

	Reception	Year 1	Year 2
Number and place value	<ul style="list-style-type: none"> -Children begin using numbers and counting up to 5. -Children compare quantities of identical objects and non-identical objects. -Children begin using numbers and counting up to 10. -Children compare groups of objects and numbers up to 10. -Children are introduced to doubling, halving and sharing numbers and objects within numerical patterns. -Children learn which numbers are odd and which numbers are even as well as understanding why. 	<ul style="list-style-type: none"> -Count to hundred, forwards and backwards, beginning with 0 or 1, or from any given number. -Count, read and write numbers to 100 in numerals and words. -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. -Given a number, identify one more or one less. -Recognise odd and even numbers -Count in multiples of twos, fives and tens. 	<ul style="list-style-type: none"> -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 to 100 using different representations including the number line. -Read and write numbers to at least 100 in numerals and words. -Compare and order numbers from 0 up to 100; use and = signs. -Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. -Use place value and number facts to solve problems.
Addition and subtraction	<ul style="list-style-type: none"> -Children find one more and one less. -Children find changes within 5. -Children combine two groups to find the whole amount. -Children are introduced to the part whole model and learning how to use it with numbers up to 10. -Children learn how to add by counting on. -Children learn how to take away by counting back 	<ul style="list-style-type: none"> -Represent and use number bonds and related subtraction facts (within 20). -Add and subtract one digit numbers (to 20), including zero. -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. -Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<ul style="list-style-type: none"> -Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$). -Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. -Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. -Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. -Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

			<p>-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.</p> <p>-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.</p>
Multiplication and division	-Children continue learning how to sort objects into groups	<p>-Count in multiples of twos, fives and tens.</p> <p>-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</p>	<p>-Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.</p> <p>-Recognising odd and even numbers.</p> <p>-Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</p> <p>-Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>-Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>
Fractions, decimals and percentages		<p>-Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>-Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>-Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole.</p> <p>-Write simple fractions for example, $\frac{1}{2}$ of 6 = 3. -Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and of a length, shape, set of objects or quantity.</p>

			-Recognise the equivalence of two quarters and one half
Geometry	-Children recap positional language. -Children begin to understand spatial awareness.	-Describe position, direction and movement, including whole, half, quarter and three quarter turns	-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 anti-clockwise). -Order and arrange combinations of mathematical objects
Shape	-Children are introduced to 2D shapes and 3D shapes learning their names and recognising them. -Children begin making simple patterns then once confident, explore more complex patterns	-Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres	-Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. -Describe similarities and differences of 2-D and 3-D shapes, using their properties. -Identify 2D shapes on the surface of 3D shapes, e.g. a circle on a cylinder and a triangle on a pyramid. -Compare and sort common 2D and 3D shapes and everyday objects. -Order and arrange combinations of mathematical objects in patterns and sequences.
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
Measurement	-Children learn about their day and when events occur. -Children are introduced to length, height, distance, weight, volume and capacity using numbers, objects and practical exploration	-Compare, describe and solve practical problems for: lengths and heights for example, long/ short, longer/shorter, tall/short, double/half. -Measure and begin to record lengths and heights.	-Use different coins to make the same amount. -Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value. -Find different combinations of coins that equal the same amounts of money.

		<ul style="list-style-type: none"> -Compare, describe and solve practical problems for mass/weight, e.g. heavy/light, heavier than, lighter than; capacity and volume, e.g. full/empty, more than, less than, half, half full, quarter. -Measure and begin to record mass/weight, capacity and volume -Recognise and know the value of different denominations of coins and notes. -Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. -Recognise and use language relating to dates, including days of the week, weeks, months and years. -Compare, describe and solve practical problems for time, e.g. quicker, slower, earlier, later. -Measure and begin to record time (hours, minutes, seconds). -Sequence events in chronological order using language, e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening 	<ul style="list-style-type: none"> -Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. -Read scales in divisions of twos, fives and tens. -Read scales where not all numbers on the scale are given and estimate points in between. -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. -Compare and sequence intervals of time. -Choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using thermometers and measuring vessels. -Compare and order volume/capacity and record the results using $>$, $<$ and $=$. -Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/ g) to the nearest appropriate unit, using rulers and scales. -Compare and order length and mass and record the results using $>$, $<$ and $=$
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