

Number – Number and Place Value			
Skill	EYFS	Year 1	Year 2
Counting	<ul style="list-style-type: none"> count objects, action and sounds to 10 count beyond ten subitise (recognise quantities without counting) up to 5 (ELG) verbally count beyond 20, recognising the pattern of the counting system (ELG) 	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less 	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
Comparing Numbers	<ul style="list-style-type: none"> compare numbers to 10 understand the 'one more than/one less than' relationship between consecutive numbers to 10 have a deep understanding of number to 10, including the composition of each number (ELG) compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) 	<ul style="list-style-type: none"> use the language of: equal to, more than, less than (fewer), most, least 	<ul style="list-style-type: none"> compare and order numbers from 0 up to 100; use <, > and = signs
Identifying, Representing and Estimating Numbers	<ul style="list-style-type: none"> link the number symbol (numeral) with its cardinal number value to 10 	<ul style="list-style-type: none"> identify and represent numbers using objects and 	<ul style="list-style-type: none"> identify, represent and estimate numbers using

		pictorial representations including the number line	different representations, including the number line
Reading and Writing Numbers	<ul style="list-style-type: none"> link the number symbol (numeral) with its cardinal number value to 10 	<ul style="list-style-type: none"> read and write numbers from 1 to 20 in numerals and words 	<ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words
Understanding Place Value			<ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones)
Problem Solving			<ul style="list-style-type: none"> use place value and number facts to solve problems
Number – Addition and Subtraction			
Skill	EYFS	Year 1	Year 2
Number Bonds	<ul style="list-style-type: none"> automatically recall number bonds for numbers 0–10 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG) 	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 	<ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
Mental Calculation	<ul style="list-style-type: none"> explore the composition of numbers to 10 	<ul style="list-style-type: none"> add and subtract one-digit and two-digit numbers to 20, including zero 	<ul style="list-style-type: none"> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> * a two-digit number and ones

		<ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods) 	<ul style="list-style-type: none"> * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
Written Methods		<ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation) 	
Inverse Operations, Estimating and Checking Answers			<ul style="list-style-type: none"> • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Problem Solving	<ul style="list-style-type: none"> • use number knowledge to solve everyday problems (addition and subtraction) 	<ul style="list-style-type: none"> • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> • solve problems with addition and subtraction: <ul style="list-style-type: none"> * using concrete objects and pictorial representations, including those involving numbers, quantities and measures

			<ul style="list-style-type: none"> * applying their increasing knowledge of mental and written methods • <i>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)</i>
Number – Multiplication and Division			
Skill	EYFS	Year 1	Year 2
Multiplication and Division Facts	<ul style="list-style-type: none"> • explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG) 	<ul style="list-style-type: none"> • <i>count in multiples of twos, fives and tens (copied from Number and Place Value)</i> 	<ul style="list-style-type: none"> • <i>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (copied from Number and Place Value)</i> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
Mental Calculation			<ul style="list-style-type: none"> • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Written Calculation			<ul style="list-style-type: none"> • calculate mathematical statements for multiplication and division within the multiplication

			tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
Problem Solving		<ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	<ul style="list-style-type: none"> • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Number – Fractions (including Decimals and Percentages)			
Skill	EYFS	Year 1	Year 2
Counting in Fractional Steps			<ul style="list-style-type: none"> • <i>Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (Non Statutory Guidance)</i>
Recognising Fractions		<ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<ul style="list-style-type: none"> • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
Equivalence (including Fractions, Decimals and Percentages)			<ul style="list-style-type: none"> • write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise

			the equivalence of 2/4 and 1/2
Measurement			
Skill	EYFS	Year 1	Year 2
Comparing and Estimating	<ul style="list-style-type: none"> use mathematical language to compare different measures (e.g. heaviest, heavier, lighter, lightest; longest, longer, shorter, shortest; full, nearly full, half full/empty, nearly empty, empty) compare length, weight and capacity (ELG) 	<ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> * lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) * mass/weight (e.g. heavy/light, heavier than, lighter than) * capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter) * time (e.g. quicker, slower, earlier, later) sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) 	<ul style="list-style-type: none"> compare and order lengths, mass, volume/capacity and record the results using >, < and = compare and sequence intervals of time
Measuring and Calculating	<ul style="list-style-type: none"> explore different ways to measure time 	<ul style="list-style-type: none"> measure and begin to record the following: <ul style="list-style-type: none"> * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) 	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the

		<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes 	<p>nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Telling the Time	<ul style="list-style-type: none"> have an understanding of time (ELG) 	<ul style="list-style-type: none"> tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. recognise and use language relating to dates, including days of the week, weeks, months and years 	<ul style="list-style-type: none"> tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)
Converting			<ul style="list-style-type: none"> know the number of minutes in an hour and the number of hours in a day.

			(appears also in Telling the Time)
Geometry – Properties of Shapes			
Skill	EYFS	Year 1	Year 2
Identifying Shapes and their Properties	<ul style="list-style-type: none"> select, rotate and manipulate 3D shapes in order to develop spatial reasoning skills (ELG – not compulsory assessment) 	<ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> * 2-D shapes (e.g. rectangles (including squares), circles and triangles) * 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres) 	<ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the the radius surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid)
Drawing and Constructing	<ul style="list-style-type: none"> compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (ELG – not compulsory assessment) 		
Comparing and Classifying			<ul style="list-style-type: none"> compare and sort common 2-D and 3-D shapes and everyday objects
Geometry – Position and Direction			
Skill	EYFS	Year 1	Year 2

Position, Direction and Movement		<ul style="list-style-type: none"> describe position, direction and movement, including half, quarter and three-quarter turns. 	<ul style="list-style-type: none"> use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
Pattern	<ul style="list-style-type: none"> continue, copy and create repeating patterns (ELG) 		<ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences
Statistics			
Skill	EYFS	Year 1	Year 2
Interpreting, Constructing and Presenting Data			<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data

Algebra			
Skill	EYFS	Year 1	Year 2
Equations		<ul style="list-style-type: none"> • <i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ (copied from Addition and Subtraction)</i> • <i>represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)</i> 	<ul style="list-style-type: none"> • <i>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems (copied from Addition and Subtraction)</i> • <i>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)</i>
Sequences		<ul style="list-style-type: none"> • <i>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)</i> 	<ul style="list-style-type: none"> • <i>compare and sequence intervals of time (copied from Measurement)</i> • <i>order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction)</i>

