

Nourishing the fitrah of each unique child

# **Mathematics Policy**

## "And We have made everything in pairs, two and two."

(Surah Az Zuhruf 43:32)

| Updated:     | Review date: | Mathematics Coordinator: |
|--------------|--------------|--------------------------|
| January 2025 | January 2026 | Cinzia Albi              |



#### Adopted: January 2025

## **Mathematics Policy**

Mathematics is a subject that fosters skills needed for all areas of the curriculum. It involves practical problem solving, data retrieval, number handling and real-life problems to calculate and solve. It encourages lateral and layered thinking, and enables children to think of ways to overcome problems.

At Unique Academy, we would like all of our pupils to love and enjoy Mathematics. This policy encourages a coherent approach to teaching and managing the subject discipline of Mathematics within our school.

#### Intent

Our intent for mathematics is to ensure that all pupils:

• Become fluent in the fundamentals of mathematics; including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

• Reason mathematically by following a line of enquiry, conjecturing relationships and

generalisations, and developing an argument, justification or proof using mathematical language.

• Can solve problems by applying their mathematics to a variety of routine and non-routine problems with

increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

#### Implementation

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.

Our programmes of study follow National Curriculum guidelines and are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop confidence, fluency, mathematical reasoning and competence in solving increasingly complex problems.

Mathematics is taught discretely on a daily basis for 1 hour for each year group depending on their timetable; however, cross curricular links are made to Mathematics wherever possible, and this is indicated in the teachers' medium term and short-term plan.

Mathematics will be taught using a range of visual and practical work to enable pupils to visualise Mathematics, conceptually understand it and be able to articulate and represent their reasoning.

Pupils will also be encouraged to apply their mathematical knowledge to science and other subject disciplines. Mastery and love of mathematics is something that we want all pupils to acquire throughout their school lives and beyond.

We use White Rose Maths as a framework for teaching because of its Concrete, Pictorial, and Abstract Approach, which is crucial in supporting pupils build mental images, and thoroughly understanding complex concepts by spotting patterns and making links with previous learning.

The curriculum is divided into small steps that provide progression through a topic in a sequentially logical way, building upon prior knowledge. Whole school progression and consistency in mathematics are gradually yet consistently built in.

Merged groups have differentiated work to do independently.

Flashback activities are carried out daily at the start of the lesson as retrieval practice and consolidation.

At Unique Academy, teachers use slides with pictorials and representations such as bar models, diagrams, number lines, and whole-part models, which they personalise including the star words. Teaching techniques include 'Turn and Talk', 'Cold Call', and class investigations.

#### Impact

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged by being offered more complex reasoning questions before any acceleration through new content.

Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

#### **Planning And Assessment**

The programmes of study for Mathematics are set year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage, if appropriate.

Teachers can access long and medium-term plans and tailor their lessons according to their cohort.

Lessons are delivered through visually enriched slides with shared learning and independent work.

Pupils are given termly attainment targets which are achieved through the daily lessons and interventions (if required).

#### Attainment Targets

Formative assessments are conducted in-lesson daily.

Summative assessments are held at the end of each term and will provide recorded data to analyse.

Judgments for each attainment target are refined into the following grade boundaries:

Below (Below national expectations: 0% - 30%)

Borderline (Below national expectations: 30%-49%)

Just within (At national expectations: 50%-59%)

Within (At national expectations: 60%-80%)

Greater Depth (Above national expectations: 80%-94%)

Above (Above national expectations: 95%-100%)

#### Strategies To Ensure Progress

Progress is monitored by assessment, and our high expectations mean we constantly strive for excellent progress for all children. Children who are falling behind will be supported through morning intervention groups. The Headteacher works with the Mathematics leader and class teachers to offer advice on specific children who are falling behind.

Parents are be given the opportunity to attend a our curriculum information afternoon which will advise them on how to support their child's Mathematical development at home.

See our separate **'Calculation'** policy and **'Mathematics Progression Map'**, which details our whole school approach to calculation to ensure coherent steps of progression for each year group.

#### **Cross-Curricular Mathematics**

Mathematics is a subject that lends itself to cross-curricular teaching, and we include mathematical resources, problems and theories in a range of other subjects' teaching: for example, collecting data in science sessions, and exploring shapes when designing structures in art and DT themed sessions.

We aim to create mathematically rich classroom environments (through manipulatives, wall displays, tabletop displays, and free flow provision) so that there is an opportunity for Maths learning at all times.

#### **Resources including ICT**

Resources are maintained, logged and organised by the school administrator. Resources can be checked regularly to ensure they are appropriate, clean and in a good state of repair.

At Unique Academy, we encourage the use of ICT resources such as computers as well as cameras to help further children's enjoyment of Mathematics, engage their interest and enhance their understanding of intended learning objectives.

#### Special Educational Needs and Disability (SEND)

Planning and differentiation will be used to ensure that all children are included in Mathematics teaching. Quality provision is made for all children, no matter what their barriers to learning or special educational needs and disabilities (SEND).

#### **Equal opportunities**

We have a positive and welcoming attitude towards all members of the community, and we are careful to avoid stereotyping when organising activities and selecting materials. The teaching and learning in Mathematics are in line with the school's statement of equal opportunities.



## Whole School Curriculum Map

#### Nursery

|        | Week    | Week    | Week 3     | Week 4    | Week 5   | Week 6   | Week 7     | Week 8       | Week 9   | Week 10    | Week 11     | Week 12      |
|--------|---------|---------|------------|-----------|----------|----------|------------|--------------|----------|------------|-------------|--------------|
|        | 1       | 2       |            |           |          |          |            |              |          |            |             |              |
| Autumn | Compa   | rison 1 | Shape, s   | pace and  | Patte    | ern 1    | Count      | ting 1       | Cour     | nting 2    | I see 1, 2, | Pattern 2    |
| Term   | More    | than,   | meas       | ure 1     | Explore  | repeats  | Hear a     | nd say       | Begin    | to order   | 3           | Join in with |
|        | fewer   | than,   | Explore a  | and build |          |          | num        | nber         | nur      | mber       |             | repeats      |
|        | sar     | ne      | with sha   | ipes and  |          |          | nan        | nes          | na       | mes        |             |              |
|        |         |         | obje       | ects      |          |          |            |              |          |            |             |              |
| Spring | Shape,  | space   | Subitising | Counting  | Shape,   | Pattern  | Count      | ting 4       | Shape, s | space and  | Subitising  | Comparison   |
| Term   | and m   | easure  | 2          | 3         | space    | 3        | Take and g | give 1, 2, 3 | mea      | sure 4     | 3           | 2            |
|        | 2 Exp   | olore   | Show me    | Move      | and      | Explore  |            |              | Match,   | talk, push | Talk        | Compare      |
|        | positio | on and  | 1, 2, 3    | and       | measure  | own      |            |              | and      | d pull     | abou        | and sort     |
|        | spa     | ace     |            | label     | 3        | first    |            |              |          |            | t dots      | collections  |
|        |         |         |            | 1,        | Explore  | patterns |            |              |          |            |             |              |
|        |         |         |            | 2, 3      | position |          |            |              |          |            |             |              |
|        |         |         |            |           | and      |          |            |              |          |            |             |              |
|        |         |         |            |           | routes   |          |            |              |          |            |             |              |
| Summer | Patte   | ern 4   | Shape, s   | pace and  | Patte    | ern 5    | Subitising | Counting     | Pattern  | Counting   | Comp        | arison 3     |
| Term   | Lead o  | n own   | meas       | ure 5     | making   | patterns | 4          | 5            | 6        | 6          | match, so   | rt, compare  |
|        | repe    | eats    | Start to   | o puzzle  | toge     | ther     | Make       | Show         | My       | Stop at    |             |              |
|        |         |         |            |           |          |          | games      | me 5         | own      | 1,2,3,4,   |             |              |
|        |         |         |            |           |          |          | and        |              | pattern  | 5          |             |              |
|        |         |         |            |           |          |          | actions    |              |          |            |             |              |

### Reception

|        | Week    | Week    | Week 3   | Week 4   | Week 5    | Week    | Week     | Week      | Week 9        | Week   | Week 11     | Week 12       |
|--------|---------|---------|----------|----------|-----------|---------|----------|-----------|---------------|--------|-------------|---------------|
|        | 1       | 2       |          |          |           | 6       | 7        | 8         |               | 10     |             |               |
| Autumn | Getting | to know | Match,   | Sort and | Talk a    | about   | lt's me  | e 1, 2, 3 | Circles       | 1,     | 2, 3, 4, 5  | Shapes        |
| Term   | yo      | bu      | Com      | npare    | Measu     | res and |          |           | and           |        |             | with 4        |
|        |         |         |          | -        | Patt      | erns    |          |           | Triangles     |        |             | sides         |
| Spring | Alive   | e in 5  | Mass     | Growing  | g 6, 7, 8 | Length  | , height | Bu        | ilding 9 and  | l 10   | Explore     | 3-d shapes    |
| Term   |         |         | and      |          |           | and     | time     |           |               |        |             |               |
|        |         |         | Capacity |          |           |         |          |           |               |        |             |               |
| Summer | To 20   | ) and   | How      | Manip    | ulate,    | Sharii  | ng       | Visual    | ise, build ar | nd map | Make        | Consolidation |
| Term   | bey     | ond     | many     | compos   | se        | and     |          |           |               |        | connections |               |
|        |         |         | now?     | and      |           | grou    | ıping    |           |               |        |             |               |
|        |         |         |          | decorr   | ipose     |         |          |           |               |        |             |               |

## Year 1 /2

|        | Week1    | Week       | Week      | Week 4     | Week       | Week        | Week                    | Week       | Week 9         | Week     | Week 11    | Week 12       |
|--------|----------|------------|-----------|------------|------------|-------------|-------------------------|------------|----------------|----------|------------|---------------|
|        |          | 2          | 3         |            | 5          | 6           | 7                       | 8          |                | 10       |            |               |
| Autumn |          | Number     |           |            | Number     |             |                         | N          | umber          |          | Ge         | ometry        |
| Term   | Place V  | alue (with | nin 20)   | Additior   | n and      |             |                         | Place Valu | ie (within 100 | )        | S          | hape          |
|        |          |            |           | Subtrac    | tion       |             |                         |            |                |          |            |               |
|        |          |            |           | (          | within 20) | )           |                         |            |                |          |            |               |
| Spring |          | Nun        | nber      |            |            | Nur         | nber                    |            | Measurement    |          | Statistics | Consolidation |
| Term   | Addition | and Subtr  | action (W | ithin 100) | Mu         | Itiplicatio | n and Divi              | sion       | Length and     | l Height |            |               |
| Summer | Measur   | ement      |           | Number     | Number     |             | leasureme               | ent        | Measure        | ment     | Geometry   | Consolidation |
| Term   | Mor      | ney        |           | Fraction   |            |             | Time Mass, Capacity and |            | Position       |          |            |               |
|        |          |            |           | S          |            |             |                         |            | Tempera        | ature    | and        |               |
|        |          |            |           |            |            |             |                         |            |                |          | Direction  |               |

Year 3 /4

|        | Week 1         | Week           | Week     | Week 4 | Week              | Week 6        | Week      | Week        | Week 9    | Week 10          | Week  | Week 12     |
|--------|----------------|----------------|----------|--------|-------------------|---------------|-----------|-------------|-----------|------------------|-------|-------------|
|        |                | 2              | 3        |        | 5                 |               | 7         | 8           |           |                  | 11    |             |
| Autumn |                | Nun            | nber     |        |                   | Numbe         | er        |             |           | Number           |       | Measurement |
| Term   |                | Place          | Value    | _      | A                 | ddition and S | ubtractio | n           | Multipli  | cation and Divis | ion A | Area        |
| Spring | Number Measure |                | ement    | Nu     | umber             |               | Measu     | rement Mass | Num       | ber Fractions B  |       |             |
| Term   | Multiplic      | ation and      | Division | Length | n and Fractions A |               |           |             | and Capac | ity              |       |             |
|        |                | В              |          | Perim  | eter              | er            |           | -           |           | -                |       |             |
| Summer | Measu          | remen          |          | Number |                   | Measurement   |           | Geometry    |           | Geometry         |       | Statistics  |
| Term   | t T            | t Time Decimal |          |        | Money             |               | Shape     |             | Position  |                  |       |             |
|        |                |                |          | S      |                   |               |           |             |           | and              |       |             |
|        |                |                |          |        |                   |               |           |             |           | Direction        |       |             |

Year 5/6

|                | Week 1        | Week             | Week | Week 4             | Week 5         | Week 6             | Week     | Week        | Week          | Week   | Week 11           | Week        |
|----------------|---------------|------------------|------|--------------------|----------------|--------------------|----------|-------------|---------------|--------|-------------------|-------------|
|                |               | 2                | 3    |                    |                |                    | 7        | 8           | 9             | 10     |                   | 12          |
| Autumn<br>Term | Nu<br>Plac    | ımber<br>e Value |      | Number<br>Addition | Nu<br>Multipli | mber<br>cation and |          | Nur<br>Frac | nber<br>tions |        | Numb<br>Multiplic | er<br>ation |
|                |               |                  |      | and<br>Subtraction | divi           | sion A             |          |             | 4             |        | and Divis         | sion B      |
| Spring         | Number        | Nur              | nber | Num                | ber            | Measure            | ment     |             | Number        |        | Nu                | mber        |
| Term           | Multiplicatio | Fract            | tion | Decim              | als A          | Area, perim        | eter and |             | Decimal       |        | Fractic           | ons,        |
|                | n and         | В                |      |                    |                | volum              | ne       |             | В             |        | Decimal           | s and       |
|                | Division      |                  |      |                    |                |                    |          |             |               |        | Percent           | ages        |
|                | B continued   |                  |      |                    |                |                    | _        |             |               |        |                   |             |
| Summer         | Ratio         | Alge             | ebra |                    | Geometry       |                    | Geoi     | metry       | Stat          | istics | Measure           | ments       |
| Term           |               |                  |      |                    | Shape          |                    | Positi   | on          |               |        | Converting        | g Units     |
|                |               |                  |      |                    |                |                    | and      |             |               |        |                   |             |
|                |               |                  |      |                    |                |                    | Dire     | ction       |               |        |                   |             |



#### **Progression of Skills and Knowledge**

To ensure there is progression whilst exploring the same topic, we have set out the specific set of skills and knowledge which should be taught in mathematics over the 7 years at Unique Academy Primary School. These skill and knowledge progressions are used when planning to break down the learning, within each year group, into small steps which represent mini stepping stones. They give teachers a step-by-step guide for the order in which the content of the subject should be taught. This ensures that children develop the specific skills needed, in a logical order, to achieve the overall goal. It also ensures that, as topics are recalled at the start of each lesson - Flashback 4 - the specific skills and knowledge focused upon are a clear development of the pupils' prior learning.

Research has shown that when learning can be related to real life, it gives it meaning and purpose, and therefore, it is remembered. As a result, we utilise visual slides containing real-life word problems, manipulatives, and images teaching the concept of 'mathematics is everywhere'. The slides are designed to hook children into the topic, to reignite interest part way through, and to celebrate learning.

| Maths        | Nursery          | Reception          | Year 1           | Year 2         | Year 3          | Year 4          | Year 5            | Year 6              |
|--------------|------------------|--------------------|------------------|----------------|-----------------|-----------------|-------------------|---------------------|
| Place value: | More than, fewer | Counting to 20 and | Count to and     | Count in steps | Count from 0    | Count in        | Count forwards    | Read, write, order  |
| Counting     | than, same       | beyond             | across 100,      | of 2, 3 and 5  | in multiples of | multiples of 6, | or backwards in   | and compare         |
|              |                  |                    | forwards and     | from 0, and in | 4, 8, 50 and    | 7, 9, 25 and    | steps of powers   | numbers up to       |
|              | Hear and say     | Match, sort and    | backwards,       | 10s from and   | 100.            | 1000.           | of 10 for any     | 10,000,000 and      |
|              | number names     | compare            | beginning with   | number,        | Find 10 or 100  |                 | given number up   | determine the value |
|              |                  |                    | 0 or 1, or from  | forward and    | more or less    | Count           | to 1,000,000      | of each digit       |
|              | Begin to order   | Match objects      | any given        | backward.      | than a given    | backwards       | Count forwards    |                     |
|              | number names     |                    | number.          |                | number          | through zero to | and backwards     |                     |
|              |                  | Match pictures     | Count numbers    |                |                 | include         | with positive and |                     |
|              | Ordering         | and objects        | to 100 in        |                |                 | negative        | negative whole    |                     |
|              | numbers          |                    | numerals:        |                |                 | numbers         | numbers,          |                     |
|              |                  | Identify a set     | count in         |                |                 |                 | including         |                     |
|              | Hear and say     | Sort objects to a  | multiples of 2 5 |                |                 |                 | through zero      |                     |
|              | number           | type               | and 10s          |                |                 |                 |                   |                     |
|              |                  |                    |                  |                |                 |                 |                   |                     |
|              | Hear some        | Explore sorting    |                  |                |                 |                 |                   |                     |
|              | number names     | techniques         |                  |                |                 |                 |                   |                     |
|              |                  |                    |                  |                |                 |                 |                   |                     |
|              |                  | Create sorting     |                  |                |                 |                 |                   |                     |
|              |                  | rules              |                  |                |                 |                 |                   |                     |

Our curriculum is inclusive, and we ensure it is accessible for those with disabilities or special educational needs.

| Join in staple<br>namesCompare amountsCompare amountsCompare amountsCompare amountsRead and<br>number names in<br>orderIdentify,<br>representIdentify,<br>represent and<br>show me 1, 2, 3<br>Show me 1, 2, 3<br>Regresent and<br>1 more<br>nameuntsIdentify, and and 5<br>representation<br>representation<br>representation<br>solution<br>and in wordsIdentify, representation<br>representation<br>solution<br>and write  |              | Later ter and term |                    |                | 1               | 1             |                  |                         |                     |
|--|--------------|--------------------|--------------------|----------------|-----------------|---------------|------------------|-------------------------|---------------------|
| Some number<br>names     Compare amounts     Compare amounts     Compare amounts     Compare amounts       Model saying<br>number names in<br>order     Practise saying<br>number names in<br>order     Not all<br>practise saying<br>number names in<br>order     Not all<br>practise saying<br>number names in<br>order     Not all<br>practise saying<br>forwards     How many now?     Identify and<br>represent     Read and<br>write numbers to<br>presentation     Identify,<br>represent and<br>pictorial<br>numbers using<br>pictorial<br>mounts     Identify and<br>representation     Identify,<br>represent and<br>pictorial<br>numbers using<br>pictorial<br>mounts     Identify and<br>representation     Read and<br>write numbers<br>to a teast 100<br>in numerals     Identify,<br>represent and<br>estimate<br>numbers using<br>pictorial<br>mounts     Read and<br>representation<br>numbers using<br>pictorial<br>mounts     Identify,<br>represent and<br>estimate<br>numbers using<br>pictorial<br>mounts     Read and<br>representation<br>numers using<br>pictorial<br>mounts     Identify,<br>representation<br>numers using<br>pictorial<br>mounts     Identify,<br>representation<br>numerais and<br>mounts     Read and write<br>moun   |              | Join in saying     | Common on ount-    |                |                 |               |                  |                         |                     |
| Images   Model saying<br>number names in<br>order   Model saying<br>number names in<br>order   Images   I   |              | some number        | Compare amounts    |                |                 |               |                  |                         |                     |
| Model saying<br>number names in<br>orderModel saying<br>number names in<br>orderMadel saying<br>number saying<br>numbers using<br>objects and<br>s.Mew many now?<br>represent<br>numbers using<br>objects and<br>s.Identify,<br>represent and<br>estimate<br>numbers using<br>of in words.Identify,<br>represent and<br>estimate<br>numbers using<br>different<br>represent and<br>estimate<br>numbers using<br>numbers using<br>different<br>represent and<br>estimate<br>numbers using<br>different<br>represent and<br>estimate<br>numbers using<br>different<br>represent and<br>estimate<br>numbers using<br>different<br>represent and<br>estimate<br>numbers using<br>different<br>representation<br>numerals and numeralsIdentify,<br>represent and<br>estimate<br>numbers using<br>different<br>representation<br>numerals and<br>numerals and<br>numerals and<br>numerals and numeralsRead and<br>numerals<br>numeralsIdentify,<br>representation<br>numeralsRead, write (order<br>representation<br>numeralsPlace Value:I more<br>numeralsRead and write<br>numbers using<br>different<br>representatio<br>no, inumeralsIdentify,<br>representatio<br>numeralsIdentify,<br>representatio<br>numeralsRead Roman<br>numeralsRead Roman<br>numeralsRead Roman<br>numerals <th></th> <th>names</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>   |              | names              |                    |                |                 |               |                  |                         |                     |
| Model saying<br>number names in<br>orderPractise saying<br>number names in<br>orderPractise saying<br>number names in<br>orderImage: same sine<br>order counting<br>forwardsImage: same sine<br>order counting<br>forwardsImage: same sine<br>order counting<br>backwards.How many now?Identify and<br>representRead and<br>write numbers using<br>on to at least 100<br>  |              |                    |                    |                |                 |               |                  |                         |                     |
| Indifferent order   Practise saying number names in order   Practise saying number names in order   Join in stable order counting forwards   Join in stable order counting forwards   Join in stable order counting backwards.   Identify and represent than, same   How many now?   Identify and represent numbers using objects to compare numbers to at least 100 on 000,000,000 and 100,000,000 and  |              | Nodel saying       |                    |                |                 |               |                  |                         |                     |
| Place Value:<br>represent<br>Show me 5<br>Collect to bigets to<br>compare manuffs<br>Make simple<br>composition of 1-5<br>Collect for Sof<br>Make simple<br>composition of 1-5<br>Collect for Sof<br>How many now 1-2, 3<br>Show me 5<br>Collect for Sof<br>Hard a and 1-2<br>Composition of 1-5<br>Collect for Sof<br>Hard 9 and 10<br>Composition of 1-5<br>Collect for Sof<br>Hard 9 and 10<br>Composition of 1-5<br>Collect for Sof<br>Hard 9 and 10<br>Composition of 1-5<br>Composition of 1-5<br>Composition of 1-5<br>Composition of 1-5<br>Composition of 1-5<br>Collect for Sof<br>Hard 9 and 10<br>Compare Name<br>Composition of 1-5<br>Composition of |              | number names in    |                    |                |                 |               |                  |                         |                     |
| Practise saying<br>number names in<br>orderPractise saying<br>number names in<br>order counting<br>forwardsImage: Second sec  |              | order              |                    |                |                 |               |                  |                         |                     |
| Place Value:   Join in stable order counting forwards   Join in stable order counting backwards.   Join in stable order counting backwards.   Join in stable order counting backwards.   Identify and represent   Read and write order subjects and objects and objects and objects and on numbers using to a tleast 100 objects and on numbers using 100 in numerals   Identify, represent and compare least 1,000,000   Read, write (order and compare) numbers using objects and objects and objects and of the value of each digit.   Read, write (order and compare) numbers using objects and objects and on numerals and of samounts   Read and write numbers using 100 in numerals   Identify, represent and compare) numbers using 100 in numerals and of samounts   Read and write numbers using 100 in numerals and orgen and objects and of samounts   Read and write numbers using 100 in numerals   Read and write numbers using 100 in numerals and mumerals and numerals   Read and write numbers using 1000 in numerals and numerals and numerals   Read and mumerals   Read and mumerals </th <th></th> <th>Bractico coving</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>   |              | Bractico coving    |                    |                |                 |               |                  |                         |                     |
| Induce frames in<br>orderJoin in stable<br>order counting<br>forwardsJoin in stable<br>order counting<br>backwards.Identify and<br>representRead and<br>write numbers<br>to at least 100<br>in numeralsIdentify,<br>representIdentify,<br>represent and<br>estimate<br>numbers using<br>different<br>numerals and<br>wordsIdentify,<br>represent and<br>estimate<br>numbers using<br>different<br>numerals and<br>wordsIdentify,<br>represent and<br>estimate<br>numbers using<br>different<br>numerals and<br>wordsIdentify,<br>represent and<br>estimate<br>numbers using<br>different<br>numerals and<br>wordsIdentify,<br>represent and<br>estimate<br>numbers using<br>different<br>numerals and<br>wordsRead, write<br>(order and<br>estimate<br>numbers using<br>different<br>representation<br>nsRead, write<br>represent and<br>estimate<br>numbers using<br>different<br>numerals and<br>wordsRead, write<br>represent and<br>estimate<br>numbers using<br>different<br>numerals and<br>wordsRead, write<br>representand<br>estimate<br>numbers using<br>different<br>numerals and<br>wordsRead Roman<br>numerals<br>numerals and<br>wordsRead Roman<br>numeralsRead, write<br>and compare<br>numeralsNake simple<br>comparisons of<br>amounts<br>Look for<br>collections of<br>large and smallComposition of 1-5<br>Find 9 and 10Identify,<br>represent<br>numeralsIdentify,<br>representance<br>representation<br>numeralsRead and<br>wordsIdentify,<br>representance<br>representance<br>representanceRead and<br>representance<br>representance<br>representance<br>representance<br>representanceRead and<br>representance<br>representance<br>representance<br>representance<br>representance<br>representance<br>representance<br>representance <b< th=""><th></th><th>Plactise saying</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></b<>   |              | Plactise saying    |                    |                |                 |               |                  |                         |                     |
| Join in stable<br>order counting<br>forwards   Join in stable<br>order counting<br>forwards   Join in stable<br>order counting<br>forwards   Join in stable<br>order counting<br>backwards.   Join in stable<br>order counting   Join in stable<br>order counting   Join in stable<br>order counting   How many now?   Identify and<br>represent   Read and<br>write numbers using<br>objects and<br>pictorial   Read and<br>mumbers using<br>objects and<br>pictorial   Identify,<br>represent and<br>in numerals   Identify,<br>represent and<br>in numerals   Identify,<br>represent and<br>estimate   Identify,<br>represent and<br>estimate   Read, write<br>(order and<br>numbers using<br>different<br>represent and<br>estimate   Read, write<br>(order and<br>numbers using<br>different   Read, write<br>(order and<br>estimate   Read, write<br>(order and<br>numbers using<br>different   Read, write<br>(order and<br>estimate   Identify,<br>represent and<br>estimate     Collect objects to<br>compare<br>amounts   So   In more<br>1 more<br>amounts   Read and write<br>numbers to<br>100 in<br>s, including   Read and write<br>representation   Read and<br>mumerals to<br>in numerals to<br>in numerals to<br>in numerals sto<br>in clude the<br>comparisons of<br>amounts   Composition of 1-5<br>(order and<br>and numerals   Composition of 1-5<br>(order and<br>estimate   Read any write<br>in numerals   In more<br>in numerals   In more<br>in numerals   In more<br>in numerals   Read any write<br>in numerals   In more<br>in numerals  |              | ordor              |                    |                |                 |               |                  |                         |                     |
| Join in stable<br>order counting<br>forwardsJoin in stable<br>order counting<br>forwardsJoin in stable<br>order counting<br>backwards.Join in stable<br>order counting<br>backwards.Join in stable<br>order counting<br>backwards.How many now?Identify and<br>represent<br>numbers using<br>objects and<br>pictorial<br>represent than, sameHow many now?Identify and<br>represent<br>objects and<br>pictorial<br>represent and<br>estimate<br>numbers using<br>on mumerals<br>and in words.Identify,<br>represent and<br>estimate<br>numbers using<br>numbers using<br>numerals and<br>numerals to<br>numerals and<br>wordsRead, write<br>(and and<br>compare<br>numerals to<br>noumerals using<br>numerals and<br>wordsRead, write<br>(and and<br>mumerals and<br>numerals and<br>wordsRead, write<br>mather<br>representation<br>numerals and<br>wordsRead, write<br>mather<br>representation<br>numerals and<br>wordsIdentify,<br>representation<br>numerals and<br>wordsRead, write<br>mather<br>representation<br>numerals and<br>wordsRead, write<br>representation<br>numerals and<br>wordsRead, write<br>representation<br>numerals and<br>wordsIdentify,<br>representation<br>numerals and<br>wordsRead, write<br>representation<br>numerals and<br>wordsRead, write<br>representation<br>representation<br>numerals and<br>wordsIdentify,<br>representatio  |              | order              |                    |                |                 |               |                  |                         |                     |
| Place Value:<br>representIsee 1, 2, 3<br>Show me 5, 2, 3<br>Show me 5, 2, 3How many now?<br>Find 4 and 5Identify and<br>represent<br>numbers using<br>objects and<br>policits and and in words.Identify,<br>represent and in words.Identify,<br>represent and in words.Read and<br>umbers using<br>and in words.Identify,<br>represent and in words.Read, write (order<br>and in words.Place Value:<br>represent<br>than, sameIsee 1, 2, 3<br>Show me 5, 2, 3How many now?<br>Find 4 and 5Identify and<br>represent and<br>pictorial<br>representation<br>10,000,000 andRead and<br>write numbers using<br>and in words.Identify,<br>represent and<br>in numerals<br>and in words.Read, write (order<br>and bernie<br>representation<br>representation<br>representationRead and<br>write numbers using<br>and in words.Identify,<br>representation<br>representation<br>representation<br>representationRead and write<br>representation<br>representation<br>representationRead and write<br>representation<br>representation<br>representationRead and write<br>representation<br>representation<br>representationRead and write<br>representation<br>representation<br>representation<br>representationRead and write<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>representation<br>re  |              | loin in stable     |                    |                |                 |               |                  |                         |                     |
| Join in stable<br>order counting<br>backwards.How many now?Identify and<br>representRead and<br>write numbers using<br>objects and<br>pictorial<br>representationIdentify,Identify,<br>represent and<br>objects and<br>pictorial<br>represent than, sameRead and 5Identify,<br>represent and<br>objects and<br>pictorial<br>represent amountsIdentify,<br>represent and<br>objects and<br>pictorial<br>represent amountsRead and<br>represent and<br>objects and<br>pictorial<br>represent amountsIdentify,<br>represent and<br>represent and<br>objects and<br>pictorial<br>represent amountsRead and<br>represent and<br>represent and<br>represent and<br>represent and<br>representation<br>represent and<br>represent and<br>r  |              | order counting     |                    |                |                 |               |                  |                         |                     |
| Join in stable<br>order counting<br>backwards.How many now?Identify and<br>representRead and<br>write numbers<br>to a least 100Identify,<br>represent and<br>estimate<br>numbers using<br>different<br>representationRead, write<br>represent and<br>estimate<br>numbers using<br>different<br>representation<br>nsRead, write<br>represent and<br>estimate<br>numbers using<br>different<br>representation<br>nsRead, write<br>represent and<br>estimate<br>numbers using<br>different<br>representation<br>nsRead, write<br>represent and<br>estimate<br>numbers using<br>different<br>representation<br>nsRead, write<br>represent and<br>estimate<br>representation<br>nsRead, write<br>represent and<br>estimate<br>numbers using<br>different<br>representation<br>nsRead, write<br>represent and<br>estimate<br>numbers using<br>different<br>representation<br>nsRead, write<br>represent and<br>estimate<br>numbers using<br>different<br>representation<br>nsRead, write<br>represent and<br>estimate<br>numbers using<br>different<br>representation<br>nsRead, write<br>representation<br>nsRead, write<br>representation<br>representation<br>nsRead and<br>representation<br>nsIdentify,<br>representation<br>nsRead, write<br>representation<br>nsRead and<br>representation<br>nsIdentify,<br>representation<br>nsRead and<br>representation<br>nsIdentify,<br>representation<br>nsRead and<br>representation<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br>numerals<br><th></th> <td>forwards</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>   |              | forwards           |                    |                |                 |               |                  |                         |                     |
| Join in stable<br>order counting<br>backwards.Join in stable<br>order counting<br>   |              |                    |                    |                |                 |               |                  |                         |                     |
| Place Value:<br>representIsee 1, 2, 3<br>Show me 5,<br>Show me 5How many now?<br>Find 4 and 5Identify and<br>represent<br>numbers using<br>objects and<br>pictorial<br>representationRead and<br>write numbers<br>to at least 100<br>in numerals<br>and in words.Identify,<br>represent and<br>estimate<br>numbers using<br>different<br>representationRead, write (order<br>represent and<br>estimate<br>numbers using<br>different<br>representationRead, write (order<br>and compare)<br>numbers using<br>objects and<br>in numerals<br>and in words.Identify,<br>represent and<br>estimate<br>numbers using<br>different<br>representationRead, write (order<br>represent and<br>estimate<br>numbers using<br>different<br>representationRead, write (order<br>and compare)<br>numbers using<br>different<br>representationRead, write (order<br>and compare)<br>numbers using<br>different<br>representationRead, write (order<br>and compare)<br>numbers using<br>different<br>representationRead, write (order<br>and compare)<br>numbers using<br>different<br>representationMake simple<br>comparisons of<br>amounts<br>Look for<br>collections of<br>large and small<br>amountsTomor<br>find 9 and 10<br>Composition of 1-5Read any write<br>numerals<br>and numerals<br>and numeralsIdentify,<br>represent and<br>estimate<br>numbers using<br>and in words.Identify,<br>represent and<br>estimate<br>numbers using<br>numbers using<br>different<br>representationRead and<br>write numbers<br>up to 1000 in<br>numerals and<br>wordsIdentify,<br>representation<br>numerals and<br>wordsRead and<br>write numbers<br>up to 1000 in<br>numerals and<br>wordsIdentify,<br>representand<br>estimate<br>numbers using<br>numbers using<br>numbers using<br>numbers<br>up to 1000 in<br>n  |              | loin in stable     |                    |                |                 |               |                  |                         |                     |
| backwards.representlace is and or in umberslace is and or in umberslace is and or in umbersRead, write (order and or in umbers is and or in umbers using objects and or in umbers using or in umbers using amountsldentify, represent and estimateRead, write (order and ormpare) and in ormores using objects and in words.numbers using in umbers using in umbers using objects and or in umbers using in umbers using in umbers using in umbers using amountsnumbers using in umbers us  |              | order counting     |                    |                |                 |               |                  |                         |                     |
| Place Value:Identify, and representRead, and compare)Identify, and compare)Read, write (order and compare)Read, write (order and compare)Place Value:Show me 1, 2, 3<br>Show me 5Find 4 and 5Find 4 and 5Identify and represent and objects and pictorial<br>representationIdentify, and in numeralsIdentify, represent and in numeralsIdentify, represent and in numeralsIdentify, represent and estimate<br>numbers using<br>different<br>representationRead, write (order and compare)<br>numbers using<br>different<br>represent and in words.Read, write (order and compare)<br>numbers using<br>different<br>represent and<br>representationRead, write (order and compare)<br>numbers using<br>different<br>represent and<br>represent and<br>estimateIdentify, represent and<br>represent and<br>represent and<br>estimateIdentify, represent and<br>estimate<br>numbers using<br>numerals to<br>100 (I to C) and<br>numerals and<br>wordsRead Roman<br>numerals to<br>1000 (I to C) and<br>numerals and<br>wordsRead Roman<br>numerals and<br>up to 1000 in<br>numerals and<br>wordsRead Roman<br>numerals and<br>up to 1000 in<br>numerals.Read, write (order<br>and compare)<br>numbers using<br>numbersRead, write (order<br>and compare)<br>numbers using<br>numbersRead, write (order<br>and compare)<br>numbers using<br>numbersRead, write (order<br>and compare)<br>numbersRead, write (order<br>and compare)Nake simple<br>comparisons of<br>amountsComposition of 1-5<br>to 20 in words<br>a  |              | backwards          |                    |                |                 |               |                  |                         |                     |
| representShow me 1, 2, 3<br>Show me 5Find 4 and 5represent<br>numbers using<br>objects and<br>pictorial<br>representationwrite numbers<br>to at least 100<br>in numerals<br>and in words.represent and<br>estimate<br>numbers using<br>different<br>representationrepresent and<br>estimate<br>numbers using<br>different<br>representationrepresent and<br>estimate<br>numbers using<br>different<br>representationrepresent and<br>estimate<br>numbers using<br>different<br>representationrepresent and<br>estimate<br>numbers using<br>different<br>representationrepresent and<br>estimate<br>numbers using<br>numbers using<br>different<br>representationrepresent and<br>estimate<br>numbers using<br>numbers using<br>different<br>representationrepresent and<br>estimate<br>numbers using<br>numbers using<br>up to 1000 in<br>wordsrepresent and<br>estimate<br>numbers using<br>up to 1000 in<br>numerals to<br>numerals and<br>wordsrepresent and<br>estimate<br>numbers<br>up to 1000 in<br>numerals and<br>wordsrepresent and<br>estimate<br>numbers using<br>up to 1000 in<br>numerals to<br>numerals and<br>wordsrepresent and<br>estimate<br>numbers<br>up to 1000 in<br>numerals and<br>wordsrepresent and<br>estimate<br>numbers<br>up to 1000 in<br>numerals and<br>wordsrepresent and<br>estimate<br>numbers<br>umbers using<br>up to 1000 in<br>numerals and<br>wordsrepresent and<br>estimate<br>numbers<br>umbers using<br>up to 1000 in<br>numerals<br>wordsrepresent and<br>estimate<br>numerals<br>estimate<br>numeralsrepresent and<br>estimate<br>numbers using<br>up to 1000 in<br>numerals<br>wordsrepresent and<br>estimate<br>numeralsrepresent and<br>estimate<br>numeralsrepresent and<br>estimate<br>numeralsrepresent and<br>estimat  | Place Value: | L see 1, 2, 3      | How many now?      | Identify and   | Read and        | Identify.     | Identify.        | Read, write             | Read, write (order  |
| Show me 5, y > 3Find 4 and 5Numbers using<br>objects and<br>pictorial<br>representationInternational objects and<br>in numerals<br>and in words.Internation<br>estimate<br>numbers using<br>numbers using<br>numbers using<br>and in words.Internation<br>estimate<br>numbers using<br>numbers using<br>numbers using<br>numbers using<br>numbers using<br>and in words.Internation<br>estimate<br>numbers using<br>numbers using<br>numerals to<br>numerals to<br>numerals using<br>numerals to<br>numerals and<br>wordsInternation<br>estimate<br>numbers using<br>write numbers<br>up to 1000 in<br>wordsInternation<br>estimate<br>numbers using<br>numerals and<br>wordsInternation<br>estimate<br>estimate<br>numbers using<br>numerals and<br>wordsInternation<br>estimate<br>estimate<br>numerals and<br>wordsInternation<br>estimate<br>estimate<br>numers<br>to 20 in wordsInternation<br>to 20 in words <th< th=""><th>represent</th><th>Show me 1 2 3</th><th></th><th>represent</th><th>write numbers</th><th>represent and</th><th>represent and</th><th>(order and</th><th>and compare)</th></th<>  | represent    | Show me 1 2 3      |                    | represent      | write numbers   | represent and | represent and    | (order and              | and compare)        |
| Index and 5Index and   | represent    | Show me 5          | Find 4 and 5       | numbers using  | to at least 100 | estimate      | estimate         | (order dild<br>compare) | numbers to at least |
| More than, fewer<br>than, sameSubitise 4 and 5pictorial<br>representation<br>representationand in words.numbers barry<br>  |              | Show me s          |                    | objects and    | in numerals     | numbers using | numbers using    | numbers to at           | 10,000,000 and      |
| Indice that, returnSolution functionFind 9 and 10Find 9 and 10   |              | More than fewer    | Subitise 4 and 5   | nictorial      | and in words    | different     | different        | least 1 000 000         | determine the value |
| Represent 4 and 5Represent 4 and 5S.Identify,<br>represent andRepresent andRead Romandigit.Collect objects to<br>compare<br>amounts1 moreRead and write<br>  |              | than same          | Subitise 4 and 5   | representation | und in Words.   | representatio | representations  | and determine           | of each digit       |
| Collect objects to<br>compare1 moreRead and write<br>numbers to<br>100 inRead and write<br>estimateRead and<br>write numbersRead Roman<br>numerals todigit.amounts1 lessnumbers to<br>100 innumbers using<br>differentwrite numbers100 (I to C) and<br>numerals and<br>wordsnumerals toMake simple<br>comparisons of<br>amountsComposition of 4<br>and 5numeralsrepresentatio<br>ns, including<br>ns, includingnumerals and<br>wordsovertime, the<br>numerals and<br>wordsrecognise years<br>numerals and<br>wordsLook for<br>collections of<br>large and smallComposition of 1-5<br>Find 9 and 10numeralslineincluding<br>and numeralsnumeralsImage and small<br>amountsFind 9 and 10<br>amountsand numeralsand numeralsand numeralsand numeralsamounts<br>collections of<br>large and smallFind 9 and 10<br>amountsand numeralsand numeralsand numeralsand numeralsamounts<br>collections of<br>large and smallFind 9 and 10<br>amountsand numeralsand numeralsand numeralsand numeralsamountsCompare numbersCompare numberscompare numbersand numeralsand numeralsand numeralsamountsCompare numberscompare numbersand numeralsand numeralsand numeralsand numeralsamountsCompare numberscompare numbersand numeralsand numeralsand numeralsamountsCompare numbersand numeralsand numeralsand numeralsand numerals <th></th> <th></th> <th>Represent 4 and 5</th> <th>s</th> <th>Identify</th> <th>ns</th> <th>representations</th> <th>the value of each</th> <th>or cuerr digiti</th>   |              |                    | Represent 4 and 5  | s              | Identify        | ns            | representations  | the value of each       | or cuerr digiti     |
| compare<br>amounts1 more<br>1 lessRead and write<br>numbers to<br>100 inestimate<br>estimateRead and<br>write numbersnumerals to<br>100 (I to C) and<br>numerals and<br>wordsRead Roman<br>numerals toMake simple<br>comparisons of<br>amountsComposition of 4<br>and 5numeralsrepresentatio<br>ns, includingnumerals and<br>wordsovertime, the<br>numerals and<br>wordsrecognise years<br>written in Roman<br>numerals and<br>numerals soLook for<br>collections of<br>large and smallComposition of 1-5<br>Find 9 and 10<br>amountsRead any write<br>numeralsthe number<br>lineinclude the<br>concept of zero<br>and place valuenumeralsImage: Comparison of 4<br>amountsFind 9 and 10<br>amountsand numeralsand numeralsinclude the<br>compare numbersinclude the<br>compare numbersinclude the<br>compare numbersCompare numbersCompare numbersCompare numbersCompare numbersinclude the<br>compare numbersinclude the<br>compare numbersinclude the<br>compare numbers  |              | Collect objects to |                    | 5.             | represent and   | 115           | Read Roman       | digit                   |                     |
| amounts1 lessnumbers to<br>100 innumbers using<br>differentwrite numbers100 (I to C) and<br>know that,numerals toMake simple<br>comparisons of<br>amountsComposition of 4<br>and 5numeralsrepresentatio<br>ns, includingnumerals and<br>wordsovertime, the<br>numerals and<br>wordsrecognise years<br>written in RomanLook for<br>collections of<br>large and small<br>amountsComposition of 1-5<br>Find 9 and 10<br>amountsRead any write<br>numbersthe number<br>lineinclude the<br>concept of zero<br>and place valuenumerals.  |              | compare            | 1 more             | Read and write | estimate        | Read and      | numerals to      | Read Roman              |                     |
| AmountsLook for<br>collections of<br>large and small<br>amountsComposition of 1-5<br>Find 9 and 10NumeralsInternational collection<br>different<br>representatio<br>ns, including<br>the numberInternational collection<br>up to 1000 in<br>numerals and<br>wordsknow that,<br>overtime, the<br>numeral system<br>include the<br>concept of zero<br>and place value1000 (M) and<br>recognise years<br>written in Roman<br>numerals.Look for<br>collections of<br>amountsComposition of 1-5<br>to 20 in wordsRead any write<br>to 20 in wordsthe number<br>the numberinclude the<br>concept of zero<br>and place valuenumerals.   |              | amounts            | 1 less             | numbers to     | numbers using   | write numbers | 100 (I to C) and | numerals to             |                     |
| Make simple<br>comparisons of<br>amounts<br>Look for<br>collections of<br>large and small<br>amountsComposition of 4<br>and 5numeralsrepresentatio<br>ns, including<br>the number<br>linenumerals and<br>wordsovertime, the<br>numerals and<br>wordsrecognise years<br>written in Roman<br>numerals.Look for<br>collections of<br>large and small<br>amountsComposition of 1-5<br>to 20 in words<br>and numeralsRead any write<br>numbers from<br>to 20 in words<br>and numeralsIntervent of the number<br>the number<br>lineIntervent of the number<br>to 20 in words<br>and place valueIntervent of the number<br>include the<br>concept of zero<br>and place value  |              |                    |                    | 100 in         | different       | up to 1000 in | know that        | 1000 (M) and            |                     |
| comparisons of<br>amounts<br>Look for<br>collections of<br>large and smalland 5numerals<br>nead any write<br>to 20 in wordsnumerals<br>nead any write<br>the numbernumerals<br>number<br>the number<br>linenumeral system<br>changed<br>include the<br>concept of zero<br>and place valuewritten in Roman<br>numerals.comparisons of<br>amounts<br>large and small<br>amountsFind 9 and 10<br>Compare numbersnumerals<br>and numeralsnumerals<br>numeralsnumerals<br>numeralsnumerals<br>numerals  |              | Make simple        | Composition of 4   | numerals       | representatio   | numerals and  | overtime, the    | recognise years         |                     |
| amounts Read any write the number changed numerals.   Look for Composition of 1-5 numbers from line include the   collections of Find 9 and 10 and numerals and numerals and place value   amounts Compare numbers Compare numbers concept of zero and place value   |              | comparisons of     | and 5              |                | ns. including   | words         | numeral system   | written in Roman        |                     |
| Look for<br>collections of<br>large and small<br>amounts Composition of 1-5<br>to 20 in words<br>and numerals numbers from<br>to 20 in words<br>and numerals line<br>to 20 in words<br>and numerals include the<br>concept of zero<br>and place value  |              | amounts            |                    | Read any write | the number      |               | changed          | numerals.               |                     |
| collections of to 20 in words concept of zero   large and small Find 9 and 10 and numerals   amounts Compare numbers   |              | Look for           | Composition of 1-5 | numbers from   | line            |               | include the      |                         |                     |
| large and small Find 9 and 10 and numerals and place value   amounts Compare numbers Image: Compare numbers Image: Compare numbers   |              | collections of     |                    | to 20 in words |                 |               | concept of zero  |                         |                     |
| amounts Compare numbers  |              | large and small    | Find 9 and 10      | and numerals   |                 |               | and place value  |                         |                     |
|  |              | amounts            | Compare numbers    |                |                 |               |                  |                         |                     |
| to 10  |              |                    | to 10              |                |                 |               |                  |                         |                     |

|                                       |  |  |   |  |  | 1   | 1   |   |
|---------------------------------------|--|--|---|--|--|---|---|---|
|                                       | Compare and<br>talk about large<br>and small<br>amounts<br>Make large and<br>small collections<br>Make collections<br>the same   | Represent 9 and<br>10<br>Conceptual<br>subitising to 10<br>1 more<br>1 less<br>Composition to 10<br>Bonds to 10 (2<br>parts)<br>Make<br>arrangements of<br>10<br>Bonds to 10 (3<br>parts)<br>Explore even and<br>odd |   |  |  |   |   |   |
|                                       |  | Explore up to 20   |   |  |  |   |   |   |
|                                       |  | Explore up to 20   |   |  |  |   |   |   |
| Place Value:<br>Use PV and<br>compare | Take and give 1,<br>2, 3<br>Match, sort,<br>compare<br>Copy fingers to<br>show 1<br>Copy fingers to<br>show 2<br>Copy fingers to | How many now?<br>Visualise, build<br>and map   | Given a<br>number,<br>identify 1 more<br>and 1 less | Recognise the<br>place value of<br>each digit in a<br>two-digit<br>number (tens<br>and ones)<br>Compare and<br>order<br>numbers from<br>0 up to 100; | Recognise the<br>place value of<br>each digit in a<br>three-digit<br>number<br>(hundreds,<br>tens and ones)<br>Compare and<br>order<br>numbers up to | Find 1000 more<br>or less than a<br>given number.<br>Recognise the<br>place value of<br>each digit in a<br>four digit<br>number<br>(thousands,<br>hundreds, tens<br>and ones) | Order and<br>compare<br>numbers to at<br>least<br>1,000,000 and<br>determine the<br>value of each<br>digit. | Order and compare<br>numbers to at least<br>10,000,000 and<br>determine the value<br>of each digit. |
|                                       | show 3   |  |   | signs  | 1000   |   |   |   |
| 1                                     | 51011 5  |  |   | נייטיע ו   | 1  | 1   | 1   |   |

|   | Show 1 finger<br>when seeing 1<br>item in stories<br>Show 2 or 3<br>fingers when<br>seeing 2 or 3 in<br>stories<br>Show 1, 2, 3 on<br>fingers when<br>asked |   |   |  |  | Compare and<br>order numbers<br>beyond 1000  |   |   |
|---|---|---|---|--|--|--|---|---|
| Place value:<br>Problems<br>and<br>rounding                     | Subitising<br>Talk about dots   | Subitising  | Manipulate,<br>compose and<br>decompose<br>Make<br>connections  | Use place<br>value and<br>number facts<br>to solve<br>problems   | Solve number<br>problems and<br>practical<br>problems<br>involving<br>these ideas                  | Round any<br>number to the<br>nearest 10, 100<br>or 1000.<br>Solve number<br>and practical<br>problems that<br>involve all of<br>the above with<br>increasingly<br>large positive<br>numbers | Interpret<br>negative<br>numbers in<br>context.<br>Round any<br>number up to<br>1,000,000 to the<br>nearest 10, 100,<br>1000, 10,000 and<br>100,000.<br>Solve number<br>problems and<br>practical<br>problems that<br>involve all of<br>the above | Round any whole<br>number to a<br>required degree of<br>accuracy.<br>Use negative<br>numbers in context,<br>and calculate<br>intervals across<br>zero.<br>Solve number<br>problems that<br>involve all of the<br>above. |
| Addition<br>and<br>subtraction:<br>Recall,<br>represent,<br>Use | Explore repeats<br>Listen to repeats<br>in songs and<br>stories<br>Start to join in<br>songs with<br>repeats  | Verbal counting<br>beyond 20<br>Verbal counting<br>patterns<br>Number bonds | Read, write<br>and interpret<br>mathematical<br>statements<br>involving<br>addition (+),<br>subtraction (-)<br>and equals (=)<br>signs. | Recall and use<br>addition and<br>subtraction<br>facts to 20<br>fluently, and<br>derive and use<br>related facts<br>up to 100. | Estimate the<br>answer to a<br>calculation<br>and use<br>inverse<br>operations to<br>check answers | Estimate and<br>use inverse<br>operations to<br>check answers<br>to a calculation.   | Use rounding to<br>check answers to<br>calculations and<br>determine in the<br>context of a<br>problem levels of<br>accuracy  | Perform mental<br>calculations,<br>including with<br>mixed operations<br>and<br>large numbers   |

|              | Clap along to     | How many did I | Represent and    | Show that the   |            |                |                  | Use estimation to   |
|--------------|-------------------|----------------|------------------|-----------------|------------|----------------|------------------|---------------------|
|              | songs             | add?           | use number       | addition of     |            |                |                  | check answers to    |
|              |                   |                | bonds and        | two numbers     |            |                |                  | calculations and    |
|              | Make line patters | Take away      | related          | can be done in  |            |                |                  | determine, in the   |
|              | with own          |                | subtraction      | any order       |            |                |                  | context of a        |
|              | sequences         | How many did I | facts within 20. | (Commutative    |            |                |                  | problem, an         |
|              | · ·               | take away?     |                  | ) and           |            |                |                  | appropriate degree  |
|              | Choose blocks to  |                |                  | subtraction of  |            |                |                  | of accuracy         |
|              | build roads and   |                |                  | one number      |            |                |                  |                     |
|              | towers            |                |                  | from another    |            |                |                  | Add and subtract    |
|              |                   |                |                  |                 |            |                |                  | numbers mentally    |
|              | Make actions to   |                |                  |                 |            |                |                  | with increasingly   |
|              | roprocont         |                |                  | Pocognico and   |            |                |                  | largo numbors       |
|              | numbers           |                |                  | Necognise and   |            |                |                  | large numbers       |
|              | numbers           |                |                  | inverse         |            |                |                  |                     |
|              | Nation www.how    |                |                  | Inverse         |            |                |                  |                     |
|              | Notice number     |                |                  | relationship    |            |                |                  | inverse opearations |
|              | symbols as labels |                |                  | between         |            |                |                  | and missing         |
|              | Label amounts as  |                |                  | addition and    |            |                |                  | numbers             |
|              | 1 and not 1       |                |                  | subtraction     |            |                |                  |                     |
|              | Label amounts as  |                |                  | and use this to |            |                |                  | Reason from known   |
|              | 1, 2 or 3         |                |                  | check           |            |                |                  | facts               |
|              |                   |                |                  | calculations    |            |                |                  |                     |
|              |                   |                |                  | and solve       |            |                |                  |                     |
|              |                   |                |                  | missing         |            |                |                  |                     |
|              |                   |                |                  | number          |            |                |                  |                     |
|              |                   |                |                  | problems.       |            |                |                  |                     |
| Addition     | Choose a group    | 1 more         | Add and          | Add and         | Add and    | Add and        | Add and subtract | Perform mental      |
| and          | to count          | 1 less         | subtract         | subtract        | subtract   | subtract       | whole numbers    | calculations,       |
| Subtraction  | Take out 2 from a |                | one-digit and    | numbers using   | numbers    | numbers with   | with more than 4 | including with      |
| :            | group             |                | two-digit        | concrete        | mentally,  | up to four     | digits including | mixed operations    |
| Calculations |                   |                | numbers to       | objects,        | including: | digits using   | using formal     | and large numbers   |
|              | Take out 3 from a |                | 20, including    | pictorial       | a 3-digit  | formal written | written methods  | use their knowledge |
|              | group             |                | zero             | representatio   | number and | methods of     | (columnar        | of the order of     |
|              |                   |                |                  | ns and          | ones       | columnar       | addition and     | operations to carry |
|              | Give others 2     |                |                  | mentally,       | a 3-digit  | addition and   | subtraction)     | out calculations    |
|              | items             |                |                  | including:      | number and | subtraction    |                  | involving the four  |
|              |                   |                |                  |                 | 10s        | where          |                  | operations.         |
|              |                   |                |                  |                 |            | appropriate.   |                  | ,                   |

|             | Give others 3     |        |                | a two-digit    | a three-digit            |                 | Add and subtract |                     |
|-------------|-------------------|--------|----------------|----------------|--------------------------|-----------------|------------------|---------------------|
|             | items             |        |                | number and     | number and               |                 | numbers          |                     |
|             |                   |        |                | ones           | hundreds                 |                 | mentally with    |                     |
|             | Count 3 objects   |        |                | a two-digit    | Add and                  |                 | increasingly     |                     |
|             | with one-to-one   |        |                | number and     | subtract                 |                 | large numbers    |                     |
|             | correspondence    |        |                |                | numbers with             |                 | large numbers    |                     |
|             | correspondence    |        |                | two 2-digit    | up to three              |                 |                  |                     |
|             |                   |        |                | numbors        | digits using             |                 |                  |                     |
|             |                   |        |                | adding three   | formal writton           |                 |                  |                     |
|             |                   |        |                |                | mothods of               |                 |                  |                     |
|             |                   |        |                | one-uigit      | columnar                 |                 |                  |                     |
|             |                   |        |                | numbers        | columnal<br>addition and |                 |                  |                     |
|             |                   |        |                |                | audition and             |                 |                  |                     |
| A .         | De como fonsilion | 1      | Calua ana atau | Calua          | Subtraction              | Calua additian  | Calua addition   | Calua addition and  |
| Addition    | Become familiar   | 1 more | Solve one-step | Solve          | Solve                    | Solve addition  | Solve addition   | Solve addition and  |
| and         | with dot patterns | 1 less | problems that  | problems with  | problems,                | and subtraction | and subtraction  | subtraction         |
| Subtraction |                   |        | involve        | addition and   | including                | two-step        | multi-step       | multi-step problems |
| :           | Say when there is |        | addition and   | subtraction    | missing                  | problems in     | problems in      | in contexts,        |
| Solving     | 1 dot             |        | subtraction,   | using concrete | number                   | contexts,       | contexts,        | deciding which      |
| Problems    |                   |        | using concrete | objects and    | problems,                | deciding which  | deciding which   | operations and      |
|             | Say when there    |        | objects and    | pictorial      | using the                | operations and  | operations and   | methods to use and  |
|             | are 2 dots        |        | pictorial      | representatio  | number facts,            | methods to use  | methods to use   | why                 |
|             | Recognise 1 and   |        | representation | ns, including  | place value              | and why.        | and why solve    |                     |
|             | 2 in different    |        | s and missing  | those          | and more                 |                 | problems         |                     |
|             | arrangements      |        | number         | involving      | complex                  |                 | involving        |                     |
|             |                   |        | problems such  | number         | addition and             |                 | addition,        |                     |
|             | Say when there    |        | as             | quantities and | subtraction              |                 | subtraction,     |                     |
|             | are 3 dots        |        | 7 = 9          | measures,      |                          |                 | multiplication   |                     |
|             |                   |        |                | applying their |                          |                 | and division and |                     |
|             | Look for          |        |                | increasing     |                          |                 | a combination of |                     |
|             | collections of    |        |                | knowledge of   |                          |                 | these including  |                     |
|             | large and small   |        |                | mental and     |                          |                 | understanding    |                     |
|             | amounts           |        |                | written        |                          |                 | the meaning of   |                     |
|             |                   |        |                | methods        |                          |                 | the equals sign  |                     |

| Multiplicati | Notice patterns    | Sharing and         | Count, read     | Recall and use | Recall and use | Recall           | Identify           | Identify common      |
|--------------|--------------------|---------------------|-----------------|----------------|----------------|------------------|--------------------|----------------------|
| on and       | and arrange        | grouning            | and write       | multiplication | multiplication | multiplication   | multiples and      | factors common       |
| Division     | things in natterns | 8.000               | numbers to      | and division   | and division   | and division     | factors Including  | multiples and prime  |
| Recall       |                    | Explore sharing     | 100 in          | facts for the  | facts for the  | facts for        | finding all factor | numbers use          |
| Represent    |                    |                     | numerals        | 2 5 and 10     | three four     | multiplication   | nairs of a         | estimation to        |
| lico         |                    | Explore grouping    | count in        | z, 5 and 10    | and eight      | tables up to 12  | pairs of a         | check to answers     |
| USE          |                    | Lypiore grouping    | multiples of 2s | tables         | multiplication |                  | common factors     | to calculations and  |
|              |                    |                     | Fared 10a       | laules,        | tables         |                  |                    |                      |
|              |                    | Even and odd        |                 | including      | lables         |                  |                    | determine, in the    |
|              |                    | snaring             |                 | recognising    | NA. Itinia af  | known and        | know and use       | context of a         |
|              |                    |                     |                 | odd and even   | Multiples of   | derived facts to | vocabulary of      | problem. an          |
|              |                    | Play with and build |                 | numbers,       | 10             | multiply and     | prime numbers,     | appropriate degree   |
|              |                    | doubles             |                 | show that      |                | divide mentally, | prime factors      | of accuracy.         |
|              |                    |                     |                 | multiplication | Reasoning      | including:       | and                |                      |
|              |                    | Double to 10 (find  |                 | of two         | about          | multiplying by 0 | composite(non-p    |                      |
|              |                    | a double)           |                 | numbers can    | multiplication | and 1; dividing  | rime) numbers,     |                      |
|              |                    |                     |                 | be done in any |                | by 1;            | establish          |                      |
|              |                    | Doubles to 10       |                 | order          |                | multiplying      | whether a          |                      |
|              |                    | (make a double)     |                 | (commutative)  |                | together 3       | number up to       |                      |
|              |                    |                     |                 | , and division |                | numbers          | 100 is prime and   |                      |
|              |                    |                     |                 | of one         |                | recognise and    | recall prime       |                      |
|              |                    |                     |                 | number by      |                | use factor pairs | numbers up to      |                      |
|              |                    |                     |                 | another        |                | and              | 19                 |                      |
|              |                    |                     |                 | cannot         |                | commutativity    |                    |                      |
|              |                    |                     |                 |                |                | ,                | recognise and      |                      |
|              |                    |                     |                 |                |                | Mental           | use square         |                      |
|              |                    |                     |                 |                |                | calculation      | numbers and        |                      |
|              |                    |                     |                 |                |                |                  | cube numbers       |                      |
|              |                    |                     |                 |                |                | Multiply by 10   | the notation for   |                      |
|              |                    |                     |                 |                |                | Multiply by 10   | squared and        |                      |
|              |                    |                     |                 |                |                | Divide by 10     | cubed              |                      |
|              |                    |                     |                 |                |                | Divide by 10     |                    |                      |
| Multiplicati | Patterns           | Double to 8 (find a | Solve one-sten  | Calculate      | Write and      | Multiply         | Multiply           | Multinly multi-digit |
| on and       |                    |                     | problems        | mathematical   |                | two digit and    | numbers up to      | numbers up to        |
| Division     |                    | Double to 8 (malic  | involving       | statements for | mathematical   | three digit      | four digits by a   | four digits by a     |
|              |                    |                     |                 | statements ion | statements for | numbers          |                    | two digit whole      |
| calculation  |                    |                     |                 | multiplication | statements for | numbers          | one or two-digit   | two digit whole      |
|              |                    | Combine 2 groups    | and division,   | and division   |                |                  | number using a     | number using the     |
|              |                    |                     |                 | within         |                |                  | formal written     | formal written       |
|              |                    |                     |                 | multiplication |                |                  |                    | method of long       |

|              |          |            | by calculating  | tables and     | multiplication        | numbers by a     | method             | multiplication      |
|--------------|----------|------------|-----------------|----------------|-----------------------|------------------|--------------------|---------------------|
|              |          |            | the answer      | write          | and division          | one-digit        | including long     |                     |
|              |          |            | using concrete  | them using     | using the             | number using     | multiplication for | divide numbers un   |
|              |          |            | objects         | the            | multiplication        | formal written   | two-digit          | to four digits by a |
|              |          |            | nictorial       | multiplication | tables that           | lavout           | numbers            | two-digit whole     |
|              |          |            | representation  | division and   | they                  | layout           | liambers           | numbers using the   |
|              |          |            | s and arrays    |                | know                  |                  | multiply and       | formal written      |
|              |          |            | with the        | equals signs   | including             |                  | divide numbers     | method of long      |
|              |          |            | support of the  |                | for two-digit         |                  | mentally drawing   | division and        |
|              |          |            | teacher         |                | numbers               |                  |                    | interpret           |
|              |          |            | leacher         |                | times                 |                  | facts              | remainders as       |
|              |          |            |                 |                | ono digit             |                  | divido numbors     | whole number        |
|              |          |            |                 |                | numbors               |                  | un to four digits  | romaindors          |
|              |          |            |                 |                | using montal          |                  | by a one digit     | fractions or by     |
|              |          |            |                 |                | and                   |                  | by a one-uight     | rounding as         |
|              |          |            |                 |                | anu<br>progrossing to |                  | formal             | appropriato for     |
|              |          |            |                 |                | formal writton        |                  | written method     | the context         |
|              |          |            |                 |                | normal written        |                  | of chort division  | divido numbors un   |
|              |          |            |                 |                | methous               |                  | or short division  | to four digits by a |
|              |          |            |                 |                |                       |                  |                    | to four digits by a |
|              |          |            |                 |                |                       |                  | nemanuers          | two-uigit fluitiber |
|              |          |            |                 |                |                       |                  | appropriately for  | using the formal    |
|              |          |            |                 |                |                       |                  | the context        | written method of   |
|              |          |            |                 |                |                       |                  | multiply and       | short division      |
|              |          |            |                 |                |                       |                  | divide whole       |                     |
|              |          |            |                 |                |                       |                  | numbers and        |                     |
|              |          |            |                 |                |                       |                  | those involving    |                     |
| Multiplicati | Patterns | Conceptual | Solve one step  | Solve          | Solve                 | Solve problems   | Solve problems     | Solve problems      |
| on and       |          | subitising | problems        | problems       | problems              | involving        | involving          | involving addition  |
| Division:    |          |            | involving       | involving      | including             | multiplying and  | multiplication     | subtraction         |
| Solve        |          |            | multiplication  | multiplication | missing               | adding,          | and division       | multiplication and  |
| Problems     |          |            | and             | and division   | number                | including using  | including using    | division            |
|              |          |            | division by     | using          | problems,             | the              | their              |                     |
|              |          |            | calculating the |                | involving             | distributive law | knowledge of       |                     |
|              |          |            | answer using    |                | multiplication        | to multiply 2    | factors and        |                     |
|              |          |            | concrete        |                | and division,         | digit            | multiples,         |                     |
|              |          |            | objects,        |                | including             | numbers by 1     | squares and        |                     |
|              |          |            | pictorial       |                | positive              | digit, integer   | cubes              |                     |
|              |          |            |                 |                | integer               |                  | solve problems     |                     |

|   |          |                              | representation<br>s<br>and arrays with<br>the support of<br>the teacher  | materials,<br>arrays,<br>repeated<br>addition,<br>mental<br>methods,<br>and<br>multiplication<br>and division<br>facts,<br>including<br>problems in<br>contexts   | scaling<br>problems and<br>corresponden<br>ce problems<br>in which n<br>objects are<br>connected to<br>m<br>objects | scaling<br>problems and<br>harder<br>correspondenc<br>e problems<br>such as n<br>objects are<br>connected tom<br>objects | involving<br>multiplication<br>and division,<br>including scaling<br>by simple<br>fraction and<br>problems<br>involving simple<br>rates  |  |
|---|----------|------------------------------|--|---|---|--|--|--|
| Multiplicati<br>on and<br>Division:<br>Combined<br>Operations | Patterns | "Groups of" and<br>"sharing" | Solve one-step<br>problems<br>involving<br>multiplication<br>and division,<br>by calculating<br>the answer<br>using concrete<br>objects,<br>pictorial<br>representation<br>s and arrays<br>with the<br>support of the<br>teacher | Calculate<br>mathematical<br>statements for<br>multiplication<br>and<br>division within<br>the<br>multiplication<br>tables and<br>write them<br>using the<br>multiplication<br>(×), division<br>(÷) and equals<br>(=) signs | Factor pairs<br>Inverse to<br>check answers   | Recognise and<br>use factor pairs<br>and<br>commutativity<br>in mental<br>calculations<br>Inverse to<br>check answers    | Solve problems<br>involving<br>addition<br>subtraction<br>multiplication<br>and division and<br>a<br>combination of<br>these, including<br>understanding<br>the meaning of<br>the<br>equals sign | Use their<br>knowledge of the<br>order of<br>operations to carry<br>out calculations<br>involving the four<br>operations |

| For all and a | / Lin al a materia allia a | () he do not a realize a | Decession fixed | Decession final | Count up and    | Count un out d | 1-1                | A did and a substant at |
|---------------|----------------------------|--------------------------|-----------------|-----------------|-----------------|----------------|--------------------|-------------------------|
| Fractions:    | Onderstanding              | Understanding            | Recognise find  | Recognise find  | Count up and    | Count up and   | Idenitty name      | Add and subtract        |
| Recognise     | halves and                 | halves and               | and name a      | name and        | down in         | down in        | and write          | fractions with          |
| and           | quarters of                | quarters of whole        | half as one of  | write fractions | tenths;         | hundredths;    | equivalent         | different               |
| Write         | whole objects              | objects and              | two equal       | 1/3, ¼, 2/4     | recognise that  | recognise that | fractions of a     | denominators and        |
|               | and quantities.            | quantities. The          | parts of an     | and 3/4 of a    | tenths arise    | hundredths     | given fraction,    | mixed numbers, and      |
|               | The curriculum             | curriculum               | object shape    | length shape    | from            | arise when     | represented        | to multiply and         |
|               | emphasizes                 | emphasizes               | or quantity     | set of objects  | dividing an     | dividing an    | visually including | divide fractions.       |
|               | making                     | making                   | recognise find  | or quantity.    | object into     | object by 100  | tenths and         |                         |
|               | connections                | connections              | an name a       |                 | 10 equal parts  | and dividing   | hundredths         |                         |
|               | between physical           | between physical         | quarter as one  |                 | and in dividing | tenths by 10   | recognise mixed    |                         |
|               | objects and their          | objects and their        | of four equal   |                 | one digit       |                | numbers and        |                         |
|               | fractional parts.)         | fractional parts.)       | parts of an     |                 | numbers in or   |                | improper           |                         |
|               |                            |                          | object shape    |                 | quantities by   |                | fractions and      |                         |
|               |                            |                          | or quantity     |                 | 10              |                | convert from       |                         |
|               |                            |                          |                 |                 | recognise find  |                | one form to the    |                         |
|               |                            |                          |                 |                 | and write       |                | other and write    |                         |
|               |                            |                          |                 |                 | fractions of a  |                | mathematical       |                         |
|               |                            |                          |                 |                 | discrete set of |                | statements>1 as    |                         |
|               |                            |                          |                 |                 | objects: unit   |                | mixed number       |                         |
|               |                            |                          |                 |                 | fractions and   |                | for example        |                         |
|               |                            |                          |                 |                 | non unit        |                |                    |                         |
|               |                            |                          |                 |                 | fractions with  |                |                    |                         |
|               |                            |                          |                 |                 | small           |                |                    |                         |
|               |                            |                          |                 |                 | denominators    |                |                    |                         |
|               |                            |                          |                 |                 | recognise and   |                |                    |                         |
|               |                            |                          |                 |                 | use fractions   |                |                    |                         |
|               |                            |                          |                 |                 | as numbers:     |                |                    |                         |
|               |                            |                          |                 |                 | unit fractions  |                |                    |                         |
|               |                            |                          |                 |                 | and non unit    |                |                    |                         |
|               |                            |                          |                 |                 | fractions with  |                |                    |                         |
|               |                            |                          |                 |                 | small           |                |                    |                         |
|               |                            |                          |                 |                 | denominators    |                |                    |                         |

|              | 1 1 | 1 |                  |                |                  |                 | · .              | 1                    |
|--------------|-----|---|------------------|----------------|------------------|-----------------|------------------|----------------------|
| Fractions:   |     |   | Recognise, find  | Recognise the  | Recognise and    | Recognise and   | Compare and      | Use common           |
| Compare      |     |   | and name a       | equivalence of | show using       | show using      | order fractions  | factors to simplify  |
| -            |     |   | half as one of   | 2/4 and ½      | diagrams.        | diagrams.       | whose            | fractions: use       |
|              |     |   | two equal        | _,             | equivalent       | families of     | denominators     | common multiples     |
|              |     |   | norte of an      | Decognico      | fractions with   | idinines of     |                  | to express           |
|              |     |   | parts of an      | Recognise,     |                  | common          | are an multiples | to express           |
|              |     |   | object, shape    | find, name     | small            | equivalent      | of the same      | fractions in the     |
|              |     |   | or quantity      | and write      | denominators     | fractions       | number           | same                 |
|              |     |   |                  | fractions 1/3, | compare and      |                 |                  | denomination         |
|              |     |   |                  | 1/4 , 2/4 and  | order unit       |                 |                  | nomination           |
|              |     |   |                  | 3/4 of a       | fractions. and   |                 |                  | fractions            |
|              |     |   |                  | length         | fractions with   |                 |                  | compare and          |
|              |     |   |                  | shape set of   | the same         |                 |                  | under order          |
|              |     |   |                  | shape, set of  |                  |                 |                  |                      |
|              |     |   |                  | objects or     | denominators     |                 |                  | fractions, including |
|              |     |   |                  | quantity       |                  |                 |                  | fractions>1          |
|              |     |   |                  |                | Recognise,       |                 |                  |                      |
|              |     |   |                  |                | find and write   |                 |                  |                      |
|              |     |   |                  |                | fractions of a   |                 |                  |                      |
|              |     |   |                  |                | discrete set of  |                 |                  |                      |
|              |     |   |                  |                | objects: unit    |                 |                  |                      |
|              |     |   |                  |                | fractions and    |                 |                  |                      |
|              |     |   |                  |                |                  |                 |                  |                      |
|              |     |   |                  |                | non-unit         |                 |                  |                      |
|              |     |   |                  |                | fractions with   |                 |                  |                      |
|              |     |   |                  |                | small            |                 |                  |                      |
|              |     |   |                  |                | denominators     |                 |                  |                      |
|              |     |   |                  |                |                  |                 |                  |                      |
|              |     |   |                  |                | Compare and      |                 |                  |                      |
|              |     |   |                  |                | order unit       |                 |                  |                      |
|              |     |   |                  |                | fractions and    |                 |                  |                      |
|              |     |   |                  |                | fractions with   |                 |                  |                      |
|              |     |   |                  |                | the come         |                 |                  |                      |
|              |     |   |                  |                | the same         |                 |                  |                      |
|              |     |   |                  |                | denominators     |                 |                  |                      |
| Fractions:   |     |   | Find and name    | Find, name     | Solve            | Solve problems  | Multiply proper  | Multiply proper      |
| Calculations |     |   | a half as one of | and write      | problems         | involving       | fractions and    | fractions by whole   |
|              |     |   | two equal        | fractions 1/3, | that involve all | increasingly    | mixed numbers    | numbers              |
|              |     |   | parts of an      | 1/4 , 2/4 and  | of the above     | hard fractions  | by whole         |                      |
|              |     |   | obiect, shape    | 3/4 of a       |                  | to              | numbers.         |                      |
|              |     |   | or quantity      | length         |                  | calculate       |                  |                      |
|              |     |   | or quantity      |                |                  | quantitian and  |                  |                      |
|              |     |   |                  | 1              | 1                | quantities, and | 1                |                      |

|  |  | shape, set of<br>objects or<br>quantity |   | fractions to<br>divide<br>quantities,<br>including non<br>unit fractions<br>where<br>the answer is a<br>whole number  | supported by<br>materials and<br>diagrams  | Multiply simple<br>pairs of proper<br>fractions, writing<br>the answer in its<br>simplest form<br>Divide proper<br>fractions by whole<br>numbers  |
|--|--|---|---|---|--|---|
| Decimals:<br>Recognise<br>and<br>write |  |   | Count up and<br>down in<br>tenths;<br>recognise that<br>tenths arise<br>from<br>dividing an<br>object into 10<br>equal parts<br>and in dividing<br>1-digit<br>numbers<br>or quantities<br>by 10 | Recognise and<br>write decimal<br>equivalents of<br>any number of<br>tenths or<br>hundredths<br>recognise<br>and write<br>decimal<br>equivalent to<br>1/4, ½, 3/4                     | Read and write<br>decimal numbers<br>as fractions for<br>example 0.71 =<br>71/100<br>recognise and<br>use thousandths<br>and relate<br>them to<br>tenths<br>hundredths and<br>decimal<br>equivalents.  | Identify the value of<br>each digit in<br>numbers given to<br>three decimal<br>places<br>Associate a fraction<br>with division and<br>calculate decimal<br>fraction<br>equivalents for a<br>simple fraction |
| Decimals:<br>Compare                   |  |   |   | Round decimals<br>with one<br>decimal place<br>to the<br>nearest whole<br>number<br>compare<br>numbers with<br>the same<br>number of<br>decimal places<br>up to two<br>decimal places | Round decimals<br>with two decimal<br>places to the<br>nearest whole<br>number and to<br>one decimal<br>place<br>read, write,<br>order and<br>compare<br>numbers with up<br>to three decimal<br>places |   |

|              |  |  | Compare         |                |                     |
|--------------|--|--|-----------------|----------------|---------------------|
|              |  |  | numbers with    |                |                     |
|              |  |  | the same        |                |                     |
|              |  |  | number of       |                |                     |
|              |  |  | decimal places  |                |                     |
|              |  |  | up to           |                |                     |
|              |  |  | 2 decimal       |                |                     |
|              |  |  | places          |                |                     |
| Decimals:    |  |  | Find the effect | Solve problems | Multiply and        |
| Calculations |  |  | of dividing a   | involving      | divide numbers by   |
| and          |  |  | one or          | numbers un to  | 10, 100, and 1000   |
| Problems     |  |  | two-digit       | three          | giving answers up   |
| Troblems     |  |  | number by 10    |                | to three decimal    |
|              |  |  | and 100         |                | places              |
|              |  |  | idontifying the |                | places              |
|              |  |  | value of the    |                | Multiply 1 digit    |
|              |  |  | digits in the   |                | numbers with up to  |
|              |  |  | aights in the   |                | numbers with up to  |
|              |  |  | answers as      |                | two decimal         |
|              |  |  | ones, tentns,   |                | places by whole     |
|              |  |  | and             |                | numbers             |
|              |  |  | hundredths      |                | use written         |
|              |  |  |                 |                | division methods    |
|              |  |  | Count up and    |                | in cases where the  |
|              |  |  | down in         |                | answer has up to    |
|              |  |  | hundredths;     |                | two decimal places  |
|              |  |  | recognise that  |                | solve problems      |
|              |  |  | hundredths      |                | which require       |
|              |  |  | arise           |                | answers to be       |
|              |  |  | when dividing   |                | specific degrees of |
|              |  |  | an object by    |                | accuracy            |
|              |  |  | 100 and         |                | rounded to          |
|              |  |  | dividing tenths |                |                     |
|              |  |  | by 10           |                | Solve addition and  |
|              |  |  |                 |                | subtraction         |
|              |  |  |                 |                | multi-step problems |
|              |  |  |                 |                | in contexts,        |

|  |  |  |  |  | deciding which<br>operations and<br>methods to use and<br>why   |
|--|--|--|--|--|---|
| Fractions,<br>Decimals<br>and<br>Percentages |  |  | Solve simple<br>measure and<br>money<br>problems<br>involving<br>fractions and<br>decimals to<br>two decimal<br>places | Recognise the<br>percent symbol<br>and understand<br>that percent<br>relates to<br>numbers of parts<br>per<br>hundred and<br>write<br>percentages as a<br>fraction with the<br>denominator 100<br>and as a decimal<br>Solve problems<br>which require<br>knowing<br>percentage and<br>decimal<br>equivalents of ½,<br>1/4, 1/5, 2/5,<br>4/5<br>and those<br>fractions with<br>the numerator of<br>a multiple of 10<br>or 25<br>Recognise and<br>use thousandths<br>and relate them<br>to tenths,<br>hundredths and<br>decimal<br>equivalents | Associate a<br>fraction with<br>division and<br>calculate decimal<br>fraction<br>equivalents for a<br>simple fraction<br>recall and use<br>equivalence is<br>between simple<br>fractions decimals<br>and percentages<br>including in<br>different contexts<br>Use common<br>factors to simplify<br>fractions; use<br>common multiples<br>to<br>express fractions in<br>the same<br>denomination |

| Ratio and<br>Proportion |  |  |  | Solve problems<br>involving the<br>relative sizes of<br>two quantities<br>where missing<br>values can be found<br>by using integer<br>multiplication and<br>division facts  |
|-------------------------|--|--|--|---|
|                         |  |  |  | Solve problems<br>involving the<br>calculation of<br>percentages and the<br>use of<br>percentages for<br>comparison<br>solve problems<br>involving similar<br>shapes where the<br>scale factor is<br>known or can be<br>found |
| Algebra                 |  |  |  | Solve problems<br>involving unequal<br>sharing and<br>grouping using<br>knowledge of<br>fractions and<br>multiples<br>Use simple  |
| ырсыв                   |  |  |  | formulae<br>generate and<br>describe linear<br>number sequences   |

|                  |   |  |   |  |   |  |  | express missing<br>number problems<br>algebraically<br>Find pairs of<br>numbers that<br>satisfy an equation<br>with two<br>unknowns<br>enumerate<br>possibilities of<br>combinations of<br>two variables  |
|------------------|---|--|---|--|---|--|--|---|
| Using<br>Measure | Exploration of<br>simple shape,<br>space and<br>measure | Length, height and<br>time<br>Explore length<br>Compare length<br>Explore height<br>Compare height<br>Talk about<br>measure and<br>patterns<br>Compare size<br>Compare mass<br>Compare capacity<br>Explore<br>simple patterns<br>Copy and continue | Compare,<br>describe and<br>solve practical<br>problems for :<br>lengths and<br>height<br>mass/weight<br>capacity and<br>volume<br>time<br>measure and<br>begin to record<br>the following:<br>lengths and<br>height mass/<br>weight<br>capacity<br>/volume time<br>(hours,<br>minutes,<br>seconds) | Choose and<br>use<br>appropriate<br>standard units<br>to estimate<br>and<br>measure<br>length/ height<br>in any<br>direction<br>mass<br>temperature<br>capacity to the<br>nearest<br>appropriate<br>unit<br>using rulers<br>scales<br>thermometers<br>and<br>measuring<br>vessels<br>compare and<br>order Length | Measure,<br>compare, add<br>and subtract<br>lengths<br>(m/cm/mm);<br>mass (kg,g);<br>volume/capaci<br>ty (I/mI) | Convert<br>between<br>different units<br>of measure<br>estimate<br>compare and<br>calculate<br>different<br>measures | Convert between<br>different units of<br>metric measure<br>understand and<br>use approximate<br>equivalence is<br>between metric<br>units an<br>common<br>imperial units<br>such as inches<br>pounds and<br>pints<br>use all four<br>operations to<br>solve problems<br>involving<br>measure using<br>decimal<br>notation<br>including scaling | Solve problems<br>involving the<br>calculation and<br>conversion of units<br>of measure using<br>decimal notation<br>up to three<br>decimal places<br>where appropriate<br>use, read, write<br>and convert<br>between standard<br>units converting<br>measurements of<br>length, mass,<br>volume and time<br>from a smaller unit<br>of measure to a<br>larger unit and<br>viceversa using<br>decimal notations<br>up to three<br>decimal places |

|                           | Create simple<br>patterns  |  | mass, volume/<br>capacity and<br>record the<br>results using ><br><and =<br="">Convert<br/>between<br/>different units<br/>of measure</and>   |  |  |   | convert between<br>miles and<br>kilometres  |
|---------------------------|--|--|---|--|--|---|---|
| Measureme<br>nt:<br>Money | Understand and<br>practice identifying<br>and counting<br>coins. | Recognise and<br>know the value<br>of<br>different<br>denominations<br>of coins and<br>notes | Recognise and<br>use the<br>symbols for<br>pounds (£)<br>and<br>pence (p)<br>combine<br>amounts to<br>make a<br>particular<br>value<br>find different<br>combinations<br>of coins that<br>equal the<br>same amount<br>of money<br>solve simple<br>problems in a<br>practical<br>context<br>involving<br>addition and<br>subtraction of<br>money of the<br>same unit | Add and<br>subtract<br>amounts of<br>money to give<br>change<br>using both<br>pounds and<br>pence in<br>practical<br>context | Estimate,<br>compare, and<br>calculate<br>different<br>measures,<br>including<br>money in<br>pounds and<br>pence | Use all four<br>operations to<br>solve problems<br>involving<br>measure for<br>example<br>money<br>Add decimals<br>with the same<br>number of<br>decimal places<br>using the formal<br>written method | More complex<br>money word<br>problems<br>Add decimals with<br>the same number of<br>decimal places<br>using the formal<br>written method |

|           |           |                 |                  | including      |                  |                 |                  |                     |
|-----------|-----------|-----------------|------------------|----------------|------------------|-----------------|------------------|---------------------|
|           |           |                 |                  | giving         |                  |                 |                  |                     |
|           |           |                 |                  | change         |                  |                 |                  |                     |
| Measureme | Recognise | Talk about time | Sequence         | Compare and    | Tell and write   | Read write and  | Solve problems   | Use read write and  |
| nt:       | numbers   |                 | events           | sequence       | the time from    | convert time    | involving        | convert between     |
| Time      |           | Order and       | in               | intervals of   | an               | between         | converting       | standard units      |
|           |           | sequence time   | chronological    | time           | analogue         | analogue and    | between units of | converting          |
|           |           |                 | order using      | tell and write | clock            | digital 12 and  | time             | measurements of     |
|           |           |                 | language for     | the time to    | including        | 24 hour clocks  |                  | time from a         |
|           |           |                 | example,         | five           | using            | solve problems  |                  | smaller unit of     |
|           |           |                 | before and       | minutes,       | Roman            | involving       |                  | measure to a larger |
|           |           |                 | after, next,     | including      | numerals         | converting from |                  | unit and            |
|           |           |                 | first, today,    | quarter        | from I too XII   | hours to        |                  | viceversa           |
|           |           |                 | yesterday,       | past/to        | and 12 hour      | minutes,        |                  |                     |
|           |           |                 | tomorrow,        | the hour and   | and 24           | minutes to      |                  |                     |
|           |           |                 | morning,         | draw the       | hour clocks      | seconds, years  |                  |                     |
|           |           |                 | afternoon and    | hands on the   | estimate and     | to months,      |                  |                     |
|           |           |                 | evening          | clockface to   | read             | weeks to days   |                  |                     |
|           |           |                 | recognise and    | show these     | time with        |                 |                  |                     |
|           |           |                 | use language     | times          | increasing       |                 |                  |                     |
|           |           |                 | relating to      | know the       | accuracy to      |                 |                  |                     |
|           |           |                 | dates,           | number of      | the              |                 |                  |                     |
|           |           |                 | including days   | minutes in an  | nearest          |                 |                  |                     |
|           |           |                 | of the week,     | hour and the   | minute;          |                 |                  |                     |
|           |           |                 | weeks, months    | number of      | record and in    |                 |                  |                     |
|           |           |                 | and years        | hours in a day | terms of         |                 |                  |                     |
|           |           |                 | tell time to the |                | seconds,         |                 |                  |                     |
|           |           |                 | hour and half    |                | minutes and      |                 |                  |                     |
|           |           |                 | past the hour    |                | hours; use       |                 |                  |                     |
|           |           |                 | and draw         |                | vocabulary       |                 |                  |                     |
|           |           |                 | nands on the     |                | such as          |                 |                  |                     |
|           |           |                 |                  |                | O CIOCK,         |                 |                  |                     |
|           |           |                 | times            |                | am/pm<br>morning |                 |                  |                     |
|           |           |                 | times            |                | ,morning,        |                 |                  |                     |
|           |           |                 |                  |                | noon and         |                 |                  |                     |
|           |           |                 |                  |                | midnight         |                 |                  |                     |
|           |           |                 |                  |                | munight          |                 |                  |                     |

|            | 1                |                   |              | i              | i                     |                  |                    |                      |
|------------|------------------|-------------------|--------------|----------------|-----------------------|------------------|--------------------|----------------------|
|            |                  |                   |              |                | Know the<br>number of |                  |                    |                      |
|            |                  |                   |              |                | seconds in a          |                  |                    |                      |
|            |                  |                   |              |                | minute and            |                  |                    |                      |
|            |                  |                   |              |                | the                   |                  |                    |                      |
|            |                  |                   |              |                | number of             |                  |                    |                      |
|            |                  |                   |              |                | days in each          |                  |                    |                      |
|            |                  |                   |              |                | days in each          |                  |                    |                      |
|            |                  |                   |              |                | month, year           |                  |                    |                      |
|            |                  |                   |              |                | and leap year         |                  |                    |                      |
|            |                  |                   |              |                | compare               |                  |                    |                      |
|            |                  |                   |              |                | durations             |                  |                    |                      |
|            |                  |                   |              |                | of events for         |                  |                    |                      |
|            |                  |                   |              |                | example to            |                  |                    |                      |
|            |                  |                   |              |                | calculate the         |                  |                    |                      |
|            |                  |                   |              |                | time taken by         |                  |                    |                      |
|            |                  |                   |              |                | а                     |                  |                    |                      |
|            |                  |                   |              |                | particular            |                  |                    |                      |
|            |                  |                   |              |                | event or task         |                  |                    |                      |
| Measureme  | Explain simple   | Shapes with 4     | Measure the  | Find the area  | Measure the           | Measure and      | Measure and        | Recognise that       |
| nt:        | pattern          | sides             | perimeter of | of rectilinear | perimeter of          | calculate the    | calculate the      | shapes with the      |
| Perimeter, | arrangements     | Identify and name | simple 2-D   | shapes by      | simple 2D             | perimeter of a   | perimeter of       | same area can        |
| Area,      |                  | shapes with 4     | shapes       | counting       | shapes                | rectilinear      | composite          | have different       |
| Volume     | Make road and    | sides             |              | squares        |                       | figure           | rectilinear shapes | perimeters and       |
|            | bridges with     | Combine shapes    |              |                |                       | (including       | in centimetres and | viceversa            |
|            | intent           | with 4 sides      |              | Measure and    |                       | squares) in      | metres             | recognise when it is |
|            | Choose blocks to | Shapes in the     |              | calculate the  |                       | centimetres      | calculate and      | possible to use      |
|            | copy simple      | environment       |              | perimeter of a |                       | and metres       | compare the area   | formulae for area    |
|            | creations        |                   |              | rectilinear    |                       | find the area of | of rectangles      | and volume of        |
|            |                  | Match, talk, push |              | figure         |                       | rectilinear      | including squares  | shapes calculate the |
|            | Make simple line | and pull          |              | (including     |                       | shapes by        | and including      | area of              |
|            | natterns with    | Match simple      |              | squares) in    |                       | counting         | using standard     | parallelograms and   |
|            | objects          | shapes            |              | centimetres    |                       | squares          | units and estimate | triangles            |
|            | 00,000           | Push some shanes  |              | and metres     |                       | squares          | the area of        |                      |
|            | Make simple      | and blocks        |              |                |                       |                  | irregular shanes   | and compare          |
|            | nattern          | together          |              |                |                       |                  | estimate volume    | volume of cubes      |
|            | arrangements     |                   |              |                |                       |                  | for example using  | and cuboids using    |
|            |                  |                   |              |                |                       |                  | one centimetre     | standard units       |
|            |                  |                   |              |                |                       |                  |                    | including cubic      |
|            |                  |                   |              |                |                       |                  |                    | including cubic      |

| Geometry:Select shapes forShapes with 4Recognise an<br>name, 2DIdentify and<br>describe theDraw 2DCompare and<br>shapesDistinguishDraw 2D shapes2D shapesa spacesidesname, 2Ddescribe the<br>properties ofshapesclassifybetween regular<br>and irregularusing given<br>dimensions and  |                        | Show an interest<br>in patterns and<br>shapes.   |  |  |   |   |  | build cuboids<br>including cubes<br>and capacity for<br>example using  | centimetres and<br>cubic metres and<br>extending to other<br>units  |
|--|------------------------|--|--|--|---|---|--|--|---|
| Recognise when<br>2 objects are the<br>same shapeshapes with 4<br>sidesexample<br>rectangles20 shapes,<br>including the<br>make 3-D<br>shapes sunt 4 sidespolygon based<br>and triangles,<br>and triangles,<br>environmentpolygon based<br>and triangles,<br>and triangles,<br>and triangles,<br>and triangles,<br>environmentpolygon based<br>and triangles,<br>and triangles,<br>in a vertical<br>in a vertical<br>in a vertical<br>in a vertical<br>in a vertical<br>in a vertical<br>in a vertical<br> | Geometry:<br>2D shapes | Select shapes for<br>a space<br>Recognise when<br>2 objects are the<br>same shape<br>Explore and<br>describe shapes<br>and objects<br>Sort shapes and<br>objects into<br>simple categories | Shapes with 4sidesIdentify and nameshapes with 4sidesCombine shapeswith 4 sidesShapes in theenvironmentCircles andtrianglesIdentify and namecircles andtrianglesIdentify and namecircles andtrianglesShapes in theenvironmentDescribe positionManipulate,compose anddecomposeSelect shapes for apurposeRotate shapesManipulate shapesExplain shapearrangements | Recognise an<br>name, 2D<br>shapes for<br>example<br>rectangles<br>(including<br>squares),<br>circles<br>and triangles | Identify and<br>describe the<br>properties of<br>2D shapes,<br>including the<br>number of<br>sides and line<br>of symmetry<br>in a vertical<br>line<br>identify 2D<br>shapes on the<br>surface of<br>3D shapes )for<br>example a<br>circle<br>on acylinder<br>and a triangle<br>on a<br>pyramid)<br>compare and<br>sort common<br>2D<br>shapes and<br>everyday<br>objects | Draw 2D<br>shapes<br>Draw 2-D<br>shapes and<br>make 3-D<br>shapes using<br>modelling<br>materials;<br>recognise 3-D<br>shapes in<br>different<br>orientations<br>and describe<br>them | Compare and<br>classify<br>geometric<br>shapes,<br>including<br>quadrilaterals<br>and triangles,<br>based on their<br>properties<br>and size<br>identify lines of<br>symmetry in 2D<br>shapes<br>presented on<br>different<br>orientations | water<br>Distinguish<br>between regular<br>and irregular<br>polygons based<br>on reasoning<br>about<br>equal sides and<br>angles<br>use the<br>properties of<br>rectangles to<br>juice related<br>facts and find<br>missing<br>lengths and<br>angles | Draw 2D shapes<br>using given<br>dimensions and<br>angles<br>compare and<br>classify geometric<br>shapes based on<br>their properties<br>and sizes<br>illustrate and<br>name parts of<br>circles including<br>radius and<br>diameter and<br>circumference and<br>know that the<br>diameter is twice<br>the radius |

|                                  |  | Decompose<br>shapes<br>Copy 2-D shape<br>pictures<br>Find 2-D shapes<br>within 3-D shapes   |   |  |   |  |   |   |
|----------------------------------|--|---|---|--|---|--|---|---|
| Geometry:<br>3D shapes           | (Explore objects<br>hands-on and in<br>books, finding<br>similarities)   | Explore 3-D shapes<br>Select, rotate and<br>manipulate shapes<br>to develop spatial<br>reasoning skills.<br>Recognise and<br>name 3-D shapes<br>Find 2 -D shapes<br>within 3 -D shapes<br>for tasks<br>3-D shapes in the<br>environment<br>Identify more<br>complex patterns<br>Patterns n the<br>environment | Recognise and<br>name common<br>3D<br>shapes for<br>example<br>cuboids,<br>including<br>cubes,<br>pyramids and<br>spheres | Recognise and<br>name<br>common 3D<br>shapes for<br>example<br>cuboids,<br>including<br>cubes,<br>pyramids and<br>spheres<br>Compare and<br>sort common<br>3D<br>shapes and<br>everyday<br>objects | Make 3D<br>shapes using<br>modelling<br>materials<br>recognise 3D<br>shapes in<br>different<br>orientations<br>and<br>describe them | Compare and<br>classify<br>geometric<br>shapes,<br>including<br>quadrilaterals<br>and<br>triangles, based<br>on their<br>properties and<br>sizes | Identify 3D<br>shapes, including<br>cubes and other<br>cuboids from 2D<br>representations                   | Recognise,<br>describe and build<br>simple 3D shapes,<br>including making<br>nets     |
| Geometry:<br>Angles and<br>lines | Patterns<br>(creating<br>horizontal and<br>vertical lines and<br>patterns in their<br>construction play<br>when arranging<br>patterns) | Visualise, build<br>and map<br>Identify units of<br>repeating patterns<br>Crate own pattern<br>rules<br>Explore won<br>pattern rules  | Explore vertical<br>lines of<br>symmetry.<br>Encounter the<br>concept and<br>images of                                    | Identify and<br>describe the<br>properties of<br>2-D shapes,<br>including the  | Recognise<br>angles as a<br>property of<br>shape or a<br>description of<br>a turn   | Identify acute<br>and obtuse<br>angles and<br>compare and<br>order angles up<br>to two right<br>angles by size                                   | Know angles are<br>measured in<br>degrees:<br>estimate and<br>compare<br>acute, obtuse<br>and reflex angles | Find unknown<br>angles in any<br>triangles,<br>quadrilaterals and<br>regular polygons |

|           |                   |                     |                |                 |                |                   | 1                  |                       |
|-----------|-------------------|---------------------|----------------|-----------------|----------------|-------------------|--------------------|-----------------------|
|           |                   | Replicate and build | symmetrical    | number of       | identify right | identity lines of | Draw given         | Recognise angles      |
|           |                   | scenes and          | pictures and   | sides, and line | angles,        | symmetry in 2D    | angles, and        | where they meet at    |
|           |                   | constructions       | what           | symmetry in a   | recognise      | shapes            | measure them in    | a point, on a         |
|           |                   | Visualise from      | "symmetrical"  | vertical line   | that two right | represented in    | degrees            | straight line or are  |
|           |                   | different positions | means.         |                 | angles make    | different         |                    | vertically opposite   |
|           |                   | Describe positions  |                |                 | half a turn;   | orientations      | Identify:          | and find missing      |
|           |                   | Give instructions   |                |                 | three right    |                   | angles at a point  | angles                |
|           |                   | to build            |                |                 | angles make    | Complete a        | and one whole      |                       |
|           |                   | Explore mapping     |                |                 | 3/4 of a turn  | simple            | turn angles at a   |                       |
|           |                   | Represent maps      |                |                 | and four a     | symmetrical       | point on a         |                       |
|           |                   | with models         |                |                 | complete turn  | figure with       | straight line and  |                       |
|           |                   | Create own maps     |                |                 |                | respect to a      | half a turn other  |                       |
|           |                   | from familiar       |                |                 | Identify       | specific line of  | multiples of 90    |                       |
|           |                   | places              |                |                 | whether        | symmetry          | degrees            |                       |
|           |                   | Create own maps     |                |                 | angles are     |                   |                    |                       |
|           |                   | and plans from      |                |                 | greater than   |                   |                    |                       |
|           |                   | story situations    |                |                 | or less than a |                   |                    |                       |
|           |                   | ,                   |                |                 | right angle    |                   |                    |                       |
|           |                   |                     |                |                 | 0 0 .          |                   |                    |                       |
|           |                   |                     |                |                 | Identify       |                   |                    |                       |
|           |                   |                     |                |                 | horizontal and |                   |                    |                       |
|           |                   |                     |                |                 | vertical lines |                   |                    |                       |
|           |                   |                     |                |                 | and pairs of   |                   |                    |                       |
|           |                   |                     |                |                 | nernendicular  |                   |                    |                       |
|           |                   |                     |                |                 | and narallel   |                   |                    |                       |
|           |                   |                     |                |                 | lines          |                   |                    |                       |
| Geometry: | Explore shape     | Make simple         | Describe       | Order and       | Draw 2-D       | Describe          | Identify describe  | Describe positions    |
| Position  | resources         | arrangements        | position,      | arrange         | shapes and     | positions on a    | And represent      | on the full           |
| and       |                   |                     | direction, and | combinations    | make 3-D       | 2D grid as        | the position of a  | coordinate grid all 4 |
| Direction | Explore more      | Talk about          | movement,      | of              | shapes using   | coordinates in    | shape              | quadrants             |
|           | complex inset     | arrangements        | including      | mathematical    | modelling      | the first         | following a        | draw and              |
|           | jigsaw            |                     | whole, half,   | objects in      | materials;     | quadrant          | reflection or      | translate simple      |
|           |                   | Follow simple       | guarter and    | patterns and    | recognise 3-D  | describe          | translation, using | shapes on the         |
|           | Talk about simple | routes outside      | three-quarters | sequences       | shapes in      | movements         | the appropriate    | coordinate plane,     |
|           | positions         |                     | turns          | use             | different      |                   | language, and      | and reflect them in   |
|           |                   | Follow toys around  | -              | mathematical    | orientations   |                   | know that the      | the axes              |
|           | Move into simple  | a simple route      |                | vocabulary to   | and describe   |                   | shape has not      |                       |
|           | positions         |                     |                | ,               | them           |                   | changed            |                       |

|             |               |                    |                | describe        |               | between           |                  |                 |
|-------------|---------------|--------------------|----------------|-----------------|---------------|-------------------|------------------|-----------------|
|             | Move through  | Explore position   |                | position,       |               | positions as      |                  |                 |
|             | positions     | and routes         |                | direction and   |               | translations of   |                  |                 |
|             |               |                    |                | movement        |               | a given unit to   |                  |                 |
|             | Follow simple | Explore shape      |                | including       |               | the               |                  |                 |
|             | small-world   | resources          |                | movement in     |               | left/ right and   |                  |                 |
|             | routes        |                    |                | a straight line |               | up/ down          |                  |                 |
|             |               | Explore more       |                | and             |               |                   |                  |                 |
|             |               | complex inset      |                | distinguishing  |               | Plot specified    |                  |                 |
|             |               | jigsaw             |                | between         |               | points and        |                  |                 |
|             |               |                    |                | rotation as a   |               | draw sides to     |                  |                 |
|             |               | Talk about simple  |                | turn and in     |               | give to           |                  |                 |
|             |               | positions          |                | terms of right  |               | complete a        |                  |                 |
|             |               |                    |                | angles for      |               | given polygon     |                  |                 |
|             |               | Move into simple   |                | quarter, half   |               | Identify lines of |                  |                 |
|             |               | positions          |                | and             |               | symmetry in       |                  |                 |
|             |               |                    |                | three-quarter   |               | 2-D shapes        |                  |                 |
|             |               | Move through       |                | turns           |               | presented in      |                  |                 |
|             |               | positions          |                | clockwise and   |               | different         |                  |                 |
|             |               |                    |                | anticlockwise   |               | orientations      |                  |                 |
|             |               | Follow simple      |                |                 |               |                   |                  |                 |
|             |               | small-world routes |                |                 |               |                   |                  |                 |
| Statistics: |               |                    | As merged      | Interpret and   | Interpret and | Interpret and     | Complete read    | Interpret and   |
| Present and |               |                    | class Year 1   | construct       | present data  | present           | and              | construct pie   |
| interpret   |               |                    | explores tally | simple          | using bar     | discrete and      | interpret        | charts and line |
|             |               |                    | charts and     | pictograms,     | charts,       | continuous        | information in   | graphs and use  |
|             |               |                    | pictograms     | tally charts,   | pictograms    | data using        | tables including | these to solve  |
|             |               |                    |                | block           | and           | appropriate       | timetables       | problems        |
|             |               |                    |                | diagrams and    | tables        | graphical         |                  |                 |
|             |               |                    |                | simple tables   |               | methods           |                  |                 |
|             |               |                    |                |                 |               | including bar     |                  |                 |
|             |               |                    |                |                 |               | charts and time   |                  |                 |
|             |               |                    |                |                 |               | graphs            |                  |                 |
|             |               |                    |                |                 |               |                   |                  |                 |

| Statistics: |  | As merged      | Ask and         | Solve one-step | Solve          | Solve          | Calculate and      |
|-------------|--|----------------|-----------------|----------------|----------------|----------------|--------------------|
| Solve       |  | class Year 1   | answer          | and two-step   | comparison,    | comparison,    | interpret the mean |
| Problems    |  | explores tally | simple          | questions (for | sum and        | sum and        | as an average      |
|             |  | charts and     | questions by    | example. How   | difference     | difference     |                    |
|             |  | pictograms and | counting the    | many more?     | problems using | problems using |                    |
|             |  | starts asking  | number of       | How many       | information    | information    |                    |
|             |  | simple         | objects in      | fewer?)        | presented in   | presented in a |                    |
|             |  | questions      | each category   | using the      | bar charts     | line graph     |                    |
|             |  |                | and sorting     | information    | nictograms     |                |                    |
|             |  |                | the categories  | nresented in   | tables and     |                |                    |
|             |  |                | hy              | scaled har     | other graphs   |                |                    |
|             |  |                | guantity        | scaled bal     |                |                |                    |
|             |  |                | quantity        | to grams and   |                |                |                    |
|             |  |                | Askand          | to grains and  |                |                |                    |
|             |  |                | Ask and         | tables         |                |                |                    |
|             |  |                | answer          |                |                |                |                    |
|             |  |                | questions       |                |                |                |                    |
|             |  |                | about totalling |                |                |                |                    |
|             |  |                | and             |                |                |                |                    |
|             |  |                | comparing       |                |                |                |                    |
|             |  |                | categorical     |                |                |                |                    |
|             |  |                | data            |                |                |                |                    |