Warden Hill Infant School
Learning Together, Growing Together

Maths Curriculum Map and Progression of Knowledge and Skills:

EYFS Objectives (Development Matters)	EYFS ELGs	Year 1	Year 2
Count objects, actions and sounds Subitise Link the number symbol with its cardinal number value Count beyond 10 Compare numbers Understand the one more/one less relationship between consecutive numbers Explore the composition of numbers to 10 Automatically recall number bonds for 0-5 and some to 10 Select rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that they can recognise that shapes can have other shapes within it just as numbers can Continue, copy and create repeating patterns Compare length, weight and capacity	**Number** Have a deep understanding of numbers to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds to 5 and some number bonds to 10, including double facts **Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	**Number - Number and Place Value** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from anygiven 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, using concrete objects andpictorial 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 ofthe teacher. **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 orquantity. **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, halffull, 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 • 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, monthsand years • tell the time to the hour and half past the hour and draw the hands on a clock face toshow these times. **Geometry - Properties of Shapes** recognise and name common 2-D and 3-D shapes, including: • 2-D shapes • 3-D shapes **Geometry - Position and Direction** • describe position, direction and movement, including whole, half, quarter and three-quarter turns.	**Number: Number & Place Value** • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward andbackward • recognise the place value of each digit in a two-digit number (tens,ones) • identify, represent and estimate numbers using different representations, including the numberline • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and inwords • use place value and number facts to solveproblems. **Number: Addition & 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 writtenmethods • 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 multiplicatyion 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 **Fractions** • Recognise, find, name and write fractions 1/3, ¼, 2/4 ¾ of a length, shape, set of objects or quantity • Write simple fractions for example ½ of 6 = 3 and recognise the equivalence of ½ and 2/4 **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 • 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. **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. **Geometry - Position and Direction** • order and arrange combinations of mathematical objects in patterns and 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 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.

Progression of knowledge and skills

Subject specific areas	Skills in EYFS	Skills year 1	Skills year 2	End of key stage expectations
Number and Place Value	Have a deep understanding of numbers to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds to 5 and some number bonds to 10, including double facts Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number		partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
		count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	
		given a number, identify one more and one less		
		use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs	

	greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line	
		read and write numbers from 1 to 20 in numerals and words.	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)	
			use place value and number facts to solve problems	

Addition and Subtraction		represent and use number bonds and related subtraction facts within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	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 (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)

		add and subtract one-digit and two-digit numbers to 20, including zero	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	
		read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	
		read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)		
			recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	
		solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	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	
			solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)	

Multiplication and Division		*count in multiples of twos, fives and tens*	*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward*	recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
			recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	
			show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	
			calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	
		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	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	

Fractions			*Pupils should count in fractions up to 10, starting from any number and using the1/2 and 2/4 equivalence on the number line(Non Statutory Guidance)*	identify ¼, 1/3, ½, 2/4, ¾ of a number or shape, and know that all parts must be equal parts of the whole
		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	recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ and $^{3}/_{4}$ of a length, shape, set of objects or quantity	
			write simple fractions e.g. $^{1}/_{2}$ of 6 = 3 and recognise the equivalence of $^{2}/_{4}$ and $^{1}/_{2}$.	
Measurement		compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] * 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] * time [e.g. quicker, slower, earlier, later]	compare and order lengths, mass, volume/capacity and record the results using >, < and =	read scales* in divisions of ones, twos, fives and tens use different coins to make the same amount read the time on a clock to the nearest 15 minutes
		sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	compare and sequence intervals of time	
		measure and begin to record the following: * **lengths and heights** * **mass/weight** * **capacity and volume** * **time** (hours, minutes, seconds)	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	
		recognise and know the value of different denominations of **coins and notes**	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	
		tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	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.	
		recognise and use language relating to dates, including days of the week, weeks, months and years	know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)	
			know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time)	
Geometry (Shapes)		recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles]	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

		* 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	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	
Geometry (position and direction)		describe position, direction and movement, including 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 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	

Year Group Overviews

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to know you (week 1 to 3) Just like me (week 4 - 6)	It's me 1, 2, 3, Light and Dark	Alive in 5! Growing 6, 7, 8	Building 9 and 10 Consolidation	To 20 and beyond First, then, now	Find my pattern On the move
Overview of coverage	Match and sort Compare amounts Compare size, mass and capacity Exploring patterns	Representing 1, 2 ,3 Comparing 1, 2, 3 Composition of 1, 2, 3 Representing numbers to 5 One more, one less Circles and triangles Shapes with 4 sides Time	Introducing zero Comparing numbers to 5 Composition of 4 and 5 6, 7, and 8 Combining two amounts Making pairs Compare mass Compare capacity Length and Height Time	Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns	Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away Spatial reasoning Match, rotate, manipulate Compose and decompose	Doubling Sharing and grouping Even and odd Deepening understanding Patterns and relationships Spatial reasoning Visualize and build Mapping

Skills	Have a deep understanding of numbers to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds to 5 and some number bonds to 10, including double facts Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally											
Vocabulary		Shapes Sizes Colours Match Same Different Pair Sort Big Small More Fewer Full Empty Taller Shorter Longer Pattern	One Two Three More Fewer Same amount Order Compare Number Small Medium Large Shapes Triangle Circle Curved Straight Count On top of Behind Next to	Four Five Five frame More Fewer One more One less Pattern building Shapes Square Rectangle Different size Different orientation Straight sides Corners Repeating pattern Night Day Morning	One less Zero Making 5 Comparing More than Less than The same Equal groups Unequal groups Altogether Making numbers Mass Weigh Balance scales Heavy Light Heavier than Lighter than	Six Seven Eight Different ways Pair Altogether Length Long Short Longer Shorter Height Tall Taller Shorter Wide Narrow Today Yesterday Tomorrow Weekdays Weekends Further	Nine Ten Counting Counting forward Counting backwards Different ways Longest Shortest Bonds to 10 AB pattern ABC pattern ABB pattern AAB pattern AABB pattern		Number patterns Match Estimating More than Fewer than Subtraction Ordering numerals Containers Shapes Rotate Tangrams	Number track Counting on Adding more Missing then Missing first Take away Right angled triangle Rotate Square Tangram Pattern Blocks	Double Twice Matching pair Sharing Equal Unequal Half Grouping Left over Right angled triangle Rotate Square Tangram Pattern blocks Odd Even Pair One left over	More Less Add Take away Left Total Two legs Four legs Plus Equals Count Numeral Most Less Least Measure Long Longer Longest Short Shorter Shortest

			In between Over Under Around Through Match	Afternoon Before After Today Tomorrow Yesterday Weekday Weekend Order Compare Numbers Curved Straight Count	Full Empty Capacity Half full Half empty Tall Thin Narrow Wide Shallow	Nearer Closer	AABBB pattern AABBC pattern Order Numerals Comparing numbers More Fewer Same 3D shapes				Odd one out Next to On top of Underneath Above Below In front of Between Behind	Equal length Pattern Repeating pattern Circle Triangle Square Unit of repeat Past First Then Next Through Above Next to Below Forward Backward Across Up Down

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Number and Place Value within 10 Week 6 addition and Subtraction	Addition and Subtraction Geometry	Place Value within 20 Addition and Subtraction within 20	Place Value within 50 Measurement Length and Height and Weight and Volume	Multiplication and Division Fractions Position and Direction	Place Value within 100 Measurement Money and Time

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Objectives from NC	count to and across 100, forwards and backwards, beginning with 0 or 1, or from anygiven 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.	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 andpictorial representations, and missing number problems such as 7 = – 9. recognise and name common 2-D and 3-D shapes, including: 2-D shapes 3-D shapes	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. 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.	count to and across 100, forwards and backwards, beginning with 0 or 1, or from anygiven 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. 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, halffull, quarter] • time [for example, quicker, slower, earlier, later] measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support ofthe teacher. 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 orquantity. describe position, direction and movement, including whole, half, quarter and three-quarter turns.	count to and across 100, forwards and backwards, beginning with 0 or 1, or from anygiven 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. measure and begin to record time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes 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, monthsand years tell the time to the hour and half past the hour and draw the hands on a clock face toshow these times.
Skills	See progression of skills above					
Vocabulary	Digit Place value Sort Number track Less Fewer	Addition symbol Subtraction symbol Equals symbol Part whole model Partition Number sentence	Digit Place value Sort Number track Less Fewer	Digit Place value Sort Number track Less Fewer	Multiplication Repeated addition Multiply Equal Equal groups Lots of	Digit Place value Sort Number track Less Fewer

	More Greater Comparison symbols Compare Numeral Inequality symbols	Fact families Systematic Comparing Inequality symbols Total Counting on Number bonds Shape 2d shape 3d shape Sides Vertex Vertices Corner Core of a pattern Faces Edges Orientation Sorting Patterns Square Rectangle Triangle Pentagon Hexagon Circle Cube Cuboid Sphere Cylinder Pyramid Cone	More Greater Comparison symbols Compare Numeral Inequality symbols Addition symbol Subtraction symbol Equals symbol Part whole model Partition Number sentence Fact families Systematic Comparing Inequality symbols Total Counting on Number bonds	More Greater Comparison symbols Compare Numeral Inequality symbols Measurement Length Height Unit of measure Non-standard unit Standard unit Ruler Compare Long Longer Short Shorter Tall Taller Small Smaller Equal Centimeters	Rows Columns Arrays Multiples of 2 Multiples of 5 Multiples of 10 Double Divide Division Sharing Grouping Total How many altogether? Fraction Whole Half Complete Split Quantity Total amount Equal parts Non-equal parts A quarter Quarter full	More Greater Comparison symbols Compare Numeral Inequality symbols Money Coins Notes Pounds Pence Silver coins Copper coins Value Worth Total Compare Equal to Most Least Time Second Minute Hour Day Month Year Date First Next Today Yesterday Tomorrow

						Morning Afternoon Evening Before After Clock Time to the hour Time to half past Slow Slower Slowest Quick Quicker Quickest Compare Earlier Later Chronological order Sequence Calendar Stopwatch

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Place Value Addition and Subtraction	Addition and Subtraction Measurement money and time	Multiplication and Division Statistics	Geometry of Shapes Fractions	Measurement of length and height Geometry position and direction Consolidation and Problem Solving	Measurement of time Measurement of mass, capacity and temperature Consolidation

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Objectives from NC	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.	*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 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 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.	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 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 totaling and comparing categorical data.	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. Recognise, find, name and write fractions 1/3, ¼, 2/4 ¾ of a length, shape, set of objects or quantity Write simple fractions for example ½ of 6 = 3 and recognise the equivalence of ½ and 2/4	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 = order and arrange combinations of mathematical objects in patterns and 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 anticlockwise).	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. 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 =

Skills	See progression of skills above					
Vocabulary	Place value Digit Tens and ones Numeral Number track Less/fewer More/greater Compare Representation Comparison symbols Partition Inequality symbols Strategy Tens frame Place value counters Base 10/dienes Part whole	Addition symbol Subtraction symbol Equals symbol Part whole model Partition Number sentence Fact families Systematic Comparing Equality Inequality Total Counting on Number bonds Consecutive Concrete objects Bar model Calculation Inverse Related facts Bonds to 100 Tens frame Pattern Number track Efficient Exchange Regroup Crossing 10 Column method Money Currency	Multiply Multiplication Divide Division Repeated addition Equal Equal groups Sharing Grouping Halving Double Number sentence Odd Even Pattern Statistics Tally Total Altogether More Less Difference Pictogram Horizontal Vertical Key Block diagram Result Questions Value Interpret	Fraction Numerator Denominator Equal Unequal Unit fraction Non-unit fraction Whole Half Thirds Quarters Three quarters Equivalence Equivalent fractions Quantity Shape 2d shape 3d shape Sides Vertex Vertices Corner Core of a pattern Faces Edges Orientation Sorting Patterns Square Rectangle Triangle	Measurement Length Height Unit of measure Non-standard unit Standard unit Ruler Compare Long Longer Short Shorter Tall Taller Small Smaller Equal Centimeters Position Direction Up Down Forwards Backwards Left Right Turn Full turn Half turn Quarter turn	Time Second Minute Hour Day Month Year Date First Next Today Yesterday Tomorrow Afternoon Morning Evening Before After Clock O'clock Half past Quarter past Quarter to 5 minute intervals Slow Slower Slowest Quick Quicker Quickest Compare

		Pence Pound Decimal point Partitioned Convert Silver coins Copper coins Difference Value Change Compare Equivalent Time Second Minute Hour Day Month Year Date First Next Today Yesterday Tomorrow Afternoon Morning Evening Before After Clock O'clock Half past Quarter past	Data Scale Interval Most popular Least popular Table	Pentagon Hexagon Circle Cube Cuboid Sphere Cylinder Pyramid Cone	Three quarter turn Clockwise Anti-clockwise Patterns	Earlier Later Chronological Sequence Calendar Mass Weigh Balance scales Scales Heavier Lighter Grams Kilograms Volume Capacity Mililitre Litre Cylinder Full Empty Half full Half empty Temperature Thermometer Degrees centigrade Warmer Cooler Estimate Compare Units of measure More than Less than Equal to

		Quarter to 5 minute intervals Slow Slower Slowest Quick Quicker Quickest Compare Earlier Later Chronological Sequence Calendar				