

MPPS Y1 Maths Progression Statements

Working Towards the Expected Standard	Working at the expected standard in Y1	Working at greater depth in Y1
Number and Place Value		
Count up to and including 50, forward and backwards (and 100 forwards), beginning with 0 or 1	Count up to and including 100, forwards and backwards, beginning with 0, 1, or from any given number	Count beyond 100, forwards and backwards, beginning with 0 or 1, or from any given number
Order numbers up to 50 using the correct language (largest, smallest, more than, less than)	Order numbers up to 100 using the correct language (equal to, more than, less than, most, least)	Order numbers up to and beyond 100 using the correct language (equal to, more than, less than, most, least)
Count one more or one less for numbers up to and including 50	Count one more or one less for numbers up to and including 100	Count one more or one less for numbers up to and beyond 100
Read and write numbers up to at least 10 in words	Read and write numbers from 1 to 20 in words	Read and write numbers beyond 20 in words
Count in multiples of 2 using quantities or objects.	Count in multiples of 2, 5 and 10's using quantities or objects	Count in multiples of 2, 5 and 10s, predicting whether a number would be in a sequence
Pupils can make numbers below ten using objects or pictures.	Place numbers in the correct order on an empty number line	Place numbers on an empty number line with missing integers
Addition and Subtraction		
Start to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs within 10	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs within 20 [e.g. $7+6=13$, $5-3=2$, and $13 = 7+6$, $2=5-3$]	Solve numerical problems using addition (+), subtraction (-) and equals (=) signs within 50 (e.g. use the numbers 1, 3, 6, 11 adding and subtracting them in pairs to make as many different numbers)
Represent and use number bonds.	Memorise and recall number bonds to 10 (without prompting) and 20 (with some prompting)	Memorise and recall number bonds to 20 without prompting including the effect of +/- a 0
Mentally add and subtract 1-digit numbers including 0	Mentally add and subtract 1&2-digit numbers to 20, including 0	Mentally solve problems, including numbers to 20 (e.g. if 2 numbers have a sum of 19 what could they be?)
Solve one-step problems that involve addition and subtraction using objects	Solve one-step problems that involve addition and subtraction, using objects and pictorial representations, and missing number problems (e.g. $7 = ? - 9$)	Solve one-step word problems that involve addition and subtraction, without using objects and pictorial representations, including missing number problems
Multiplication and Division		
Share small quantities into even groups up to 12	Share small quantities into multiple sets up to 12 (e.g. 4 sets of 3 counters)	Share small quantities into multiple sets up to 20 including predicting the amount of sets needed (e.g. 4 sets of 3 counters)
Use arrays to represent repeated addition with adult support (e.g. two lines of 5 dots)	Use arrays to represent repeated addition with prompting (e.g. two lines of 5 dots)	Use arrays to represent repeated addition independently (e.g. two lines of 5 dots)
Recognise patterns of numbers in 2x table	Recognise patterns of numbers in 2, 5 and 10x table	Recognise patterns of numbers in 2, 5 and 10x table and use this to solve problems
Solve one-step problems involving multiplication and division, by calculating the answer using objects, with the support of the	Solve one-step problems involving multiplication and division, by calculating the answer using objects, pictorial	Solve one-step problems involving multiplication and division, without objects but some support from the teacher

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teacher (e.g. how many pieces of paper needed if 4 children on a table need 2 each)	representations, with some support of the teacher	
Fractions and Decimals		
Recognise, find, and name a half as one of two equal parts of a shape	Recognise, find, and name a half as one of two equal parts of an object, shape or quantity	Sort objects, shapes or quantities that are in four parts and determine if they are equal or unequal parts
Pupils can group objects into four equal groups with support	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	
Measurement		
Tell the time to the hour and draw the hands on a clock face to show these times	Tell the time to the hour and half past the hour, including drawing the hands on a clock face to show these times	Can tell which is the next hour or half past the hour to occur, including drawing the hands on a clock face to show these times
Aware of the language of sequencing, being able to order these with adult support (e.g. before, after, today, tomorrow)	Order events using sequencing vocabulary (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)	Describe events in chronological order (e.g. 'Monday comes before Tuesday' and 'Yesterday evening I did my homework')
Recognise and use language relating to days of the week and months of the year. Also be able to sequence these in the correct order.	Recognise and use language relating to dates, including days of the week, weeks, months and years. Also being able to sequence them correctly	Recognise and use language relating to dates, including days of the week, weeks, months and years. Also being able to sequence them correctly and identify significant dates (e.g. My birthday is three weeks before Easter)
Recognise different denominations of coins and notes in any order	Recognise different denominations of coins and notes and order them in value	Can select the correct coins and notes to pay/charge for an item up to £ 1 and recognise that change could be required
Measure and begin to record the following using non-standard measures: <ul style="list-style-type: none"> • Length • Height • Mass 	Measure and begin to record the following using non-standard measures: <ul style="list-style-type: none"> • Length • Height • Mass • Capacity • Volume 	Measure and begin to record the following using non-standard measures (explaining the advantages/disadvantage of the measure used): <ul style="list-style-type: none"> • Length • Height • Mass • Capacity • Volume
Solve simple problems using measurement (E.g. Which box of these two is heavier?)	Solve problems using measurement (E.g. Which box of these four is heaviest?)	Solve multi-step problems using measurement (E.g. Compare these four boxes and put them in ascending order of weight)
Properties of Shape		
Recognise and name common 2-D shapes of different sizes, with support, including: rectangles, squares, circles and triangles	Recognise and name common 2-D shapes of different sizes, independently, including: rectangles, squares, circles and triangles	Recognise and name common 2-D shapes of different sizes and orientations, independently, including: pentagons, hexagons and octagons, explaining what is different about the shapes
Recognise and name common 3-D shapes of different sizes, with support, including: cuboids, cubes, pyramids and spheres	Recognise and name common 3-D shapes of different sizes, independently, including: cuboids, cubes, pyramids and	Recognise and name common 3-D shapes of different sizes, independently, including: cuboids, cubes, pyramids and spheres,

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	spheres	relating these to everyday objects
Position, Direction and Movement		
Describe the position of objects by referring to other objects using simple language (e.g. above/below)	Describe the position of objects by referring to other objects (e.g. above/below, top/middle/bottom)	Describe the position of objects by referring to other objects using more complex language (e.g. between, in front, near, inside)
Describe whole and half turns	Describe whole, quarter, half and three-quarter turns	Describe and follow directions using the language whole, quarter, half and three-quarter turns
Use the language of position, direction and motion (e.g. top/middle/bottom, up/down and forwards/backwards)	Use the language of position, direction and motion (e.g. left/right, top/middle/bottom, on top of, in front of, above, between, around, near, close/far, up/down, forwards/backwards and inside/outside)	