

F2 Maths Progression

Autumn Term	Page number	Spring Term	Page number	Summer Term	Page number
Counting to 10 (& beyond as appropriate)	55	Counting beyond 10 (including multiples of 10)	57	Counting beyond 20 - including multiples of 10 Verbally count beyond 20 (ELG)	57
Subitise (familiar patterns. E.g. dice)	56	Subitise (tens frames)	56	Recognise quantities without counting - up to 5 (ELG)	58
Link to value (through games)	57	Link to value (tens frames)	57		
Compare (Number of objects)	57	Compare (vocabulary – more than/ less than)	57	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)	58
Understand 1 more/ 1 less (through rhymes and games)	57			Understand 1 more/ 1 less (staircase pattern) or the same	
Explore composition (2,3,4), including partitioning/recombining		Composition – Revisit 2,3,4 Introduce 5,6,7 (partition and recombine) Doubling 2,4, 6	58	Composition of all numbers to 10 (subitising, partitioning and recombining) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)	58
	58	Automatically recall number bonds to 5, including subtraction facts (ELG)	58	Automatically recall number bonds 0 – 10, including subtraction & doubles (ELG)	58
Talk about and explore 2D & 3D shapes	53	Select a shape – copy 2D to 3D	59	Select a shape – copy 2D to 3D	59
Select and rotate shapes	58	Compose and decompose shapes	59	Compose and decompose shapes	59
Continue and copy/ create patterns (AB)	59	Continue and copy/ create patterns (ABB)	59	Continue and copy/ create patterns (e.g. ABBC, ABCD)	59
Compare length, weight and capacity	59	Compare length, weight and capacity	59	Compare length, weight and capacity (make and test predictions)	59
		Odd and even practically (ELG)			
		* Ensure Autumn Term learning is revisited before introducing new concepts each time.		* Ensure sticky knowledge from previous terms are revisited continually	