**MATHS PROGRESSION THROUGH ASDAN LIFESKILLS CHALLENGE**

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| **“GOING PLACES”** | | | |
| **NUMBER** | **WTE1** | **E1** | **E2** |
| * Count up to 10 objects and place them in a case or bag when preparing for a trip * Respond to a prompt to 'add' or 'take away' an item and recount to check what has been packed * Find when requested at least 10 items linked to trips, travel and holidays e.g. wallet, suitcase, jacket, sun cream, money | * Count up to 20 items linked to trips, travel and holidays * Carry out simple addition and subtraction problems linked to travel and trips | * Solve a number problem using + and - linked to trips and travel * Solve a simple money problem linked to trips and travel * Count, read and write numbers to 75 in the context of planning a trip or holiday |
| **SSM** | * Recognise days of the week and work with support to put them in order * Recognise and compare the sequence in a usual day with a day on holiday * Handle coins in shopping activities linked to trips, travel and holidays e.g.buying a ticket, buying gifts, buying snacks, buying clothes for a trip | * Sequence the days of the week * Sequence the seasons * Use time words to describe a trip e.g. morning, afternoon, evening * Compare different containers and how much liquid they hold when preparing for a trip e.g. full, empty * Identify all coins and £5 and £10 notes | * Sequence the months of the year and days of the week when learning about the time to take a trip or holiday * Read times to quarter to and quarter past when considering a time for departure and return * Read a digital clock and sequence times * Recognise halves and quarters in the context of preparing food for a picnic |

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| **“WORKING WITH NUMBERS”** | | | |
| **NUMBER** | **WTE1** | **E1** | **E2** |
| * Identify specified numbers of items from 12 or more items * Put numbers in order of value from 0-10 * Identify when the value of a number is higher or lower than others in the range 0 to 10 * Identify specified numbers of items from 22 or more items * Put numbers in order of value from 0 to 20 * Identify when the value of a number is higher or lower than others in the range 0 to 10 | * Identify a specified number of items from 20 or more items * Put numbers in order of value from 0 - 30 * Identify when the value of a number is higher or lower than others in a range of 0 -30 * Add single digit numbers to numbers between the values of 0-25 * Use related vocabulary and signs for addition, with symbol supports * Use a calculator for tasks involving addition, with appropriate guidance * Subtract single digit numbers working with the numbers 0 to 30 * Use addition to check accuracy of results * Use related vocabulary and signs for subtraction, with symbol supports * Use a calculator for tasks involving subtraction, with appropriate guidance | * Identify specified numbers of items from 0 to 100 eg count the number of items on a shelf, on at least four occasions * Identify specified number of items counting in twos from 2 to 100 eg count the piles of 2p coins, on al least four occasions * Identify specified number of items counting in tens from 10 to 100 eg work out how many 10p coins are needed to make £1, on at least four occasions * Identify numbers in both words and figures eg match each number to the word (using word and number cards), on at least four occasions * Use tens and units to identify the values of 2-digit numbers eg split the numbers to show which are the tens and the units, on at least four occasions * Identify everyday number formats eg find things in the room where numbers are used (leaflets, signs, posters), on at least four occasions * Use criteria to identify odd numbers and even numbers eg sort the cards into even numbers and odd numbers, put the even number raffle tickets on these prizes, put the odd number raffle tickets on these prizes, on at least four occasions |

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| **“SHAPE AND POSITION”** | | | |
| **SSM** | **WTE1** | **E1** | **E2** |
| * Join in with action songs or games using positional language * Follow instructions to move around an obstacle course * Follow instructions to place objects in, on or under * Join in with action songs or games using directional language * Follow instructions to move self or objects in different directions | * Identify location of items or images using everyday simple positional vocabulary eg between, inside, near to, above, below * Find an item following directions which use simple positional vocabulary eg object, person, room * Place an item following simple directions which use positional vocabulary eg put the milk in the fridge, on the shelf below the eggs * Direct others using simple positional vocabulary eg the ladies toilet is next to the stairs | * Identify common 2D shapes in familiar situations * Identify right angles in 2D shapes * Identify common 3D shapes in familiar situations * Identify right angles in common 3D shapes * State the properties of common 2D shapes * State the properties of common 3D shapes * Match shapes in 2D and 3D form * Compare shapes in 2D and 3D form * Follow and use simple maps in 2D and 3D format * Give simple directions for others to understand |

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|  | **“WORLD OF WORK”** | | |
|  | **WTE1** | **E1** | **E2** |
| **NUMBER** | * Count and write numbers to 10 when exploring a range of work related tasks * Puts up to six objects in a container or bag when requested | * Count and write numbers to 10 linked to work related tasks * Solve simple number problems using addition (+) and subtraction (-) specific to job preference * Use mathematical language in the context of the workplace | * Count and write numbers to 99 * Use column addition to work out costings for items |
| **SSM** | * Use 1p coins to make 10p when exploring money | * Recognise and use 1p, 2p and 5p coins when exploring money needed for the workplace * Sort coins by denomination * Use job-specific measuring skills on two occasions eg weighing, measuring, timing | * Calculate the price of two items to £1.00 * Solve simple number/money problems using addition + and subtraction - |
| **DATA** |  |  | * Conduct a simple survey and record using tally linked to an enterprise activity * Produce a table and bar graph, including a labelled axis and a scale |

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|  | **“WEIGHTS, MEASURE AND CAPACITY”** | | |
|  | **WTE1** | **E1** | **E2** |
| **SSM** | * Sort 5 different objects stating whether they are heavy or light * Order objects according to weight in a sequence of 3 * On one occasion with support use scales to weigh 2 objects * Identify whether an item is heavy or light on two or more occasions. * Compare three items,  identifying heavy or light, and arranging them in order of how much they weigh. * Use balance scales and non standard measures to weigh a different object on two occasions, e.g. cubes | * Describe weight of objects using simple vocabulary eg heavy, light, on at least two occasions * Compare weight of two objects using simple vocabulary eg heavier, lighter, heaviest, lightest, on at least two occasions * Sort at least three objects in order of weight on at least two occasions * Identify meaning of capacity in simple terms eg select from a list of everyday items, on at least two occasions * Compare difference in capacity of same shape objects eg one large mug, one small mug, on at least two occasions * Compare capacity of different shaped objects eg two different shaped items with same capacity, on at least two occasions | * Identify and use standard formats for measuring length * Compare standard and non-standard methods used to measure length * Identify and use standard formats for measuring weight * Compare similar items and their weights * Identify and use standard formats for measuring capacity * Compare standard and non-standard methods used to measure capacity |

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|  | **“SHOPPING”** | | |
|  | **WTE1** | **E1** | **E2** |
| **NUMBER** | * Count up to five items * Count and record stock (using numbers one to four) * Respond to a request to add one more item to a basket * Respond to a request to take an item away from a basket * Select from a choice of symbols, symbols to compose a shopping list of desired items * Recognise and read up to ten symbols relating to shopping activities * Recognise one common brand logo | * Count up to 10 items * Count stock (up to seven) and record numerals correctly * Read and write mathematical signs (+, -, =) when solving simple problems relating to shopping (e.g. 2 apples + 1 apple = ) * Compose a written shopping list of at least five items * Recognise three common brand logos * Recognise three different types of written information relating to shopping activities e.g. list, logo, sign | * Count items on a list (up to 75) * Count stock (up to 50) and record numerals correctly * Halve numbers up to 20 when solving problems * Double numbers up to ten when solving problems * Use repeated addition to solve simple multiplication word problems |
| **SSM** | * Recognise the value of different coins when paying for shopping * Identify the biggest object in a collection of three * Identify the smallest object in a collection of three * Identify a heavy object in a collection of three * Identify a light object in a collection of three * Find shapes amongst a selection of items * Match two 3D shapes to objects that are the same | * Recognise the value of different coins and match them to symbols or written costs on a shopping list * Identify the biggest object from a collection of five * Identify the smallest object from a collection of five * Identify a heavy object from a collection of five * Identify a light object from a collection of five * Identify at least four 2D shapes in packaging and logos * Identify at least three 3D shapes in packaging | * Read the cost of ten items on a shopping list * Convert five values from pence to pound and vice versa * Make amounts of money up £2 from given coins * Handle three objects and describe their size, weight and capacity (e.g. long, short, wide, narrow, tall, high, heavy, light, fully, empty) * Describe the properties of at least four 2D shapes when looking at packages or logos * Describe the properties of at least three 3D shaped packages (e.g. sides, corners, faces, edges) |