

Curriculum Pathway Progression Map

Numeracy

Pride Passion Partnership Professionalism Positivity



The Bridge London
The Bridge School

| Pillar of Learning: Functional Skills | Subject: Numeracy | | | |
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| | A | B | C | D |
| <p>Stage 1 EYFS Pre-key stage 1 Standard 1</p> | <p>I am able to understand the difference between ‘one’ and ‘lots’, when shown an example of a single object and a group of objects.</p> <p>I am able to recognise the difference between a container that is full or empty.</p> <p>I can begin to understand sharing by splitting objects between peers or adults.</p> <p>I am able to demonstrate an understanding of ‘more’ and ‘less’ in practical activities.</p> | <p>I am able to demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil).</p> <p>I am able to differentiate between heavy and light.</p> <p>I am able to identify written numbers up to 10</p> | <p>I am able to identify big or small objects from a selection of two.</p> <p>I am able to demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity)</p> <p>I am able to begin counting objects using 1:1 correspondence up to 10</p> | <p>I am able to order numbers up to 10.</p> <p>I am able to begin to understand patterns within numbers up to 10, including evens and odds.</p> <p>I am able to count objects using 1:1 correspondence up to 10.</p> <p>I am able to recognize common 2D shapes (circle, square, triangle, rectangle).</p> |

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| <p>Stage 2</p> <p>EYFS</p> <p>Pre-key stage 1 Standard 2</p> | <p>I am able to group objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles).</p> | <p>I am able to recall number bonds up to 10 (using numicon)</p> <p>I am able to share objects equally between two groups.</p> | <p>I am able to subitise (recognise quantities without counting) up to 5.</p> <p>I am able to demonstrate an understanding of the concept of numbers up to 10 by putting together the right number of objects when asked.</p> <p>I am able to double single digit numbers using visual representation or concrete objects.</p> | <p>I am able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>I am able to demonstrate a deep understanding of numbers to 10, including the composition of each number.</p> |
| <p>Stage 3</p> <p>Pre-key stage 1 Standard 3</p> | <p>I am able to identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10</p> <p>I am able to describe position using 'on top', 'inside' 'outside' 'next to' and 'under'.</p> | <p>I am able to count to 20, recognising the pattern of the counting system.</p> <p>I am able to demonstrate an understanding that the last number counted represents the total number of the count.</p> | <p>I am able use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present.</p> <p>I am able to use resources to solve number problems involving the addition and subtraction of single digit numbers up to 10.</p> | <p>I am able to represent addition and subtraction on a number line and by counting on, or back.</p> <p>I am able to count to 50, demonstrating that the next number in the count is one more and the previous number is one less.</p> <p>I am able to expand my positional vocabulary to describe position and direction, including left, right, in front, behind, under and above.</p> |

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| <p>Stage 4</p> <p><u>Pre-key stage 1 Standard 4</u></p> | <p>I am able to read and write numbers in numerals from 0 to 9</p> <p>I am able to demonstrate an understanding of the mathematical symbols of add, subtract and equal to.</p> <p>I am able to use everyday language to talk about size, weight, capacity, position, distance, time and money.</p> <p>e.g. long/short, heavy/light, full/half full.</p> | <p>I am able to demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g., $2 + 2 = 4$ and $3 + 1 = 4$)</p> <p>I am able demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$).</p> | <p>I am able to demonstrate an understanding that the total number of objects changes when objects are added or taken away.</p> <p>I am able to understand that 2D Shapes are different to 3D shapes.</p> <p>I am able to recognise some common 3D Shapes.</p> | <p>I am able to count to 100, demonstrating that the next number in the count is one more and the previous number is one less.</p> <p>I am able to double and half some numbers.</p> <p>I am able to use some mathematical language to describe shapes (sides/corners/ straight/ curved).</p> |
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| <p>Stage 5</p> <p>Pre-key stage 2 Standard 5</p> | <p>I am able to read and write numbers in numerals up to 100.</p> <p>I am able to partition a two-digit number into tens and ones to demonstrate an understanding of place value.</p> <p>I am able to understand how to identify odd and even numbers. E.g knowing even numbers end in 0,2,4,6,8.</p> <p>I have an awareness of time and how it is measured.</p> | <p>With support, I am able to add and subtract two- digit numbers where no regrouping is required (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)</p> <p>I am able to recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)</p> | <p>I am able to count in twos, fives and tens from 0 and use this to solve problems.</p> <p>I am able to know the value of different coins.</p> <p>With support, I am able to measure and begin to record the following using non standard units:</p> <p>length and height</p> <p>mass and weight</p> <p>capacity and volume</p> | <p>I am able to confidently name common 2-D and 3- D shapes from a group of shapes and describe some of their properties.</p> <p>I am able to recognise the symbols for multiplication and division.</p> <p>I am able to draw and make a range of 2D and 3D shapes, considering the number of sides, vertices, edges, faces and lines of symmetry.</p> |
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| <p>Stage 6</p> <p><u>Pre-key stage 2 Standard 6</u></p> <p>KS1 Maths POS</p> <p><u>Functional Skills EL1</u></p> | <p>I am able to recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$)</p> <p>I am able to recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>I am able to begin to multiply and divide single digit numbers using objects</p> <p>I know the number of days in a week, months and seasons in a year.</p> | <p>I am able to recognise coins and notes and write them in numbers with the correct symbols (£ & p).</p> <p>I am able to use different coins to make the same amount.</p> <p>I am able to recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>I am able to compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.</p> | <p>I am able to read and draw simple charts and diagrams, including a tally chart, block diagram/graph.</p> <p>I am able to read 12- hour digital and analogue clocks in hours read the time on a clock to the nearest 15 minutes.</p> <p>I am able to develop an awareness of decimal places and their function.</p> | <p>I am able to identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, of a number or shape, and know that all parts must be equal parts of the whole.</p> <p>I am able to recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems.</p> <p>I am able to approximate by rounding to the nearest 10, and use this rounded answer to check results.</p> <p>I am able to name the number of hours in a day and weeks in a year.</p> |
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| <p>Stage 7</p> <p>KS1/KS2 Maths POS</p> <p>Functional Skills EL2</p> | <p>I am able to read, write, order and compare numbers up to 200.</p> <p>I am read, write and use decimals to one decimal place.</p> <p>I am able to develop an awareness of perimeter and how it is calculated.</p> <p>I am able to read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock.</p> | <p>I am able to multiply whole numbers in the range 0×0 to 12×12 (times tables).</p> <p>I am able to use metric measures of length, including millimetres, centimetres, metres and kilometres.</p> <p>I am able to calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p).</p> <p>I am able to read and compare positive temperatures.</p> | <p>I am able to divide two-digit whole numbers by single-digit whole numbers and express remainders.</p> <p>I am able to use measures of weight, including grams and kilograms.</p> <p>I am able to recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>I am able to develop an awareness of area and how it is calculated.</p> | <p>I am able to Extract information from lists, tables, diagrams and bar charts and make comparisons.</p> <p>I am able to use and compare measures of capacity, including millilitres and litres.</p> <p>I am able to read and use simple scales to the nearest labelled division.</p> <p>I am able to recognise and name less common 2- D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres.</p> |
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| <p>Stage 8</p> <p>KS2 Maths POS</p> <p>Functional Skills EL3</p> | <p>I am able to count, read, write, order and compare numbers up to 1000.</p> <p>I am able to approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results.</p> <p>I am able to read, write and understand thirds, quarters, fifths and tenths, including equivalent forms.</p> <p>I am able to round amounts of money to the nearest £1 or 10p</p> <p>I am able to recognise and continue linear sequences of numbers up to 100.</p> | <p>I am able to add and subtract using three-digit whole numbers.</p> <p>I am able to extract information from lists, tables, diagrams and charts and create frequency tables</p> <p>I am able to read time from analogue and 24- hour digital clocks in hours and minutes.</p> <p>I am able to compare metric measures of length, including millimetres, centimetres, metres and kilometres</p> <p>I am able to calculate with money using decimal notation and express money correctly in writing in pounds and pence.</p> | <p>I am able to multiply two-digit whole numbers by single- and double- digit whole numbers.</p> <p>I am able to interpret information, to make comparisons and record changes, from different formats, including bar charts and simple line graphs.</p> <p>I am able to use appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns.</p> <p>I am able to use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division</p> | <p>I am able to divide three- digit whole numbers by single- and double-digit whole numbers and express remainders.</p> <p>I am able to organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts.</p> <p>I am able to read, write and use decimals up to two decimal places.</p> <p>I am able to solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> |
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| <p>Stage 9</p> <p><u>Functional Skills</u> Level 1</p> <p><u>KS3 Maths POS</u></p> | <p>I am able to read, write, order and compare large numbers (up to one million).</p> <p>I am able to calculate discounts in multiples of 5% on amounts of money.</p> <p>I am able to represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs.</p> <p>I can begin to read, write, order and compare percentages in whole numbers.</p> <p>I am able to use multiplication facts and make connections with division facts.</p> | <p>I am able to recognise and use positive and negative numbers.</p> <p>I am able to read, write, order and compare decimals up to three decimal places.</p> <p>I am able to recognise and make use of simple scales on maps and drawings.</p> <p>I am able to calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles.</p> <p>I am able to recognise and calculate equivalences between common fractions, percentages and decimals.</p> | <p>I am able to multiply and divide whole numbers and decimals by 10, 100, 1000.</p> <p>I am able to add, subtract, multiply and divide decimals up to two decimal places.</p> <p>I am able to draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles.</p> <p>I am able to understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events.</p> <p>I am able to calculate the volumes of cubes and cuboids.</p> | <p>I am able to read, write, order and compare common fractions and mixed numbers.</p> <p>I am able to confidently read, write, order and compare percentages in whole numbers.</p> <p>I am able to interpret plans, elevations and nets of simple 3-D shapes.</p> <p>I am able to use equally likely outcomes to find the probabilities of simple events and express them as fractions.</p> <p>I am able to use angles when describing position and direction, and measure angles in degrees.</p> |
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