b> Recognise that a group of objects can be shared equally between two people</p>	<p><b>Context:</b> <b>Name a half or quarter on an object, shape or quantity</b>  Recognise the difference between halves and quarters  Begin to explain the difference between halves and quarters</p>	<p><b>Context:</b> <b>Name common fractions of a shape, object or quantity</b>  <b>Recognise common fractions of a shape, object or quantity</b>  <b>Use fraction notation accurately using the language of numerator and denominator</b></p>
<b>Compare (equivalencies)</b>	<p><b>National Curriculum:</b></p>	<p><b>National Curriculum:</b> Recognise and combine halves and quarters as parts of a whole</p>	<p><b>National Curriculum:</b> Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math> .</p>
	<p><b>Context:</b></p>	<p><b>Context:</b> <b>Recognise the equivalence of two halves as a whole</b>  Recognise the equivalence of four quarters as a whole</p>	<p><b>Context:</b> <b>Recognise the equivalence of two quarters as a half</b>  Begin to explain the equivalence of two quarters as a half</p>
<b>Calculate</b>	<p><b>National Curriculum:</b></p>	<p><b>National Curriculum:</b> Find a half as one of two equal parts of an object, shape or quantity  Find a quarter as one of four equal parts of an object, shape or quantity</p>	<p><b>National Curriculum:</b> Write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math></p>
	<p><b>Context:</b></p>	<p><b>Context:</b> <b>Practically find half of an object, shape or quantity written as half of <math>6 = 3</math></b>  Practically find quarter of an object, shape or quantity, written as quarter of <math>8 = 2</math>  Begin to link fractions to equal sharing or grouping</p>	<p><b>Context:</b> <b>Calculate simple fractions</b> e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>  Link fractions to the process of division</p>

<b>Measurement</b> <i>(See vocabulary progression for topic specific vocabulary)</i>			
Big Ideas	Foundation	Year 1	Year 2
<b>Recognise, Compare and Describe</b>	<p><b>National Curriculum:</b> Compare length, weight and capacity (Development Matters)</p>	<p><b>National Curriculum:</b> Compare and describe: ♣ lengths and heights ♣ mass/weight ♣ capacity and volume ♣ time</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Sequence events in chronological order using language</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p>	<p><b>National Curriculum:</b> Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p>Recognise and use symbols for pounds (£) and pence (p)</p> <p>Compare and sequence intervals of time</p> <p>Know the number of minutes in an hour and the number of hours in a day</p>
	<p><b>Context:</b> Use comparative language when describing length, weight and capacity e.g. this is heavier than....</p>	<p><b>Context:</b> <b>Compare given measurements using appropriate vocabulary e.g. taller, shorter, longest, smallest</b></p> <p><b>Recognise the value of all coins and notes</b></p> <p>Sequence events in order</p> <p>Use language associated with time/dates</p>	<p><b>Context:</b> <b>Comparing measurements using the &lt; &gt; = symbols</b></p> <p><b>Use the symbols for pounds and pence correctly</b></p> <p>Compare intervals of time using &lt; &gt; =</p> <p>Sequence intervals of time by numbering in order</p> <p>Understand number of minutes in an hour and hours in a day</p>
<b>Measure</b>	<p><b>National Curriculum:</b> Compare length, weight and capacity (Development Matters)</p>	<p><b>National Curriculum:</b> Measure and begin to record the following: ♣ lengths and heights ♣ mass/weight ♣ capacity and volume ♣ time (hours, minutes, seconds)</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p><b>National Curriculum:</b> Choose and use appropriate standard units to estimate and measure</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>
	<p><b>Context:</b> With support, begin to measure objects using non-standard measurement.</p>	<p><b>Context:</b> <b>Measure and begin to record using non-standard units e.g. cubes for weight and length, cups for capacity/volume</b></p> <p><b>Read the time on an analogue clock to o'clock and half past</b></p> <p>Draw hands on a clock to show a given time to o'clock and half past</p>	<p><b>Context:</b> <b>Understand which unit of measure is used for which measurement</b></p> <p>Estimate measurement</p> <p><b>Measure using standard units by reading a simple scale</b></p> <p><b>Read the time on an analogue clock to 15 min intervals (ARE)/ 5 min intervals (GD)</b></p> <p>Draw hands on a clock to show a given time to 15 min intervals (ARE)/5 min intervals (GD)</p>
<b>Calculate and Solve Problems</b>	<p><b>National Curriculum:</b> Compare length, weight and capacity (Development Matters)</p>	<p><b>National Curriculum:</b> Solve practical problems for: ♣ lengths and heights ♣ mass/weight ♣ capacity and volume ♣ time</p>	<p><b>National Curriculum:</b> Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Combine amounts to make a particular value</p>

	<p><b>Context:</b> Make and test predictions e.g. what if I pour this container into this? Which will hold more?</p>	<p><b>Context:</b> Explore measure through practical problems using concrete and pictorial support</p>	<p><b>Context:</b> <b>Make a given amount in multiple ways</b></p> <p><b>Understand amounts can only be made using correct denomination of coins</b></p> <p>Solve simple problems using known strategies involving addition and subtraction</p> <p>Find change in a practical context</p> <p>Use known addition strategies to combine amounts to make a specific value</p>
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<p style="text-align: center;"><b>Data Handling</b> <i>(See vocabulary progression for topic specific vocabulary)</i></p>			
Big Ideas	Foundation	Year 1	Year 2
<p style="text-align: center;"><b>Data Handling</b></p>	<p><b>National Curriculum:</b></p>	<p><b>National Curriculum:</b></p>	<p><b>National Curriculum:</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data</p>
	<p><b>Context:</b></p>	<p><b>Context:</b></p>	<p><b>Context:</b> Interpret tally charts (eg how many of x are there?)</p> <p>Interpret simple pictograms with simple ratios 1, 2(eg how many of x are there?)</p> <p>Interpret simple pictograms with simple ratios 10, 5 (eg 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>

<b>Geometry</b> <i>(See vocabulary progression for topic specific vocabulary)</i>			
Big Ideas	Foundation	Year 1	Year 2
<b>Shape</b>	<p><b>National Curriculum:</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p><b>National Curriculum:</b> Recognise and name common 2-D and 3-D shapes</p>	<p><b>National Curriculum:</b> Identify and describe the properties of 2-D shapes  Identify and describe the properties of 3-D shapes  Identify 2-D shapes on the surface of 3-D shapes  Compare and sort common 2-D and 3-D shapes and everyday objects</p>
	<p><b>Context:</b> Investigate how shapes can be combined to make new shapes e.g. 2 triangles make a square  Begin to look for 2D known shapes on 3D shapes with support</p>	<p><b>Context:</b> <b>Identify common 2D and 3D shapes e.g. triangle, rectangle, cuboid, sphere</b>  Begin to describe 2D and 3D shapes using concrete apparatus to support.</p>	<p><b>Context:</b> <b>Identify 2D and 3D shapes e.g. prisms, pentagons, hexagons</b>  <b>Describe properties of 2D shapes describing sides and corners/vertices</b>  <b>Identify a vertical line of symmetry on a 2D shape</b>  <b>Describe properties on a 3D shapes, describing faces, surfaces, vertices and edges</b>  Compare 2D and 3D shapes  Sort 2D and 3D shapes explaining the criterion</p>
<b>Position and Direction</b>	<p><b>National Curriculum:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p><b>National Curriculum:</b> Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p><b>National Curriculum:</b> Order and arrange combinations 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 anticlockwise).</p>
	<p><b>Context:</b> Move and explain movements of shapes to develop spatial reasoning  Use prepositional language e.g. in, on, under</p>	<p><b>Context:</b> Understand vocabulary of whole, half, quarter, three quarter turns  Describe movement using appropriate vocabulary (listed above)  Describe direction and movement using forwards, backwards, up, down, left, right</p>	<p><b>Context:</b> Create and complete sequences and patterns  Understand the difference between movement in a straight line and turns  Understand and use the language of clockwise and anticlockwise when describing turns.</p>