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| **EYFS (40-60+ months)** | **Year 1** | **Year 2** |
| **Strand 1 - Number** |
| Recognises:* some numerals of personal significance
* numerals 1 to 5
 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward |
| Counts:* up to three or four objects by saying a number name for each item
* actions or objects which cannot be moved
* objects to 10, and beginning to count beyond 10
* out up to six objects from a larger group
* an irregular arrangement of up to ten objects
 | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | Recognise the place value of each digit in a two-digit number (tens, ones) |
| Selects the correct numeral to represent 1 to 5, then 1 to 10 objects | Given a number, identify one more and one less | Identity, represent and estimate numbers using representations, including the number line |
| Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects | 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 | Compare and order numbers from 0 up to 100; use <, > and = signs |
| Estimates how many objects they can see and checks by counting them | 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 |
| Says the number that is one more than a given number |  | Use place value and number facts to solve problems |
| Finds one more or one less from a group of up to five objects, then ten objects |  |  |
| **ELG 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.** |  |  |
| Finds the total number of items in two groups by counting all of them | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs | 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
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| In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting | 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 |
| **ELG 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.**  | 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
 |
|  | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9 | 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 missing number problems |
|  | 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 | 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 |
|  | Recognise, find and name a half as one of two equal parts of an object, shape or quantity | Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity |
|  | Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | Write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2 |
| **EYFS (40-60+ months)** | **Year 1** | **Year 2** |
| **Strand 2 – Measurement** |
| Orders two or three items by length or height | Compare, describe and solve practical problems for:* lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
* mass or weight [for example, heavy/light, heavier than, lighter than]
* capacity/volume [for example, full/empty, more than, less than, half, half full, quarter]
* time [for example, quicker, slower, earlier, later]
 | 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 |
| Orders two items by weight or capacity | Measure and begin to record the following:* lengths and heights
* mass/weight
* capacity and volume
* time (hours, minutes, seconds)
 | Compare and order lengths, mass, volume/capacity and record the results using >, < and = |
| Uses everyday language related to time  | Recognise and know the value of different denominations of coins and notes | Recognise and use the symbols for pounds (£) and pence (p); combine amounts to make a particular value |
| Orders and sequences familiar events | Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening | Find different combinations of coins that equal the same amounts of money |
| Measures short periods of time in simple ways | Recognise and use language relating to dates, including days of the week, weeks, months and years | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| **ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.** | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | 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 |
| **EYFS (40-60+ months)** | **Year 1** | **Year 2** |
| **Strand 3 - Geometry** |
| Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes | 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)
 | Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line |
| Selects a particular named shape | ` | Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces |
| Uses familiar objects and common shapes to create and recreate patterns and build models |  | Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] |
| **ELG They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.** |  | Compare and sort common 2-D and 3-D shapes and everyday objects |
| Can describe their relative position such as ‘*behind*’ or ‘*next to*’ | Describe position, direction and movement, including whole, half, quarter and three-quarter turns | 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 anti-clockwise) |
| **EYFS (40-60+ months)** | **Year 1** | **Year 2** |
| **Strand 4 - 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 |