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| **Number – number and place value** | **Number – addition and subtraction** | **Number – multiplication and division** |
| * Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. * Read and write numbers to at least 100 in numerals and in words. * 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. * *Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13).* * Compare and order numbers from 0 up to 100; use <, > and = signs. * *Find 1 or 10 more or less than a given number.* * *Round numbers to at least 100 to the nearest 10.* * *Understand the connection between the 10 multiplication table and place value.* * *Describe and extend simple sequences involving counting on or back in different steps.* * Use place value and number facts to solve problems. | * *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting).* * *Select a mental strategy appropriate for the numbers involved in the calculation.* * Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. * *Understand subtraction as take away and difference (how many more, how many less/fewer).* * Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. * *Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes).* * 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.   * Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. * Solve problems with addition and subtraction *including with missing numbers:* - using concrete objects and pictorial representations,  including those involving numbers, quantities and   measures. - applying their increasing knowledge of mental and   written methods. | * *Understand multiplication as repeated addition.* * *Understand division as sharing and grouping and that a division calculation can have a remainder.* * Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. * *Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10).* * *Derive and use halves of simple two-digit even numbers (numbers in which the tens are even).* * Calculate mathematical statements for multiplication *using repeated addition)* and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. * Solve problems involving multiplication and division *(including those with remainders)*, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |

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| **Number – fractions** | **Geometry – properties of shapes** | **Measurement** |
| * *Understand and use the terms numerator and denominator.* * *Understand that a fraction can describe part of a set.* * *Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.* * Recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity. * Write simple fractions for example, of 6 = 3 and recognise the equivalence of and . * *Count on and back in steps of and .* | * 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]. | * Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (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. * 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. * Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change *and measures (including time).* |
| **Geometry – position and direction** |
| * Order/arrange combinations of mathematical objects in patterns/sequences. * 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). |
|  |  | **Statistics** |
|  |  | * Compare and sort *objects, numbers and* common 2-D and 3-D shapes and everyday objects. * 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. |