	Place Value			
	EY	**Year 1**	**Year 2**	**Year 3**
Place Value: Counting	Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • 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.	• To count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number. • To count numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. .	• To count in steps of 2, 3 and 5, from 0 and in 10s from any number forwards and backwards.	• To count from 0 in multiples of 4, 8, 50 and 100 and to find 10 or 100 more or less than a given number.
Place Value: Represent		• To 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 • To read and write numbers from 1-20 in numerals and words.	• To read and write numbers to at least 100 in numerals and in words. • To identify, represent and estimate numbers using different representations, including the number line.	• To identify, represent and estimate numbers using different representations. • To read and write numbers up to 1000 in numerals and words.
Place Value: Use PV and Compare		• Given a number identify 1 more and 1 less.	• Recognise the place value of each digit in a two digit number (tens and ones). • Compare and order numbers from 0 up to 100; use the < , > and = signs.	• To recognise the place value of each digit in a three digit number (hundreds, tens, ones). • To compare and order numbers up to 1000.
Place Value: Problem Solving and Rounding			• Use place value and number facts to solve problems.	• To solve number problems and practical problems involving these ideas.

	Addition and Subtraction			
	EY	**Year 1**	**Year 2**	**Year 3**
Addition and Subtraction: Recall, Represent, Use	• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	• Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs. • To represent and use number bonds and related subtraction facts within 20.	• To recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another number cannot. • To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	• To estimate the answer to a calculation and use inverse operations and check answers.
Addition and Subtraction: Calculations		• To add and subtract one-digit and two-digit numbers to 20, including 0	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ➢ a two-digit number and 1s ➢ a two-digit number and 10s ➢ 2 two-digit numbers ➢ adding 3 one-digit numbers	• add and subtract numbers mentally, including: ➢ a three-digit number and 1s ➢ a three-digit number and 10s ➢ a three-digit number and 100s • add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
Addition and Subtraction: Solving 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 problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

	Multiplication and Division			
	EY	**Year 1**	**Year 2**	**Year 3**
Multiplication and Division: Recall, Represent, Use			• 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 2 numbers can be done in any order (commutative) and division of 1 number by another cannot	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Multiplication and Division: Calculations			• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
Multiplication and Division: Solving 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	• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

	Fractions			
	EY	**Year 1**	**Year 2**	**Year 3**
Fractions: Recognise and Write		• recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	• 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 .	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
Fractions: Compare			• recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	• recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators
Fractions: Calculations			• write simple fractions, for example $\frac{1}{2}$ of 6 = 3	• add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
Fractions: Solve Problems				• solve problems that involve all of the above.

	Measurement			
	EY	**Year 1**	**Year 2**	**Year 3**
Measurement: Using Measures		• 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, half full, 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)	• 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 =	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
Measurement: Money		• 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	• add and subtract amounts of money to give change, using both £ and p in practical contexts

	Measurement: Time			
	EY	**Year 1**	**Year 2**	**Year 3**
Measurement: Time		• 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, months and years • 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	• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example, to calculate the time taken by particular events or tasks]

	Geometry			
	EY	**Year 1**	**Year 2**	**Year 3**
Geometry: 2-D and 3-D 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 • 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	• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
Geometry: Position and Direction		• 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)	

	Statistics			
	EY	**Year 1**	**Year 2**	**Year 3**
Statistics: Present and Interpret		• 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	• interpret and construct simple pictograms, tally charts, block diagrams and tables	• interpret and present data using bar charts, pictograms and tables
Statistics: Solve Problems		• describe position, direction and movement, including whole, half, quarter and three-quarter turns	• 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	• solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables