

Learning and Progression Steps Planning for Progression

Year 1-6

$\frac{+}{-} = 1$	$\frac{\times}{\div} =$	$\frac{+}{-} = 2$	$\frac{\times}{\div} =$	$\frac{+}{-} = 3$	$\frac{\times}{\div} =$	$\frac{+}{-} = 4$	$\frac{\times}{\div} =$	$\frac{+}{-} = 5$	$\frac{\times}{\div} =$	$\frac{+}{-} = 6$	$\frac{\times}{\div} =$	$\frac{+}{-} = 7$	$\frac{\times}{\div} =$
$\frac{+}{-} = 8$	$\frac{\times}{\div} =$	$\frac{+}{-} = 9$	$\frac{\times}{\div} =$	$\frac{+}{-} = 10$	$\frac{\times}{\div} =$								

Year 1 Learning and Progression Steps for Mathematics

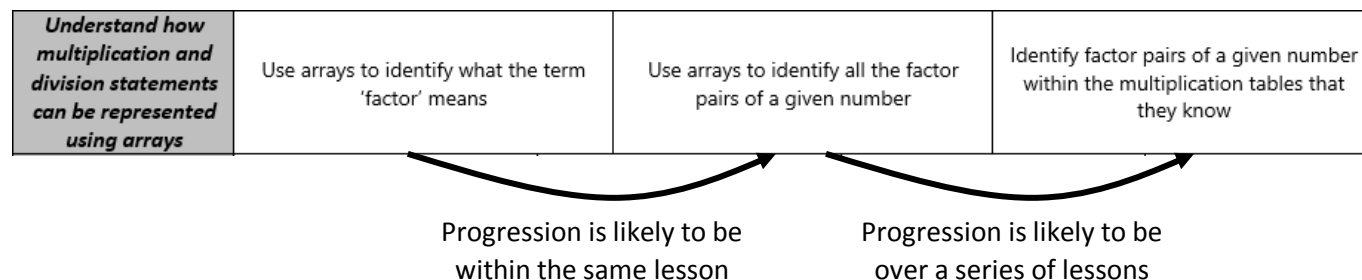
What are Learning and Progression Steps (LAPS)?

The Learning and Progression Steps are designed to scaffold the learning required in order to meet the expectations of the National Curriculum. Statements in the Lancashire Key Learning for Mathematics document have been broken down into smaller steps to support teachers in planning appropriate learning opportunities. These key pieces of learning will support pupils in becoming fluent in the knowledge and skills of the curriculum and ensure that the learning is effective and sustained.

The number of steps is dependent on the learning and do **not** constitute expectations for the end of each term.

The final step in the progression for each strand of learning is the end of year expectation.

The steps are **not** of equal size and different amounts of time may be required for children to move between individual steps. For example,



Some learning within the same end of year expectation has been split and designed to run concurrently alongside each other. For example,

Read and write numbers up to 1000 in numerals and in words	Read multiples of 1000 to 10 000 in numerals and in words	Read multiples of 100 to 10 000 in numerals and in words	Read numbers to 10 000 where 0 is not used as a place holder	Read numbers to 10 000 where 0 is used as a place holder	Read and write numbers to at least 10 000
	Write multiples of 1000 to 10 000 in numerals and in words	Write multiples of 100 to 10 000 in numerals and in words	Write numbers to 10 000 where 0 is not used as a place holder	Write numbers to 10 000 where 0 is used as a place holder	

Some LAPS may need to be completed before another can be started.

Where have they come from?

The Learning and Progression Steps (LAPS) have been derived from the Lancashire Key Learning in Mathematics statements, identified primarily from the National Curriculum 2014 programmes of study.

How are they different from the Key Learning Statements?

The Learning and Progression Steps (LAPS) are smaller, progressive steps which support learning towards the Key Learning in Mathematics expectations.

How are they different from the Key Learning Indicators of Performance (KLIPs)?

The Key Learning Indicators of Performance (KLIPs) document is an assessment tool. The Learning and Progression Steps (LAPS) document is a planning tool and is not intended to be used for summative assessment purposes. However, they may support teachers in judging whether children are on track to meet the end of year expectations at different points throughout the year.

The terms 'entering', 'developing' and 'secure' are used in Lancashire's assessment approach, KLIPs, as summative judgements in relation to age related expectations. Definitions for these terms can be found in the introduction to the KLIPs document.

How might Learning and Progression Steps (LAPS) in Mathematics be useful?

Learning and Progression Steps (LAPS) may be used in a number of ways. For whole class teaching, LAPS may be used to support differentiation. When planning, it may be appropriate to use LAPS statements to inform learning objectives for a session or number of sessions. Learning and Progression Steps (LAPS) in Mathematics should be selected according to the learning needs of the individual or group. Emphasis however, should always be on developing breadth and depth of learning to ensure skills, knowledge and understanding are sufficiently embedded before moving on.

The LAPS should **not** be used as an assessment tool, but they can inform teachers about children's progress towards the end of year expectations at the end of each term.

Are LAPS consistent with the other resources from the Lancashire Mathematics Team?

Yes, the LAPS are related to the content of the Mathematics Planning Support Disc and also the Progression Towards Written Calculation Policies and the Progression in Mental Calculation Strategies.

These can be found on the website:

www.lancsngfl.ac.uk/curriculum/primarymaths

These Learning and Progression Steps (LAPS) are designed to show the necessary steps in learning to make effective and sustainable progress within a single year. They begin with the 'end of year' expectation from the previous year and build up to the 'end of year expectation' of the current year.

The number of steps is dependent on the learning and do **not** constitute expectations for the end of each term.

The steps are **not** of equal size and different amounts of time may be required for children to move between individual steps.

Number and Place Value	End of EYFS expectation	Learning and Progression Statements						End of Year 1 expectation	
	Count reliably with numbers from 1 to 20	Count within 0 to 20 forwards and backwards from any number - understanding that 0 represents the value of an empty set and the number that is before one in the counting sequence	Count to at least 50 from 1 or 0 forwards and backwards (ensure that there is increased emphasis on the ability to count backwards)	Count to 100 from 1 or 0 forwards and backwards (ensure that there is increased emphasis on the ability to count backwards)	Count to 100 from any number forwards and backwards (ensure that there is increased emphasis on the ability to count backwards)	Count across 100 forwards and backwards to develop familiarity with the patterning of the number system (there is no need to go beyond 130 as this exemplifies the pattern adequately)		Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	
	Count reliably with numbers from 1 to 20	Recite and know the sequence of counting in tens from zero paying particular attention to twenty, thirty and fifty whose names do not follow the root number	Recite and know the sequence of counting in fives from zero	Recite and know the sequence of counting in twos from zero	Count objects in twos (these will be more familiar numbers)	Count objects in fives	Count objects in tens	Count in multiples of twos, fives and tens	
	Recognise numbers from 1-20 Read numbers from 1-20 in numerals	Read numbers to 20		Read 'tens' numbers to 100 and understand the difference between 'teens' numbers and multiples of tens, e.g. 18 and 80		Read numbers to 100		Read and write numbers to 100 in numerals	
		Write numbers to 20		Write 'tens' numbers to 100 and understand the difference between 'teens' numbers and multiples of tens		Write numbers to 100			
	Recognise numbers from 1-20 Read numbers from 1-20 in numerals	Read numbers from 1 to 20 in numerals (as above)			Read number in words from 1 to 20				Read and write numbers from 1 to 20 in numerals and words
		Write numbers from 1 to 20 in numerals (as above)			Write number in words from 1 to 20				
NB (Number words are in the following phonics phases: <u>phase 2</u> : ten; <u>phase 3</u> : six; <u>phase 4</u> : three, seven, one; <u>phase 5</u> : five, nine, four, eight; <u>phase 6</u> : two. Numbers beyond 10, as polysyllabic words, come next)									