

Number – number and place value	Number-addition and subtraction	Number- multiplication and division
<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 -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 	<ul style="list-style-type: none"> -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 and missing number problems including $7 = ? - 9$ 	<ul style="list-style-type: none"> -Understand multiplication as repeated addition and arrays -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 (\times), division (\div) 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
Number- Fractions	Geometry- Properties of shapes	Measurement
<ul style="list-style-type: none"> -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 $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity -Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ -Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$ 	<ul style="list-style-type: none"> -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] 	<ul style="list-style-type: none"> -Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$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 (\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

Statistics	Geometry-position and direction	Measurement cont'd.
<p>Compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data</p>	<p>Order/arrange combinations of mathematical objects in patterns/sequences</p> <p>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)</p>	<p>number of minutes in an hour and the number of hours in a day</p> <p>-Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change and measures (including time)</p>