	EYFS	Year 1	Year 2
	Autumn		
Autumn	**Number** • Recognise some numerals of personal significance • Recognises numerals 1 to 5 • Counts up to three or four objects by saying one number name for each item • Counts actions or objects which cannot be moved • Counts objects to 10, and beginning to count beyond 10 **Shape, Space and Measures** • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes • Selects a particular named shape • Can describe their relative position such as 'behind' or 'next to'	**Place value (within 10)** • 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 • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Compare numbers using <, > and = signs • Read and write numbers from 1 to 20 in numerals and words **Addition and subtraction (within 10)** • 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) • 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 1-digit and 2-digit numbers to 20, including zero **Shape** • Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	**Place value** • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or 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 **Addition and subtraction** • 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 • compare and order numbers from 0 up to 11; use >,< and = signs **Shape** • identify and describe the properties of 2-D shapes, including the number of sides and 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 • compare and sort common 2-D and 3-D shapes and everyday objects
	Spring		
Spring	**Number** • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects • Counts an irregular arrangement of up to ten objects	**Place value (within 20)** • count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • identify and represent numbers using objects and pictorial representations including the number line, and	**Money** • solve comparison, sum and difference problems using information presented in a line graph • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

- Estimates how many objects they can see and checks by counting them
- Uses the language of 'more' and 'fewer' to compare two sets of objects

Shape, space and measures
- Orders two or three items by length or height
- Orders two items by weight or capacity
- Uses familiar objects and common shapes to create and recreate patterns and build models
- Uses everyday language related to time

- use the language of: equal to, more than, less than (fewer), most, least
- count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- read and write numbers from 1 to 20 in numerals and words
- given a number, identify 1 more and 1 less

Addition and subtraction (within 20)
- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- add and subtract 1-digit and 2-digit numbers to 20, including zero
- represent and use number bonds and related subtraction facts within 20
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9

Place value (within 50)
- count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- 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
- count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Given a number, identify 1 more and 1 less

Length and height
- compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time
- measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time

Mass and volume
- compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time
- measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time

- 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

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 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

Length and height
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)
- compare and order lengths and record the results using <,> and –
- 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

Mass, capacity and temperature
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (l/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths and record the results using <,> and –

Summer

Summer

Number

- Finds the total number of items in two groups by counting all of them
- Says the number that is one more than a given number
- Finds one more or one less from a group of up to five objects, then ten objects
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting
- Records, using marks that they can interpret and explain
- Begins to identify own mathematical problems based on own interests and fascinations

Shape, space and measures

- Beginning to use everyday language related to money
- Orders and sequences familiar events
- Measures short periods of time in simple ways

Early Learning Goal: Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Early Learning Goal: Shape, Space and Numbers

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them

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 of the 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 or quantity.

Position and direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Place value (within 100)

- 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.

Money

- recognise and know the value of different denominations of coins and notes

Time

- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- recognise and use language relating to dates, including days of the week, weeks, months and years
- measure and begin to record time (hours, minutes, seconds)
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

Fractions

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
- recognise, find, name and write fractions ¼, , and of a length, shape, set of objects or quantity
- write simple fractions e.g. of 6 = 3 and recognise the equivalence

Time

- 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

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

Position and direction

- order and arrange combinations of mathematical objects in patterns
- use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise), and movement in a straight line.