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| Year Group: | R | 1 | 2 |
| Autumn 1 | **Number**   * Use some number names and number language spontaneously * Use some number names accurately in play * Recite numbers in order to 10 * Knows that numbers identify how many objects are in a set * Begins to represent numbers using fingers, marks on paper or pictures * Sometimes matches numeral and quantity correctly * Shows curiosity about numbers by offering comments or asking questions * Compare two groups of objects, saying when they have the same number * Show an interest in number problems * Separate a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same * Show an interest in numerals in the environment * Show an interest in representing numbers * Realise not only objects but anything can be counted   **Shape, Space and Measure**   * Use positional language * Show interest in shape by sustained construction activity or by talking about shapes or arrangements * Show interest in shapes in the environment * Use shapes appropriately for tasks * Begin to talk about the shapes of everyday objects e.g. round, tall | **Number-addition and subtraction**   * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= 9-?   **Geometry-Properties of Shapes**   * recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [for example, rectangles (including squares), circles and triangles] * 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. | **Number-number and place value**   * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * recognise the place value of each digit in a two-digit number (tens, ones) * identify, represent and estimate numbers using different representations, including the number line * compare and order numbers from 0 up to 100; use and = signs * read and write numbers to at least 100 in numerals and in words * use place value and number facts to solve problems.   **Number-addition and subtraction**   * solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers * show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot * recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems   **Number-multiplication and division**   * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.   **Geometry-Properties of Shapes**   * identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces * identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]   compare and sort common 2-D and 3-D shapes and everyday objects. order and arrange combinations of mathematical objects in patterns and sequences  **Measurement**   * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels * compare and order lengths, mass, volume/capacity and record the results using >, < and = * recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value * find different combinations of coins that equal the same amounts of money * solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| Autumn 2 | **Number**   * Use some number names and number language spontaneously * Use some number names accurately in play * Recite numbers in order to 10 * Knows that numbers identify how many objects are in a set * Begins to represent numbers using fingers, marks on paper or pictures * Sometimes matches numeral and quantity correctly * Shows curiosity about numbers by offering comments or asking questions * Compare two groups of objects, saying when they have the same number * Show an interest in number problems * Separate a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same * Show an interest in numerals in the environment * Show an interest in representing numbers * Realise not only objects but anything can be counted   **Shape, Space and Measure**   * Use positional language * Show interest in shape by sustained construction activity or by talking about shapes or arrangements * Show interest in shapes in the environment * Use shapes appropriately for tasks * Begin to talk about the shapes of everyday objects e.g. round, tall | **Number-number and place value**   * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number * count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens * given a number, identify one more and one less * identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least * read and write numbers from 1 to 20 in numerals and words.   **Number-addition and subtraction**   * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero * solve one-step problems that involve addition and subtraction, including using money, using concrete objects and pictorial representations, and missing number problems such as 7= 9-?   **Measurement**   * compare, describe and solve practical problems for: * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * time [for example, quicker, slower, earlier, later] * measure and begin to record the following: * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) * recognise and know the value of different denominations of coins and notes | **Number-number and place value**   * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * recognise the place value of each digit in a two-digit number (tens, ones) * identify, represent and estimate numbers using different representations, including the number line * compare and order numbers from 0 up to 100; use and = signs * read and write numbers to at least 100 in numerals and in words * use place value and number facts to solve problems.   **Number-addition and subtraction**   * solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers * show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot * recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems   **Number-multiplication and division**   * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.   **Time**   * compare and sequence intervals of time * tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times   know the number of minutes in an hour and the number of hours in a day.  **Number-Fractions**   * recognise, find, name and write fractions one third, one quarter, two quarters and three quarters of a length, shape, set of objects or quantity * write simple fractions for example, half of 6 = 3 and recognise the equivalence of two quarters and a half   **Geometry-Position and direction**   * use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)   **Statistics**   * interpret and construct simple pictograms, tally charts, block diagrams and simple tables * ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity * ask and answer questions about totalling and comparing categorical data. |
| Spring 1 | **Number**   * Recognise some numerals of personal experience * Recognise numerals 1-5 * Count up to 3 or 4 objects by saying one number name for each item * Count actions or objects which cannot be moved * Count objects to 10, and begins to count beyond 10 * Count out up to 6 objects from a larger group * Select the correct numeral to represent 1-5, then 1-10 objects * Count an irregular arrangement of up to 10 objects * Estimate how many objects they can see and checks by counting them * Use the language of ‘more’ and ‘fewer’ to compare 2 sets of objects * Find the total number of objects in 2 groups by counting them all * Say the number that is one more than a given number * Find one more or one less from a group of up to 5 objects, then 10 objects * In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting * Record, using marks that they can interpret and explain * Begin to identify own mathematical problems based on own interests and fascinations   **Shape, Space and Measure**   * Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes and mathematical terms to describe shapes * Select a particular named shape * can describe their position such as ‘behind’ or ‘next to’ * order 2 or 3 items by length or height * order 2 items by weight or capacity * use familiar objects and common shapes to create and recreate patterns and build models * use everyday language related to time * begin to use everyday language related to money * order and sequence familiar events   measure short periods of time in simple ways | **Number-number and place value**   * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number * count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens * given a number, identify one more and one less * identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least * read and write numbers from 1 to 20 in numerals and words.   **Number-addition and subtraction**   * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero * solve one-step problems that involve addition and subtraction, including using money, using concrete objects and pictorial representations, and missing number problems such as 7= 9-?   **Number-multiplication and division**   * solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial * representations and arrays with the support of the teacher.   **Number-Fractions**   * recognise, find and name a half as one of two equal parts of an object, shape or quantity | **Number-number and place value**   * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * recognise the place value of each digit in a two-digit number (tens, ones) * identify, represent and estimate numbers using different representations, including the number line * compare and order numbers from 0 up to 100; use and = signs * read and write numbers to at least 100 in numerals and in words * use place value and number facts to solve problems.   **Number-addition and subtraction**   * solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers * show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot * recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems   **Number-multiplication and division**   * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.   **Geometry-Properties of Shapes**   * identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces * identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]   compare and sort common 2-D and 3-D shapes and everyday objects. order and arrange combinations of mathematical objects in patterns and sequences  **Measurement**   * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels * compare and order lengths, mass, volume/capacity and record the results using >, < and = * recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value * find different combinations of coins that equal the same amounts of money * solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| Spring 2 | **Number**   * Recognise some numerals of personal experience * Recognise numerals 1-5 * Count up to 3 or 4 objects by saying one number name for each item * Count actions or objects which cannot be moved * Count objects to 10, and begins to count beyond 10 * Count out up to 6 objects from a larger group * Select the correct numeral to represent 1-5, then 1-10 objects * Count an irregular arrangement of up to 10 objects * Estimate how many objects they can see and checks by counting them * Use the language of ‘more’ and ‘fewer’ to compare 2 sets of objects * Find the total number of objects in 2 groups by counting them all * Say the number that is one more than a given number * Find one more or one less from a group of up to 5 objects, then 10 objects * In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting * Record, using marks that they can interpret and explain * Begin to identify own mathematical problems based on own interests and fascinations   **Shape, Space and Measure**   * Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes and mathematical terms to describe shapes * Select a particular named shape * can describe their position such as ‘behind’ or ‘next to’ * order 2 or 3 items by length or height * order 2 items by weight or capacity * use familiar objects and common shapes to create and recreate patterns and build models * use everyday language related to time * begin to use everyday language related to money * order and sequence familiar events | **Number-addition and subtraction**   * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero   **Number-number and place value**   * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number * count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens * given a number, identify one more and one less * identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least * read and write numbers from 1 to 20 in numerals and words.   **Number-multiplication and division**   * solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.   **Geometry-Properties of Shapes**   * recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [for example, rectangles (including squares), circles and triangles] * 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].   **Geometry-Position and direction**   * describe position, direction and movement, including whole , half, quarter and three-quarter turns.   **Measurement**   * compare, describe and solve practical problems for: * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * time [for example, quicker, slower, earlier, later] * measure and begin to record the following: * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) * sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ♣ * recognise and use language relating to dates, including days of the week, weeks, months and years | **Number-number and place value**   * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * recognise the place value of each digit in a two-digit number (tens, ones) * identify, represent and estimate numbers using different representations, including the number line * compare and order numbers from 0 up to 100; use and = signs * read and write numbers to at least 100 in numerals and in words * use place value and number facts to solve problems.   **Number-addition and subtraction**   * solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers * show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot * recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems   **Number-multiplication and division**   * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.   **Time**   * compare and sequence intervals of time * tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times   know the number of minutes in an hour and the number of hours in a day.  **Number-Fractions**   * recognise, find, name and write fractions one third, one quarter, two quarters and three quarters of a length, shape, set of objects or quantity * write simple fractions for example, half of 6 = 3 and recognise the equivalence of two quarters and a half   **Geometry-Position and direction**   * use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)   **Statistics**   * interpret and construct simple pictograms, tally charts, block diagrams and simple tables * ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity * ask and answer questions about totalling and comparing categorical data. |
| Summer 1 | **Number**   * Count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number * Use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer * Solve problems including doubling, halving and sharing * Estimate a number of objects and check quantities by counting up to 20 * Solve practical problems that involve combining groups of 2,5 or 10, or share into equal groups   **Shape, Space and Measure**   * Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems * Recognise, create and describe patterns * Explore characteristics of everyday objects and shapes and use mathematical language to describe them   Estimate, measure, weigh, and compare and order objects and talk about properties, position and time | **Number-number and place value**   * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number * count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens * given a number, identify one more and one less * identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least * read and write numbers from 1 to 20 in numerals and words.   **Number-addition and subtraction**   * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero   **Number-multiplication and division**   * solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.   **Number-Fractions**   * recognise, find and name a half as one of two equal parts of an object, shape or quantity   **Measurement**  compare, describe and solve practical problems for:   * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * time [for example, quicker, slower, earlier, later] * measure and begin to record the following: * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds)   **Geometry-Position and direction**   * describe position, direction and movement, including whole ,half, quarter and three-quarter turns. | **Number-number and place value**   * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * recognise the place value of each digit in a two-digit number (tens, ones) * identify, represent and estimate numbers using different representations, including the number line * compare and order numbers from 0 up to 100; use and = signs * read and write numbers to at least 100 in numerals and in words * use place value and number facts to solve problems.   **Number-addition and subtraction**   * solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers * show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot * recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems   **Number-multiplication and division**   * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.   **Geometry-Properties of Shapes**   * identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces * identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]   compare and sort common 2-D and 3-D shapes and everyday objects. order and arrange combinations of mathematical objects in patterns and sequences  **Measurement**   * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels * compare and order lengths, mass, volume/capacity and record the results using >, < and = * recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value * find different combinations of coins that equal the same amounts of money * solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| Summer 2 | **Number**   * Count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number * Use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer * Solve problems including doubling, halving and sharing * Estimate a number of objects and check quantities by counting up to 20 * Solve practical problems that involve combining groups of 2,5 or 10, or share into equal groups   **Shape, Space and Measure**   * Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems * Recognise, create and describe patterns * Explore characteristics of everyday objects and shapes and use mathematical language to describe them   Estimate, measure, weigh, and compare and order objects and talk about properties, position and time | **Number-number and place value**   * given a number, identify one more and one less * identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least   **Number-addition and subtraction**   * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero   **Number-multiplication and division**   * solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.   **Number-Fractions**   * recognise, find and name a half as one of two equal parts of an object, shape or quantity * recognise, find and name a quarter as one of four equal parts of an object, shape or quantity   **Measurement**   * compare, describe and solve practical problems for: * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * time [for example, quicker, slower, earlier, later] * measure and begin to record the following: * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) | **Number-number and place value**   * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * recognise the place value of each digit in a two-digit number (tens, ones) * identify, represent and estimate numbers using different representations, including the number line * compare and order numbers from 0 up to 100; use and = signs * read and write numbers to at least 100 in numerals and in words * use place value and number facts to solve problems.   **Number-addition and subtraction**   * solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers * show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot * recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems   **Number-multiplication and division**   * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.   **Time**   * compare and sequence intervals of time * tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times   know the number of minutes in an hour and the number of hours in a day.  **Number-Fractions**   * recognise, find, name and write fractions one third, one quarter, two quarters and three quarters of a length, shape, set of objects or quantity * write simple fractions for example, half of 6 = 3 and recognise the equivalence of two quarters and a half   **Geometry-Position and direction**   * use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)   **Statistics**   * interpret and construct simple pictograms, tally charts, block diagrams and simple tables * ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity * ask and answer questions about totalling and comparing categorical data. |