



Maths Skills Progression

Croscombe C of E & Stoke St Michael Primary Federation

Number & Numerical Patterns	Position, Direction & Movement					
Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number.• Subitise (recognise quantities without counting) up to 5.• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.• Verbally count beyond 20, recognising the pattern of the counting system.• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<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 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 anti-clockwise).	<ul style="list-style-type: none">• Recognise angles as a property of shape and as an amount of rotation.• Identify right angles, recognise that 2 right angles make a half turn and 4 make a whole turn. Identify angles that are greater than a right angle <p>(This section is not statutory as it is included within the properties of shape.)</p>	<ul style="list-style-type: none">• Describe positions on a 2-D grid as coordinates in the first quadrant.• Describe movements between positions as translations of a given unit to the left/right and up/down.• Plot specified points and draw sides to complete a given polygon.	<ul style="list-style-type: none">• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	<ul style="list-style-type: none">• Describe positions on the full coordinate grid. (all four quadrants)• Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.