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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
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* identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
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| Spring 2 | **Number*** Recognise some numerals of personal experience
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* 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
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* 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
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**Shape, Space and Measure*** Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes and mathematical terms to describe shapes
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* begin to use everyday language related to money
* order and sequence familiar events
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* 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:
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**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
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* 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
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* 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

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**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
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* two two-digit numbers
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* identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
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* 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
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| 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
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* represent and use number bonds and related subtraction facts within 20
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**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]
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* 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.

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