Meadowburn Primary School

First Level Maths Progression Guide

1.1 (P2)	1.2 (P3)	1.3 (P4)
Counting Count to and across 100, forwards and backwards from any number. Fill the missing numbers in the boxes. 103 102 101 ☐ ☐ ☐ Count in multiples of 2, 5 and ten. Put the numbers on the number track so they go up in twos. 2 → ☐ → 6 → ☐ → 10 → ☐	**Counting** Counting in steps of 2, 3 and 5 from zero and count in 10s from any number. Continue the number pattern. 0 3 6 ☐ ☐ ☐ Identify odd and even numbers. Write down three odd numbers between 5 and 15. ☐ ☐ ☐	**Counting** Counting from zero in multiples of 4, 8, 50 and 100. 0 4 ☐ ☐ 16 20 0 ☐ 100 150 200 ☐ 0 8 ☐ 24 32 ☐ Complete the number patterns. Count on and back in tens and hundreds from any given number. Sally is counting backwards in hundreds. She starts at 526, then counts back 3 more hundreds. What does she count back to?
Place Value Read and write numbers to 100 in numerals. Identify one more/less than a given number within 100. Write the number in the box. sixty ☐ fifty four ☐ eighty ☐ hundred ☐	**Place Value** Recognise the place value of each digit in a two-digit number. What does the digit 8 stand for in 58? 8 tens 8 ones 8 hundreds Order numbers 0-100 and compare them using < (less than), > (more than) and = (equals) in numerals and words. Write the missing numbers in the boxes. 10 ☐ 20 ☐ 30 ☐ 40 ☐ 50	**Place Value** Recognise the place value of each digit in a three-digit number Write the number in the box. 559 = 500 + 50 + ☐ 559 = 500 + ☐ + 19 559 = 200 + ☐ + 9 Write these numbers in words: 637 703 350 599 Read, write and compare and order numbers to 1000 (in numerals and words).

Addition and Subtraction

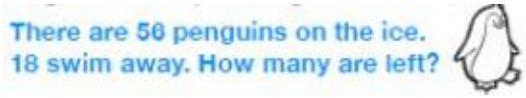
Read, write and interpret mathematical statements involving +, - and =

Represent and use number bonds and related subtraction facts within twenty.

Addition and Subtraction

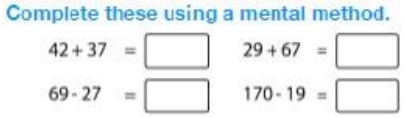
Recall and use addition and subtraction facts to 20 and work out related facts to 100.

Add and subtract two-digit numbers and three one digit numbers (checking with inverse).

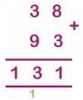


Addition and Subtraction

Mentally add and subtract one, ten and a hundred to any 3-digit number.



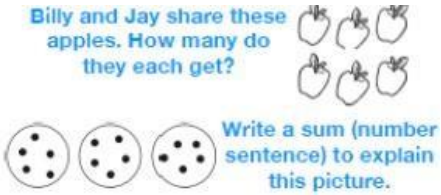
Add and subtract numbers up to 3 digits with regrouping using the column method.



Multiplication and Division

Solve multiplication and division questions using concrete, pictorial and array representations.

Half and double numbers.



Multiplication and Division

Know multiplication and related division facts for 2, 5 and 10.

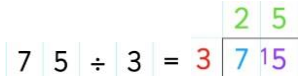
Solve multiplication and division problems in context using materials, arrays, repeated addition, multiplication and division facts.

Multiplication and Division

Identify factor pairs using 2, 3, 4, 5, 8 and times tables.

Multiply and divide two digits by one digit using short method division and multiplication.

✖	20	6	
5	100	30	= 130

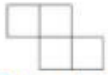


Fractions

Recognise, find and name halves of shapes and quantities.

Sarah and James share this bottle of water. What fraction will they have?

Colour half of these shapes:



Colour half this shape

Half the rockets zoom away. How many are left?

Recognise, find and name quarters of shaped and quantities.

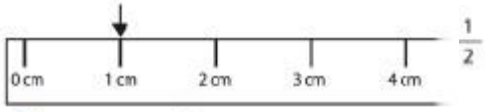
Four children share this cake. What fraction will they each have?

What fractions have this square been cut into?

Halves / Quarters/ It's not fraction

Fractions

Identify ½, 1/3, ¼, 2/4 and ¾ of length, shape and quantity.



Circle the fraction the arrow shows on the ruler.

$\frac{3}{4}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{2}$

Circle a quarter of the cakes.

Recognise the equivalence of 2/4 and ½.

Shade 1/2 of this shape.

Can you write the fraction in another way?

Fractions

Add and subtract both unit and non-unit fractions of amounts within a whole.

Complete the following:

$\frac{3}{8} + \frac{2}{8} = \square$ $\frac{6}{7} - \frac{5}{7} = \square$

On Tuesday, Kathy ate three ninths of her chocolate bar. On Thursday she ate $\frac{2}{9}$ of the chocolate bar.

How much did she eat altogether?

Count in tenths and recognise that tenths arise by division of one digit numbers by 10.

Continue counting in tenths:

1.5 ☐ ☐

I know that 120 divided by 10 is 12.

How can I use this to work out what 12 divided by 10 would be?

Ways to help your child:

Counting and place value -

- Sing counting songs and play board games.
- Practise counting from any number, forwards and backwards.
- Point out numbers when you see them around you and help your child to read them.
- Count objects and ask questions such as 'how many if I have one more/less?'

Ways to help your child:

Counting and place value -

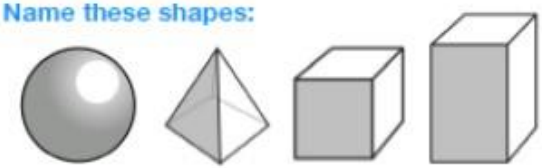
- Sing counting songs and play board games.
- Count on and back in ones and tens from any number.
- Count objects in twos, threes, fives and tens.
- Count objects into groups and compare quantities.
- Point out numbers when you see them around you and help your child to read them.

Ways to help your child:

Counting and place value –

- Help them to learn how to spell numbers and words which are maths vocabulary.
- Practise counting forwards and backwards in fours, eights and hundreds.
- Play 'Partitioning Power' – see how many different ways you can partition a number. Partition numbers - 242 = 200 + 40 + 2

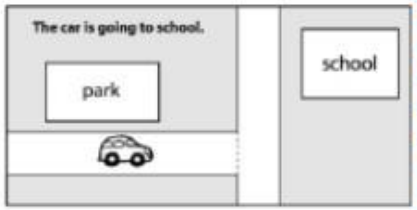
Addition, Subtraction, Multiplication and Division – • Sing the doubles song (learn all doubles to 10 + 10). • Count out toys – how many if there is one more/less. • Help them learn the number bonds to 10 and 100 (3 + 7 = 10, 20 + 80 = 100 etc.) Ask them to share out the fruit, toys, sweets, leaves etc. How many each? **Fractions –** • Cut fruit exactly into halves/quarters and talk about whether the parts are equal. • Count out the number of biscuits and work out how many if half/quarter were taken. • Count the number of pieces in a pizza and share them out fairly. What fraction do you have? How many pieces is that?	**Addition, Subtraction, Multiplication and Division –** • Learn all the doubles to 20 + 20 and the related halves (half 40 is 20). • Help them to have rapid recall of the two, three, five and ten times tables. • Practise the number bonds to 10 and 100 and the related subtraction facts. • Ask them to share out the fruit, toys, sweets, leaves etc. fairly between 2/3/5 people. **Fractions –** • Cut fruit exactly into halves/quarters and talk about whether the parts are equal. • Count out the number of biscuits and work out how many if half/quarter were taken. • Count the number of cakes and share them out fairly. What fraction of the total do you have? How many cakes is that? Would you rather a ½ or 2/4? Why?	**Addition, Subtraction, Multiplication and Division –** • Help them to have rapid recall of the two, three, four, five, eight and ten times tables. • Add numbers around you e.g., Bus no:242 (2 + 4 + 2) – whoever gets to 20 first is the winner. • In the shops look at multipacks – ask questions like 'if we buy three packs of six bags, how many will we have altogether?'
Measurement Measure, compare and order lengths, mass and capacity in standard metric units. 	**Measurement** Use all measuring apparatus accurately to estimate and measure length, mass, temperature and capacity. 	**Measurement** Use and compare lengths (m, cm, mm), mass (g, kg), and volume/capacity (l, ml).  Calculate perimeter. 

Shape Recognise and name common 2D and 3D shapes. Name these shapes: 	**Shape** Identify and describe the properties of 2D and 3D shapes. What shape am I? I have 6 rectangular faces and 6 vertices	**Shape** Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Are these statements TRUE or FALSE? Perpendicular lines are never at right angles to each other. Two parallel lines will never meet. A horizontal line goes from left to right. A vertical line goes straight up and down.
Money Recognise the value of different coins and notes. Place these coins in order of value: 	**Money** Recognise the value of different coins and notes. Combine pounds and pence to make different amounts. 	**Money** Add and subtract amounts of money to give change. In a shop, drinks cost £1.55 and sandwiches cost £2.00. If you buy a drink and a sandwich, how much change will you get from £5.00?
Time Tell the time – o'clock and half past What is the time?  Draw half past 8 	**Time** Tell the time to the nearest five minutes. Know the number of minutes in an hour and hours in a day. What is the time?  Draw five past 8 	**Time** Read time to the nearest minute. What is the time?  Draw 17:05 

Position and Direction

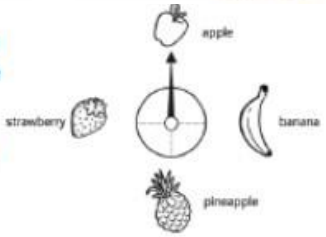
Describe position, direction and movement using prepositional language.

Give Directions



Give directions to get to the car from the park to the school.

What fruit will the pointer be at when it makes 3 quarter turns clockwise?



Position and Direction

Understand positions on a compass and use this to give directions (including rotation as turns).

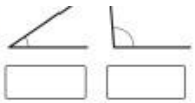
Bobby was in the car going to school when he realised he had forgotten his homework. His mum turned the car around and drove in the opposite direction. How many right angles did she turn through?

Position and Direction

Identify acute, obtuse and right angles.

Link turns to right angles (i.e. ½ turn is 2 right angle turns)

Label these angles acute or obtuse.

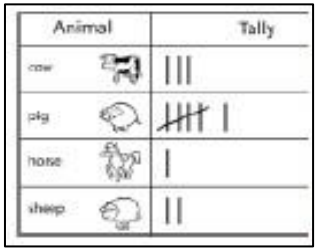


Matthew is facing east. He makes a full turn and ends up facing east again.

How many right angles has he turned through?

Data Analysis

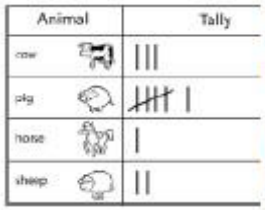
Conduct simple surveys and use tally marks to represent quantity.



Animal	Tally
cow	|||
pig	𝍸 |
horse	|
sheep	||

Data Analysis

Ask and answer questions about data with a graph, make comparisons and real life links.



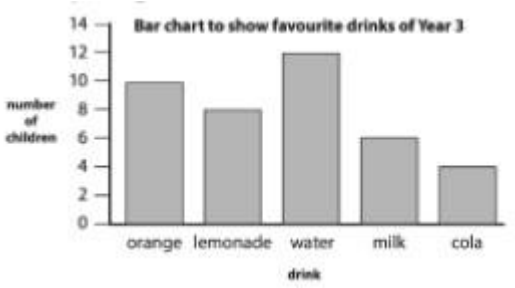
Animal	Tally
cow	|||
pig	𝍸 |
horse	|
sheep	||

3 more cows arrive on the farm. Add them onto the table.

How many more pigs than sheep are there?

Data Analysis

Interpret and present data using scaled bar charts, pictograms and tables.



Answers questions like:
How many more children like water than……?
How many children are in the class?
Which is the most/least popular drink?

Ways to help your child:

Money, Measurement and Time –

- Cook with your children, get them involved in weighing out food and looking at weights and capacities on packaging. Discuss symbols (g, kg, l, ml).
- Whenever you are using coins/notes, talk to your child about their value. Discuss prices in shops and compare them.
- Look at the clock with your child at different times of the day.
- Talk about where the hands are pointing and what time it is.

Position and Direction -

- Discuss directions home, which way are you turning, how many turns (right, left, clockwise and anti-clockwise).
- Look out for shapes everywhere you go. What shapes can you see? Can you guess the shape being described?
- Play games with objects, getting your child to describe its position.

Ways to help your child:

Money, Measurement and Time –

- Cook with your children, get them involved in weighing out food and looking at weights and capacities on packaging. Discuss symbols (g, kg, l, ml). Compare weights – which is heavier/lighter?
- Talk to your child about the value of coins and notes. Discuss prices in shops and compare them. Add prices together.
- Look at the clock with your child at different times of the day.
- Talk about where the hands are pointing and what time it is.

Position, Direction and Statistics -

- Let your child programme you to move around an obstacle course at home – using directional language.
- Look out for shapes everywhere. What shapes can you see? Can you describe them?
- Play games with objects, getting your child to describe its position.
- Tally the colour of the vehicles passing outside.
- Discuss the data. What have they found out?

Ways to help your child:

Money, Measurement and Time –

- Cook with your children, get them involved in weighing out food and looking at weights and capacities on packaging. Discuss symbols (g, kg, l, ml) and how much of the ingredients are need for double the quantity.
- Help them pay in shops and check change.
- Help your child to read the time on different clocks – digital and analogue.
- Set timers for cooking food.

Position, Direction and Statistics -

- Look at weather tables and graphs online and discuss the data.
- Read sports tables – can they create graphs to represent team results?