

	F1	F2	У1	Y2
Knowledge	Number	Number and place value	Number and place value	Number and place value
Knowledge	Understanding numbers to 5	Have a deep understanding of	Pupils practise counting (1, 2, 3),	Using materials and a range of
	and recite numbers past 5.	numbers to 10, including the	ordering (for example, first, second,	representations, pupils practise
	Knows that the last number	composition of each number	third), and to indicate a quantity (for	counting, reading, writing and
	reached when counting a small	Subitise to 5. Verbally count	example, 3 apples, 2 centimetres),	comparing numbers to at least 100
	set of objects tells you how	to 20, recognizing the pattern	including solving simple concrete	and solving a variety of related
	many there are in total	of the counting system.	problems, until they are fluent. Pupils	problems to develop fluency. They
	(cardinal principle).	Comparing numbers	begin to recognise place value in	count in multiples of three to
	Position	Compare quantities up to 10 in	numbers beyond 20 by reading,	support their later understanding of
	Describe a familiar route	different contexts,	writing, counting and comparing	a third. As they become more
	Shape	recognizing when one quantity	numbers up to 100, supported by	confident with numbers up to 100,
	Select shapes appropriately:	is greater than, less than or	objects and pictorial representations.	pupils are introduced to larger
	flat surfaces for building, a	the same as the other	They practise counting as reciting	numbers to develop further their
	triangular prism for a roof,	quantity.	numbers and counting as enumerating	recognition of patterns within the
	etc.	Identifying, representing and	objects, and counting in twos, fives	number system and represent them
	<u>Pattern</u>	estimating numbers	and tens from different multiples to	in different ways, including spatial
	Notice and correct an error in	Identify and represent	develop their recognition of patterns	representations. Pupils should
	a repeating pattern.	numbers with objects and	in the number system (for example,	partition numbers in different ways
		pictorial representations	odd and even numbers), including	(for example, 23 = 20 + 3 and 23 =
		including introduction to a	varied and frequent practice through	10 + 13) to support subtraction.
		number line.	increasingly complex questions. They	They become fluent and apply their
		Reading and writing numbers	recognise and create repeating	knowledge of numbers to reason
		Practise reading and writing	patterns with objects and with	with, discuss and solve problems
		numbers from 1 to 10 in	shapes.	that emphasise the value of each
		numerals and words.	Number - addition and subtraction	digit in two-digit numbers. They
		Understanding place value	Pupils memorise and reason with	begin to understand zero as a place
		Have a deep understanding of	number bonds to 10 and 20 in several	holder.
		numbers to 10, including the	forms (for example, 9 + 7 = 16; 16 - 7	Number - addition and subtraction
		composition of each number.	= 9; 7 = 16 - 9). They should realise	Pupils extend their understanding of
		Verbally count beyond 20,	the effect of adding or subtracting	the language of addition and

recognizing the partern of the counting system.zero. This establishes addition and subtraction as related operations.Subtraction to include sum and subtraction ar selated operations.Addition and subtraction automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some numbers bonds to 10 including double facts.Subtraction and subtraction to 120 to become to 20 to 7 - 3 and 7 = 10; 10 - 7 + 3 autor subtractions and solve problems in familiar practical cortexts, including up to 5 (including subtraction atogether, total, take away, distance between, difference, total, take away, distance to 10 including double facts. Written methods wurbersSubtraction and advision the operation and division subtraction and advision subtraction and division advision, subtraction and advisionSubtraction and advision subtraction and advision subtraction and advisionSubtraction and advision addition and subtraction and advision subtraction and advisionSubtraction and advision addition and subtraction and advisionWitten methods Multiplication and division quantities, con be distributed equally.Subtraction and division the support of the concept of addition and subtraction and division, aduantities, pupils begits to understand numbers.Subtraction advision addition and subtraction and advision, addition advision, aduanting the assert subtraction and division, addition advision, aduantities, pupils begits to understand multiplication and division, aduantities to ab distributed example, hey could recogrise and finding subse, objects and parters, and pupils are targething and recrities by solving grobiles using shope, objects and parection ta			1	
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facts) and some numbers bonds to 10 including double facts.including the terms: put together, add, altogether, total, take awy, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and adding numbers in a different order to check addition (for example, 5 + 2 + 1 = 1 + 5 + 2 = 1 subtraction and adding numbers in a different order to check addition (for example, 5 + 2 + 1 = 1 + 5 + 2 = 1 to 10 including double facts. Writhen methods Mathematical symbols and numbers.30. They check their calculations, including hy adding to check subtraction and adding numbers in a different order to check addition (for example, 5 + 2 + 1 = 1 + 5 + 2 = 1 to 5, and some number bonds up to 10 including double facts. Writhen methods Muthizication and division numbers and quantities, pupils begin to understand multiplication and division, doubling unities. They make connections patterns within numbers up to to 10, including even and cods, double facts and how quantities can be distributed equally.Number - multiplication and division, calculating the answer using concret objects, pictorial representations and arrays with the support of the teacher (Objective also shown in Problem Solving).Number - multiplication tables. They practise to become they as duantities. For yractise to addition and division, Pupils are taught haff and quarter as tractines of discret and quantities. For yractise of objects and fund arrays with the support of the teacher (Objective also shown in Problem Solving).Number - multiplication tables and connect thave a deep understanding of and quarters to the equal shoring and arrays with the support of the teacher (Objective also shown in Problem Solving).Number - multipli		up to 5 (including subtraction	using quantities. Problems should	100; 100 - 70 = 30 and 70 = 100 -
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Solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (Objective also shown in Problem Solving).quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and grouping of sets of objects and to measures, as well as recognising and multiplication facts, including using related division facts to perform written and mental calculations.multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face.Mumber - equations Have a deep understanding of numbers to 10, including theor shape. Pupils connect halves and to measures, as well as recognising and of a whole.multiplication facts to perform written and mental calculations.MeasurementMeasurementMeasurementPupils work with a range of		Mental calculations	'fractions of' discrete and continuous	to become fluent in the 2, 5 and 10
involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (Objective also shown in Problem Solving). Number - equations Have a deep understanding of numbers to 10, including the involving multiplication and shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole. Measurement New a deep understanding of numbers to 10, including the		Solve one-step problems	quantities by solving problems using	multiplication tables and connect
division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (Objective also shown in Problem Solving).example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and grouping of sets of objects and to measures, as well as recognising and multiplication facts, including using related division facts to perform written and mental calculations.the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication facts, including using related division facts to perform written and mental calculations.Number - equations Have a deep understanding of numbers to 10, including theof a whole. MeasurementPupils work with a range of		involving multiplication and	shapes, objects and quantities. For	them to each other. They connect
using concrete objects, pictorial representations and arrays with the support of the teacher (Objective also shown in Problem Solving).half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication facts, including using related division facts to perform written and mental calculations.		division, calculating the answer	example, they could recognise and find	the 10 multiplication table to place
pictorial representations and arrays with the support of the teacher (Objective also shown in Problem Solving).or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as partsto the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.Number - equations Have a deep understanding of numbers to 10, including theor shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as partsto the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts to perform written and mental calculations.		using concrete objects,	half a length, guantity, set of objects	value, and the 5 multiplication table
arrays with the support of the teacher (Objective also shown in Problem Solving).quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as partsThey begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.Number - equations Have a deep understanding of numbers to 10, including theof a whole.Written and mental calculations.MeasurementMeasurementPupils work with a range of		pictorial representations and	or shape. Pupils connect halves and	to the divisions on the clock face.
teacher (Objective also shown in Problem Solving).grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as partsmultiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.Number - equations Have a deep understanding of numbers to 10, including theof a whole.written and mental calculations.MeasurementPupils work with a range of		arrays with the support of the	guarters to the equal sharing and	They begin to use other
in Problem Solving). <u>Number - equations</u> Have a deep understanding of numbers to 10, including the <u>Number - equations</u> Have a deep understanding of numbers to 10, including the <u>Number - equations</u> <u>Number - eq</u>		teacher (Objective also shown	grouping of sets of objects and to	multiplication tables and recall
Number - equationscombining halves and quarters as partsrelated division facts to performHave a deep understanding of numbers to 10, including theof a whole.written and mental calculations.MeasurementPupils work with a range of		in Problem Solving).	measures, as well as recognising and	multiplication facts, including using
Have a deep understanding of numbers to 10, including theof a whole.written and mental calculations.MeasurementPupils work with a range of		Number - equations	combining halves and quarters as parts	related division facts to perform
numbers to 10, including the <u>Measurement</u> Pupils work with a range of		Have a deep understanding of	of a whole.	written and mental calculations.
		numbers to 10, including the	Measurement	Pupils work with a range of

	composition of each number	The pairs of terms: mass and weight,	materials and contexts in which
	Automatically recall number	volume and capacity, are used	multiplication and division relate to
	bonds to 5 and some number	interchangeably at this stage. Pupils	grouping and sharing discrete and
	bonds to 10 including double	move from using and comparing	continuous quantities, to arrays and
	facts. Explore and represent	different types of quantities and	to repeated addition. They begin to
	patterns within numbers to 10,	measures using non-standard units,	relate these to fractions and
	including evens and odds,	including discrete (for example,	measures (for example, 40 ÷ 2 = 20,
	double facts and how	counting) and continuous (for example,	20 is a half of 40). They use
	guantities can be distributed	liguid) measurement, to using	commutativity and inverse relations
	equally.	manageable common standard units. In	to develop multiplicative reasoning
	Measurement - comparing and	order to become familiar with	(for example, 4 × 5 = 20 and 20 ÷ 5
	estimating	standard measures, pupils begin to use	= 4).
	Compare, describe and solve	measuring tools such as a ruler,	Number - fractions
	practical problems for: *	weighing scales and containers. Pupils	Pupils use fractions as 'fractions of'
	lengths and heights [e.g.	use the language of time, including	discrete and continuous guantities
	long/short, longer/shorter,	telling the time throughout the day,	by solving problems using shapes,
	tall/short, double/half]*	first using o'clock and then half past.	objects and quantities. They
	mass/weight [e.g. heavy/light,	Geometry – properties of shape	connect unit fractions to equal
	heavier than, lighter than] *	Pupils handle common 2-D and 3-D	sharing and grouping, to numbers
	capacity and volume [e.g.	shapes, naming these and related	when they can be calculated, and to
	full/empty, more than, less	everyday objects fluently. They	measures, finding fractions of
	than, half, half full, guarter] *	recognise these shapes in different	lengths, quantities, sets of objects
	time [e.g. quicker, slower,	orientations and sizes, and know that	or shapes. They meet 4 3 as the
	earlier, later] sequence events	rectangles, triangles, cuboids and	first example of a non-unit fraction.
	in chronological order using	pyramids are not always similar to	Pupils should count in fractions up
	language [e.g. before and	each other.	to 10, starting from any number and
	after, next, first, today,	<u>Geometry - position and direction</u>	using the 21 and 42 equivalence on
	yesterday, tomorrow, morning,	Pupils use the language of position,	the number line (for example, 141,
	afternoon and evening].	direction and motion, including: left	1 4 2 (or 1 2 1), 1 4 3 , 2). This
	Measurement - measuring and	and right, top, middle and bottom, on	reinforces the concept of fractions
	<u>calculating</u>	top of, in front of, above, between,	as numbers and that they can add
	Measure and begin to record	around, near, close and far, up and	up to more than one.
	the following: * lengths and	down, forwards and backwards, inside	<u>Measurement</u>
	heights * mass/weight *	and outside. Pupils make whole, half,	Pupils use standard units of
	capacity and volume * time	quarter and three-quarter turns in	measurement with increasing
	(hours, minutes, seconds)	both directions and connect turning	accuracy, using their knowledge of
			the number system. They use the

Percognise and know the value	clockwise with movement on a clock	appropriate language and record
of different denominations of	face	using standard abbreviations
coinc and notac	Tuce.	Companing measures includes simple
Maggunament - time		multiples such as 'half as high'
Tell the time to the hour and		'twice as wide' They become flyent
tell the time to the nour and		in talling the time on angle and all all
hait past the nour and araw		In teiling the time on analogue clocks
The hands on a clock face to		and recording it. Pupils become
show these times.		fluent in counting and recognising
Recognise and use language		coins. They read and say amounts of
relating to dates, including		money confidently and use the
days of the week, weeks,		symbols £ and p accurately,
months and years.		recording pounds and pence
<u>Geometry - position,</u>		separately.
direction and movement		<u>Geometry - properties of shape</u>
Describe position, direction		Pupils handle and name a wide
and movement, including half,		variety of common 2-D and 3-D
guarter and three-guarter		shapes including: quadrilaterals and
turn.		polygons, and cuboids, prisms and
<u>Geometry – pattern</u>		cones, and identify the properties
They recognise, create and		of each shape (for example, number
describe patterns.		of sides, number of faces). Pupils
		identify, compare and sort shapes
		on the basis of their properties and
		use vocabulary precisely, such as
		sides, edges, vertices and faces.
		Pupils read and write names for
		shapes that are appropriate for
		their word reading and spelling
		Pupils draw lines and shapes using a
		straight edge
		Geometry - position and direction
		Bunile chould work with patterne of
		chapage including those in different
		aniantationa Dunila use the concert
		orientations. Pupils use the concept
		and language of angles to describe
		turn by applying rotations, including
		in practical contexts (tor example,

				pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles). <u>Statistics</u> Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).
Skills	Number and place value	Number and place value	Number and place value	Number and place value
	Fast recognition of up to 3	Count objects, actions and	L count to and across 100, forwards	L count in steps of 2, 3, and 5 from
	objects, without having to	sounds. Subitise Count beyond	and backwards, beginning with 0 or 1,	0, and in tens from any number,
	count them individually	ten.	or from any given number	forward and backward
	(subifising) Recite numbers	<u>Comparing numbers</u>	L count, read and write numbers to	li recognise the place value of each
	past 5 Say one number for	Compare numbers Understand	100 in numerals; count in multiples of	digit in a two-digit number (tens,
	each item in order 1,2,3,4,5.	the one more than/one less	Twos, fives and tens	ones)
	Comparing numbers	than relationship between	given a number, identity one more	lidentity, represent and estimate
	Compare quantities using	consecutive numbers.	and one less	numbers using different
	ther"	Identifying, representing and	lating and represent numbers	representations, including the
	Toontifying representing and	estimating numbers	asing objects and pictorial	number line
	actimating numbers	Link the number symbol with	line and use the lenguage of: equal to	O up to 100; use () and - signs
	Link numerals and amounts for	Pooding and writing numbers	more than loce than (fower) most	D up to 100, use <, > and - signs
	example showing the right	Link the number symbol with	hore man, less man (rewer), most,	100 in numerals and in words
	number of objects to match	its candinal value Regin to	I read and write numbers from 1 to 20	Tues place value and number facts
	the numeral up to 5 Show	represent number with own	in numerals and words	to solve problems
	"finger numbers" up to 5	symbols	Number Addition and Subtraction	Number addition and subtraction
	Knows that the last number	Understanding place value	read write and interpret	I solve problems with addition and
	said when counting a small set	Explore the composition of	mathematical statements involving	subtraction:
	of objects tells you how many	numbers to 10	addition (+) subtraction (-) and equals	I using concrete objects and
	there are in total (cardinal	Addition and Subtraction	(=) sians	pictorial representations, including
	principle).	Explore the composition of	I represent and use number bonds and	those involving numbers, guantities
	Reading and writing numbers	numbers to 10 Automatically	related subtraction facts within 20	and measures
	Link numerals and amounts eq	recall number bonds for] add and subtract one-digit and two-	applying their increasing
	right number of objects to	numbers 0-10 Begin to	digit numbers to 20, including zero	knowledge of mental and written
	match numeral 5 Experiment	understand the operations of		methods

with their own symbols and	addition and subtraction and	I solve one-step problems that involve	I recall and use addition and
marks as well as numerals.	use associated vocabulary.	addition and subtraction, using	subtraction facts to 20 fluently,
Mental calculation	Begin to understand	concrete objects and pictorial	and derive and use related facts up
Fast recognition of up to 3	mathematical symbols	representations, and missing number	to 100
objects, without having to	associated with addition and	problems such as 7 = - 9.	add and subtract numbers using
count them (subitising)	subtraction.	Number multiplication and division	concrete objects, pictorial
Written methods	Mental calculation		representations, and mentally,
Subitise up to 5 Automatically	Subitise Automatically recall	solve one-step problems involving	including:
recall number bonds up to	number bonds for numbers 0 -	multiplication and division, by	a two-digit number and ones
5and some number bonds up	10 To understand and recall	calculating the answer using concrete	a two-digit number and tens
to 10 including double facts.	doubling facts up to 10.	objects, pictorial representations and	🛿 two two-digit numbers
Multiplication and division	Written methods	arrays with the support of the	adding three one-digit numbers
To learn about sharing	To become familiar with and	teacher.	I show that addition of two numbers
between groups of	understand mathematical	Number Fractions	can be done in any order
people/toys.	symbols linked to addition and	I recognise, find and name a half as	(commutative) and subtraction of
Mental calculation	subtraction. To begin to	one of two equal parts of an object,	one number from another cannot
Automatically recall number	represent mathematical	shape or quantity	I recognise and use the inverse
bonds for numbers 0- 10.	sentences with appropriate	🛛 recognise, find and name a quarter	relationship between addition and
Written calculation	symbols.	as one of four equal parts of an	subtraction and use this to check
Experiment with their own	Multiplication and division	object, shape or quantity.	calculations and solve missing
symbols and marks as well as	To be introduced to the	Measurement	number problems.
numerals.	concepts of sharing equally	Compare, describe and solve	Number multiplication and division
<u>Number - equations</u>	and doubling. To understand	practical problems for:	I recall and use multiplication and
Experiment with their own	concept of odd and even	I lengths and heights [for example,	division facts for the 2, 5 and 10
symbols and marks as well as	numbers.	long/short, longer/shorter, tall/short,	multiplication tables, including
numerals Solve real world	Mental calculation	double/half]	recognising odd and even numbers
mathematical problems with	Automatically recallnumber	I mass/weight [for example,	Calculate mathematical statements
numbers up to 5 Talk about	bonds up to 5and some	heavy/light, heavier than, lighter	for multiplication and division within
and identifies the patterns	number bonds to 10 including	than]	the multiplication tables and write
around them. Eg stripes on	double facts.	Capacity and volume [for example,	them using the multiplication (×),
clothes, designs on rugs and	Written calculation	full/empty, more than, less than, half,	division (÷) and equals (=) signs
wallpaper (use informal	To begin to represent	half full, quarter]	show that multiplication of two
language) Extend and create	mathematical statements with	🛛 time [for example, quicker, slower,	numbers can be done in any order
ABAB patterns Notice and	appropriate symbols.	earlier, later]	(commutative) and division of one
correct an error in a repeating	<u>Fractions</u>	I measure and begin to record the	number by another cannot
pattern.		following:	solve problems involving
		I lengths and heights	multiplication and division, using

Begin to describe a sequence	Beginning to use the term	🛛 mass/weight	materials, arrays, repeated
of events , real or fictional,	"half" and understand it means	Capacity and volume	addition, mental methods, and
using words such as "first"	sharing into 2 equal parts.	🛛 time (hours, minutes, seconds)	multiplication and division facts,
"then".	<u>Number – equations</u>	🛛 recognise and know the value of	including problems in contexts.
<u>Measurement - comparing and</u>	Continue, copy and create	different denominations of coins and	Number fractions
<u>estimating</u>	repeating patterns	notes	I recognise, find, name and write
Compare quantities using	Automatically recall number	I sequence events in chronological	fractions 1/3, 1 , 2/4, 3/4
language such as "more" and	bonds for numbers 0 -10	order using language [for example,	of a length, shape, set of objects or
"fewer" Make comparisons	Explore the composition of	before and after, next, first, today,	quantity
between objects relating to	numbers to 10 Identifying	yesterday, tomorrow, morning,	write simple fractions for
size, length, weight and	missing numbers from number	afternoon and evening]	example, $\frac{1}{2}$ of 6 = 3 and recognise
capacity Investigate measure	lines up to 10.	I recognise and use language relating	the equivalence of 2/4 and $\frac{1}{2}$.
using appropriate vocabulary	Measurement - comparing and	to dates, including days of the week,	<u>Measurement</u>
Heavy/light/same as/	<u>estimating</u>	weeks, months and years	Choose and use appropriate
heavier/lighter/tall/short/	Compare length, weight and	I tell the time to the hour and half	standard units to estimate and
Long/longer/shorter/empty	capacity To use prior	past the hour and draw the hands on a	measure length/height in any
Full/nearly full/nearly empty.	vocabulary and supplement	clock face to show these times.	direction (m/cm); mass (kg/g);
<u>Measurement - time</u>	with Lightest/heaviest/	Geometry position and direction	temperature (°C); capacity
Understand position through	Tallest/shortest/ Half	Describe position, direction and	(litres/ml) to the nearest
words alone Begin to describe	full/quickest/ Slowest To	movement, including whole, half,	appropriate unit, using rulers,
a sequence of events using	compare, describe and solve	quarter and three-quarter turns.	scales, thermometers and
words such as "first", "then".	practical problems for >length		measuring vessels
<u>Geometry - Identifying</u>	and heights. >weight >capacity		Compare and order lengths,
shape and their properties	>time. To order and sequence 3		mass, volume/capacity and record
Talk about and explore 2d and	comparisons of measure.		the results using >, < and =
3d shapes using informal and	<u>Measurement - measuring and</u>		I recognise and use symbols for
mathematical language "sides",	<u>calculating.</u>		pounds (£) and pence (p); combine
"corners", "straight", "flat",	To begin to use non -standard		amounts to make a particular
"round" Select shapes	units to measure static		value
appropriately: flat surfaces	objects. To record findings		I find different combinations of
for building, a triangular prism	during investigations. To		coins that equal the same amounts
for a roof etc. Combine shapes	understand the importance of		of money
to make new ones.	constant baseline.		I solve simple problems in a
<u>Geometry - drawing and</u>	<u> Measurement – time</u>		practical context involving
<u>construction</u>	To sequence a familiar set of		addition and subtraction of money
Understand position through	events both fictional and		of the same unit, including giving
words alone eg "The bag is	nonfictional To be introduced		change

under the table" without	to and understand the o'clock	Compare and sequence intervals
pointing Select shapes	time on an analogue clock. To	of time
appropriately: flat shapes for	be able to read and draw the	I tell and write the time to five
building eg a triangular prism	hands on a clock face to show	minutes, including quarter past/to
for a roof Using construction	this times.	the hour and draw the hands on a
sets to create various models.	<u>Geometry - Identifying</u>	clock face to show these times
<u>Geometry – comparing and</u>	<u>shape and their properties</u>	I know the number of minutes in
<u>classifying shape</u>	Select, rotate and manipulate	an hour and the number of hours
Talk about and compare 2d and	shapes in order to develop	in a day.
3d shapes (eg circles,	spatial reasoning skills	<u>Geometry properties of shapes</u>
rectangles, triangles and	Compose and decompose	I identify and describe the
cuboids) using informal and	shapes so that children	properties of 2-D shapes,
formal mathematical language	recognise a shape can have	including the number of sides and
eg sides, corners, flat, round.	other shapes within it, just as	line symmetry in a vertical line
Make comparisons between	numbers can. Recognise and	I identify and describe the
objects relating to size,	name common 2d and 3d	properties of 3-D shapes,
length.	shapes and talk about	including the number of edges,
<u>Geometry – position,</u>	properties of sides, corners,	vertices and faces
direction and movement	edges, faces, curved and flat.	🛛 identify 2-D shapes on the
Understand position through	<u>Geometry - drawing and</u>	surface of 3-D shapes, [for
words alone eg "The bag is	<u>construction</u>	example, a circle on a cylinder and
under the table" with no	Compose and decompose	a triangle on a pyramid]
pointing Describe a familiar	shapes so that children	Compare and sort common 2-D
route Discuss routes and	recognise a shape can have	and 3-D shapes and everyday
locations , using words like in	others shapes within, just as	objects.
front of and behind.	numbers can. Using various	<u>Statistics</u>
<u>Geometry – pattern</u>	construction sets in sustained	I interpret and construct simple
Stages of understanding	construction projects eg The	pictograms, tally charts, block
repeated patterns - continue	Shard, The 3 bears beds and	diagrams and simple tables
AB pattern - copy AB pattern	chairs.	ask and answer simple questions
- make own AB pattern - spot	<u>Geometry – comparing and</u>	by counting the number of
errors in an AB pattern - can	<u>classifying shape</u>	objects in each category and
identify the unit of repeat e.g.	Select, rotate and manipulate	sorting the categories by quantity
this is a red-blue pattern.	shapes in order to develop	🛛 ask and answer questions about
<u> Statistics – interpreting,</u>	spatial reasoning skills	totalling and comparing
constructing and presenting	Compose and decompose	categorical data.
<u>data</u>	shapes so that children	

Experiment with their own	recognise a shape can have	
symbols and marks as well as	other shapes within it. just as	
numerals.	numbers can. To sort shapes	
	into categories according to	
	their properties eq all 3 sided	
	shapes shapes with curved	
	edges.	
	Geometry - position	
	direction and movement	
	Select, rotate and manipulate	
	shapes in order to develop	
	spatial reasoning skills To	
	describe position, direction	
	and movement including	
	forwards, backwards,	
	sideways, in front, behind,	
	under, over, beside, next to, in	
	between. To begin to introduce	
	left and right.	
	<u>Geometry – pattern</u>	
	Stages of understanding	
	repeated patterns cont	
	continue, copy, make own ABC	
	pattern - continue a pattern	
	that has ended mid-unit of	
	repeat - can do the above with	
	a range of patters e.g. ABB,	
	ABBC, AABB can begin to	
	symbolise unit structure of a	
	pattern the letter R for the	
	red dinosaur can begin to	
	explain the rule of a pattern	
	and then create another	
	pattern with the same rule.	
	Can begin to make patterns	
	that are not linear e.g. around	

		a circle, or a border with fixed		
		number of spaces.		
		<u>Statistics - interpreting,</u>		
		constructing and presenting		
		data		
		Compare quantities up to 10 in		
		different contexts.		
		Introduction to simple tally		
		charts.		
		Use of 3d block towers to vote		
		for storytime book.		
Vocabulary	Number and place value		Number and place value	Number and place value
rocasalai y	Number One, two, three to twent	y and beyond. None Count	Greater, lesser Pair Units, ones, tens	Number and place value
	on/up/to/from/down Before, afte	er More, less, many, few,	Ten more/less Figure (s) In order/ A	Numeral zero one, two, three
	fewer, fewest, smaller, smallest E	Equal to, the same as Odd, even	different order Above, below.	twenty teens numbers, eleven,
	Digit Numeral Compare Order Siz	ze Value Between, halfway	none how many? count, count (up) to,	twelve twenty twenty-one,
	between.		count on (from, to), count back (from,	twenty-two one hundred, two
	Addition and subtraction		to) forwards backwards count in ones,	hundred none how many? count,
	Number line Add, more, plus, mak	e, sum, total, altogether	twos, fives, tens equal to equivalent to	count (up) to, count on (from, to),
	Double Half, halve Equals, is the s	same (including equals sign)	is the same as more, less most, least	count back (from, to) forwards
	How many more to make? How m	nany more is,,, then,,,? How	many odd, even multiple of few	backwards count in ones, twos,
	much more is? Subtract, take av	vay, minus.	pattern pair	fives, tens, threes, and so on equal
	Multiplication and division		digit the same number as, as many as	to equivalent to is the same as
	Odd, even Double, halve Share, sh	nare equally Group in pairs	more, larger, bigger, greater fewer,	more, less most, least tally many
	Equal groups of Divide		smaller, less fewest, smallest, least	odd, even multiple of sequence
	<u>Measure</u>		most, biggest, largest, greatest one	continue predict few pattern pair,
	Full, half, empty Holds Container	Weigh, weighs, balance Heavy,	more, one less, equal to one more, ten	rule > greater than < less than
	heavier, heaviest, light, lighter, lig	ghtest Scales Time Days of	more one less, ten less compare order	Place value ones tens, hundreds digit
	the week: Monday, Tuesday etc. S	Seasons: Spring, Summer,	size first, second, third twentieth	one-, two- or three-digit number
	Autumn, Winter Days, week, mont	h, year, weekend Birthday,	last, last but one before, after next	place, place value stands for,
	holiday Morning, afternoon, evenii	ng, night Bedtime, dinnertime,	between half-way between above,	represents exchange the same
	playtime Today, yesterday, tomor	row Before, after, next, last	below	number as, as many as more, larger,
	Quickest, fastest, slowest Clock (Once First, second, third	guess how many? estimate nearly	bigger, greater fewer, smaller, less
	Estimate Too many, too few Lengt	th, height Longer, longest,	roughly close to about the same as	fewest, smallest, least most,
	shorter, shortest, taller, tallest, l	higher, highest Money, coin,	just over, just under too many, too	biggest, largest, greatest one more,
	penny, pence, pound, price, cost, b	ouy, sell, spend, spent, pay,	few enough, not enough	ten more one less, ten less equal to
	change How much? How many? To	tal	Addition and subtraction	compare order size first, second,

Geometry - position and direction

Over, under, underneath, above, below, top, bottom, side On, in, outside, inside In front, behind Front, back Before, after Beside, next to Middle Up, down, forwards, backwards. Sideways Close, far Through Towards, away from Side, roll, turn.

Geometry – properties of shape

Sort Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round Solid Corner Face, side Make, build, draw.

Fractions

Whole Equal One half

General problem solving

Listen, join in Say, think, imagine, remember Start from Look at, point to Put What comes next? Find, use, make, build Tell me, describe, pick out, talk about, explain, show me Read, write Tick, draw a line, ring Cost Count, work out Number line, number track, number square, number cards Counters, cubes, blocks, die, dice, dominoes, pegs, peg board Same way, different way In order, in a different order. addition add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more how many more to make ...? how many more subtract take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs missing numberis ... than ...? how much more is ...?

Multiplication and division

multiplication multiply multiplied by multiple division dividing grouping sharing doubling halving array number patterns

<u>Measure</u>

measurement size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as roughly just over, just under Length centimetre, metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, near, close ruler metre stick

Weight kilogram, half kilogram weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales

Capacity and volume litre, half litre capacity volume full empty more than

third ... twentieth twenty-first, twenty-second ... last, last but one before, after next between halfway between above, below Estimating guess how many ...? estimate nearly roughly close to about the same as just over, just under exact, exactly too many, too few enough, not enough

Addition and subtraction

addition add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more ... one hundred more how many more to make ...? how many more is ... than ...? how much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less ... one hundred less how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs/facts tens boundary, addends, sum. **Multiplication and division**

multiplication multiply multiplied by multiple groups of times once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into grouping sharing, share, share equally left, left over one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column number patterns multiplication table multiplication fact, division fact.

less than half full quarter full holds container

Time time days of the week, Monday, Tuesday ... months of the year (January, February ...) seasons: spring, summer, autumn, winter day, week, weekend, month, year birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after earlier, later next, first, last midnight date now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago? how long will it be to ...? how long will it take to ...? how often? always, never, often, sometimes usually once, twice hour, o'clock, half past, guarter past, guarter to clock, clock face, watch, hands hour hand, minute hand hours, minutes Money money coin penny, pence, pound price, cost buy, sell spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much ...? how many ...? total Geometry - position and direction position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey left, right up, down forwards, backwards, sideways across next to, close, near, far along

Fractions

fraction equivalent fraction mixed number numerator, denominator equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts

<u>Measurement</u>

measure measurement size compare measuring scale guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as roughly just over, just under Length centimetre, metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close ruler metre stick, tape measure Weight kilogram, half kilogram, gram weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales Capacity and volume litre, half litre, millilitre capacity volume full empty more than less than half full quarter full holds, contains container Temperature - temperature, degree Time time days of the week, Monday, Tuesday ... months of the

through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn

Geometry - properties of shape

shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetry, symmetrical, symmetrical pattern pattern, repeating pattern match 2-D shape corner, side point, pointed rectangle (including square) circle triangle 3-D shape face, edge, vertex, vertices cube, cuboid pyramid sphere cone cylinder.

Fractions

fraction equal part equal grouping equal sharing parts of a whole half one of two equal parts quarter one of four equal parts

<u>Statistics</u>

count, sort, vote group, set list, table General problem solving

pattern puzzle problem, problem solving mental, mentally what could we try next? how did you work it out? explain your thinking recognise describe draw compare sort, stem sentence.

year (January, February ...) seasons: spring, summer, autumn, winter day, week, weekend, fortnight, month, year birthday, holiday morning, afternoon, evening, night bedtime, dinnertime, playtime today, yesterday, tomorrow before, after earlier, later next, first, last midnight date now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago? how long will it be to ...? how long will it take to ...? how often? always, never, often, sometimes usually once, twice hour, o'clock, half past, guarter past, quarter to 5, 10, 15 ... minutes past clock, clock face, watch, hands digital/analogue clock/watch, timer hour hand, minute hand hours, minutes, seconds Money money coin penny, pence, pound price, cost buy, bought, sell, sold spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much ...? how many ...? Total Geometry - properties of shape shape, pattern flat curved, straight round hollow, solid sort make, build, draw surface size bigger, larger, smaller symmetry, symmetrical, symmetrical pattern line symmetry pattern, repeating pattern match

2-D shape corner, side point, pointed rectangle (including square), rectangular circle, circular triangle, triangular pentagon hexagon octagon 3-D shape face, edge, vertex, vertices cube, cuboid pyramid sphere cone cylinder Position and direction position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey, route left, right up, down higher, lower forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from clockwise, anticlockwise movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn right angle straight line **Statistics**

count, tally, sort, vote graph, block graph, pictogram represent group, set list, table label, title most popular, most common least popular, least common

General problem solving

pattern puzzle problem, problem solving mental, mentally what could we try next? how did you work it out? show how you ... explain your thinking, stem sentence, explain your method describe the pattern describe the rule investigate recognise describe draw compare

			sort mental calculation written calculation.
Books	The Very Hungry Caterpillar, Pattern Fish Animal counting Ten little dinosaurs One Duck Stuck 1,2,3, to the zoo, How big is a million and many more like this.	Power Maths books	Power Maths books Times tables
Resources	NCETM White Rose Maths Oak Academy <u>https://teachers.thenational.academy/subjects/maths/key-</u> <u>stages/early-years-foundation-stage</u>	NCETM White Rose Maths Oak Academy - <u>https://teachers.thena</u> <u>stages/key-stage-1</u>	tional.academy/subjects/maths/key-