

# St Margaret's Fluency progression in KS1

	Early Years			Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Subitising	<p>Perceptually subitise within 3.</p> <p>Create patterns for numbers within 4.</p> <p>Use their fingers to represent numbers within 5.</p>	<p>Conceptually subitise within 5.</p> <p>Explore patterns where 5 is a clear part.</p> <p>Explore symmetrical patterns.</p>	<p>Subitising patterns with expose 'one more' or doubles.</p> <p>Subitise to identify patterns that show the same number but are arranged differently.</p> <p>Subitise within 10.</p>	<p>Conceptually subitising numbers between 5 and 10.</p>	<p>Practise subsisting numbers within 10.</p>	<p>Using a Rekenrek to to conceptually subitise numbers to 20.</p>	<p>Perceptual and conceptual subitising on a Rekenrek.</p>	<p>Conceptually subitising teen numbers.</p>	

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Cardinality, ordinality and counting	<p>Know that the last number spoken gives the value of the set.</p> <p>Counting through rhymes and songs.</p> <p>1:1 correspondence.</p> <p>Counting actions and sounds.</p> <p>Begin to count beyond 5.</p> <p>Begin to recognise numerals.</p>	<p>Develop verbal counting to 20 and beyond.</p> <p>Develop accuracy.</p> <p>Represent quantities between 5 and 10 on their fingers.</p> <p>Order numbers within 10.</p>	<p>Counting to 20 and beyond, including starting at different numbers.</p>	<p>Explore the link between staircase pattern and a number track, within 10.</p>	<p>Number lines within 10.</p> <p>Explore the use of midpoints to locate other numbers within 10.</p>	<p>Repeat for number system up to 20- Number lines and mid points.</p>	<p>Compare number tracks and number lines for numbers to 20.</p>	<p>Revisit the structure of the linear number system within 20, making links between the midpoints of 5 and 10, and 15.</p>	<p>Review the linear number system to 100, applying their knowledge of midpoints to place numbers on a structured number line - they will identify the multiples of 10 that come before and after a given number</p>
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Composition	<p>See that all numbers can be made of ones.</p> <p>Compose their own collections with 4.</p> <p>Explore the concept of 'wholes' and 'parts'.</p> <p>Explore the composition of numbers within 5.</p>	<p>Recall hidden and missing parts within 5.</p> <p>Explore the composition of 6.</p> <p>Begin to see the '5 and a bit' structure.</p> <p>Look at the shape of odd and even numbers.</p> <p>Begin to link even numbers to doubles.</p>	<p>Explore the composition of numbers within 10.</p>	<p>Explore the composition of numbers 6,7,8, and 9.</p> <p>Explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have 'an extra 1' - they will link this to the 'shape' of these numbers.</p> <p>Explore the composition of 10, developing a systematic approach to finding pairs that sum to 10.</p>	<p>Practise recalling missing parts for numbers within 10.</p> <p>Explore the composition of the numbers 11-20, seeing representations which show the structure of these numbers as 'ten and a bit'.</p>	<p>Explore representations which expose the composition of numbers within 20.</p> <p>Apply their knowledge to calculations within 10 and 20.</p>	<p>Explore the composition of 6,7 8 and 9.</p> <p>Explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have 'an extra 1' - they will link this to the 'shape' of these numbers.</p>	<p>Review the composition of 11 to 19 as 'ten and a bit' and explore ways to represent this.</p> <p>Doubles and near doubles.</p>	<p>Revisit previous activities which develop their understanding of the composition of numbers within 10 and 20.</p>
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Comparison	<p>Understand that sets can be compared according to a range of attributes, including by their numerosity.</p> <p>Use the language of comparison, including 'more than' and 'fewer than'.</p> <p>Compare sets 'just by looking', by subitising and by matching.</p>	<p>Explore ways of making equal and unequal sets.</p> <p>Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>Order sets of objects, linking this to their understanding of the ordinal number system.</p>	<p>Revisit what is meant by 'comparing' and see that quantities can be compared according to different attributes, including numerosity</p>	<p>Compare numbers within 10, linking this to their understanding of the linear system.</p> <p>Use the inequality symbol to create expressions, e.g. <math>7 &gt; 2</math>, and use the language of 'greater than' and 'less than'</p>	<p>Compare numbers within 20, including questions which use the symbols <math>+</math>, <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>, such as: True or false? <math>10 + 4 &lt; 14</math> <math>10 + 4 = 14</math> <math>10 + 4 &gt; 14</math></p>	<p>Compare numbers within 10, linking this to their understanding of the linear number system.</p> <p>Draw on their knowledge of number bonds to answer questions in the form: True or false? <math>5 + 3 &gt; 7</math>.</p>	<p>Continue to compare numbers within 20, including questions which use the symbols <math>+</math>, <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>.</p>	<p>Reason about equalities and inequalities using equations and answering questions, such as: True or false? <math>5 + 3 = 6 + 2</math> <math>9 + 4 &gt; 9 + 5</math> <math>9 + 6 &lt; 10 + 5</math>. This will help them become fluent in the use of the inequality symbol as well as practising their number bond knowledge.</p>
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Addition and subtraction number facts.					<p>Develop their recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols +, - , or =.</p> <p>Identify doubles and near doubles through visual representations of odd and even numbers.</p>	<p>Draw on their knowledge of the composition of numbers to complete written equations</p> <p>Continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20 and strategies within 10.</p>	<p>Adding 2 to an even or odd number.</p> <p>Complete equations with a missing sum or addend.</p>	<p>Identify a missing part within 10.</p> <p>Calculations within 11-19 where 10 is a part.</p> <p>Adding 3 addends.</p> <p>Pairs of numbers with a difference of 1.</p> <p>Doubles and near doubles.</p> <p>Apply known facts within 10 to larger numbers.</p>	<p>Adding and subtracting through the tens boundary.</p> <p>Reason about sums and differences.</p> <p>Develop their fluency in additive relationships within 20.</p>
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