

# Curriculum Pathway Progression Map

## Numeracy

Pride Passion Partnership Professionalism Positivity



The Bridge London  
Hungerford School

Pillar of Learning: Functional Skills	Subject: Numeracy			
	A	B	C	D
<p><b>Stage 1 <a href="#">EYFS</a></b></p> <p><b><a href="#">Pre-key stage 1 Standard 1</a></b></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>

<p><b>Stage 2</b></p> <p><a href="#">EYFS</a></p> <p><a href="#">Pre-key stage 1 Standard 2</a></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><b>Stage 3</b></p> <p><a href="#">Pre-key stage 1 Standard 3</a></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</p>

				direction, including left, right, in front, behind, under and above.
<p><b>Stage 4</b></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., <math>2 + 2 = 4</math> and <math>3 + 1 = 4</math>)</p> <p>I am able demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if <math>3 + 2 = 5</math>, then <math>5 - 2 = 3</math>).</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>

<p><b>Stage 5</b></p> <p><u>Pre-key stage 2 Standard 5</u></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. <math>23 + 5</math>; <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>)</p> <p>I am able to recall at least four of the six number bonds for 10 and reason about associated facts (e.g. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>)</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><a href="#">Pre-key stage 2</a> Standard 6</p> <p>KS1 <a href="#">Maths POS</a></p> <p><a href="#">Functional Skills</a> EL1</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 <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>)</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 (£ &amp; 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 <math>&lt;</math>, <math>&gt;</math> and <math>=</math> 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 <math>1/4</math>, <math>1/3</math>, <math>1/2</math>, <math>2/4</math>, <math>3/4</math>, 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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