Number and place value:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
  - ➤ *use the language first, second and third to describe their position A1/E1/E2/E3*
  - ➤ *count to 20 forwards and backwards starting from any number C1*
  - ➤ *count to 50 forwards and backwards starting from any number A2/C2*
  - ➤ count to and across 100 forwards and backwards, beginning with 0 and 1, or from any number A3
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
  - ➤ count in multiples of twos C1
  - ➤ count in multiples of twos and tens C2
  - ➤ count in multiples of twos, fives and tens C3
- given a number, identify one more and one less
  - ➤ given a number, identify the number that is one more and one less A2
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
  - ➤ *know that the number of objects does not change even if I move the objects around A1*
  - ➤ *estimate the number in a group of up to 20 objects and check them by counting A1*
  - ➤ *compare numbers up to 20 and say which number is bigger A1*
  - ➤ identify numbers on a number line A1
  - ➤ represent numbers using objects A1
  - ➤ represent numbers using pictorial representations A2
  - ➤ *represent numbers on a number line up to 20 A3*
  - ➤ *know where numbers up to 20 or more belong on a number line A2*
  - ➤ *find numbers on a number line/100 square A3*
  - ➤ *recognise up to 3 objects without counting A2*
  - ➤ *recognise up to 4 objects without counting A3*
  - ➤ *put numbers up to 20 or more in order,* and use the language of equal to, more than, less than (fewer), most, least A2/B2
  - ➤ count, read and write numbers to 100 in numerals and *compare them using the language most and least* A3/B3
- read and write numbers from 1 to 20 in numerals and words
  - ➤ know how to read and write numbers from 1 to 20 in numerals and words A1/A2
  - ➤ know how to read and write numbers from 1 to 20 *and more* in numerals and words A3

Addition and subtraction:

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
  - ➤ read, write and interpret mathematical statements involving addition (+), subtraction (-), and equals signs C1/C2/C3
  - ➤ *know the terms; put together, add, altogether, total and take away C1*
  - ➤ *know the terms; put together, add, altogether, total, take away, distance between, difference between, more than and less than C2/C3*
- represent and use number bonds and related subtraction facts within 20
  - ➤ *know and can use number bonds to 5 in several forms e.g. 3 + 1 = 4; 4 -1 = 3; 1 = 4 – 3 C1*
  - ➤ *know and can use number bonds to 10 in several forms e.g. 2 + 7 = 9; 9 -7 = 2; 7 = 9 – 2 C2*
  - ➤ represent and use number bonds and related subtraction facts within 20 C3
- add and subtract one-digit and two-digit numbers to 20, including zero
  - ➤ add one-digit numbers A1
  - ➤ *use objects to take away a small number from any number up to 20 A1*
  - ➤ add and subtract one-digit numbers to 20 A2
  - ➤ add and subtract one digit and two digit numbers to 20 A3/C1
  - ➤ add and subtract one-digit and two-digit numbers to 20, including zero C2/C3
  - ➤ *know what happens when you add or subtract zero C3*
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ∆ – 9
  - ➤ *talk about adding/subtracting A1*
  - ➤ *ask and answer questions about counting, adding and taking away A1*
  - ➤ *record additions/subtractions A1*
  - ➤ *solve a problem or puzzle using adding/subtracting A2*
  - ➤ *follow instructions to play a number game involving adding/subtracting A2*
  - ➤ *ask addition and subtraction questions in different ways A3*
  - ➤ *tell a number story to my group to show when to add or take away A3*
  - ➤ *order numbers to solve problems A3*
  - ➤ *talk about how I solve problems using counting A1*
  - ➤ *talk about how I solve problems using adding/subtracting A2*
  - ➤ *explain how I solve problems A3*
  - ➤ solve one-step *practical* problems that involve addition, using concrete objects and pictorial representations and missing number problems such as 7 = ∆ + 2 C1
  - ➤ solve one-step *practical* problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as 7 = ∆ - 9 C2

Multiplication and division:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
  - ➢ *double numbers and quantities C1*
  - ➢ *make connections between arrays, number patterns and counting in twos C1*
  - ➢ *make connections between arrays, number patterns and counting in twos and tens C2*
  - ➢ *make connections between arrays, number patterns and counting in twos, fives and tens C3*
  - ➢ *group and share small quantities C2*
  - ➢ *find simple fractions of objects, numbers and quantities, such as ½ and ¼ and relate this to division C3*
  - ➢ 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 C3

Fractions:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
  - ➢ recognise and name a half as one of two equal parts of an object, *length*, shape or quantity D1/D3
  - ➢ *recognise and combine halves as parts of a whole D1/D3*
  - ➢ *group and share objects into two parts D1/D3*
  - ➢ find a half of an object, *length*, shape or quantity D1/D3
  - ➢ *solve problems involving halves in different contexts D1*
  - ➢ *solve problems involving halves and quarters in different contexts D3*
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
  - ➢ recognise and name a quarter as one of four equal parts of an object, *length*, shape or quantity D2/D3
  - ➢ *recognise and combine quarters as parts of a whole D2/D3*
  - ➢ *group and share objects into four parts D2/D3*
  - ➢ find a quarter of an object, *length*, shape or quantity D2/D3
  - ➢ *solve problems involving quarters in different contexts D2*
  - ➢ *solve problems involving halves and quarters in different contexts D3*

Measurement:

- compare, describe and solve practical problems for:
  lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  mass/weight [for example, heavy/light, heavier than, lighter than]
  capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  time [for example, quicker, slower, earlier, later]
  - ➢ compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half); mass or weight (e.g. heavy/light, heavier/lighter than); capacity/volume (full/empty, more/less than, half, half full quarter) E1
  - ➢ compare, describe and solve practical problems for time (quicker, slower, earlier, later) E2
  - ➢ compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half); mass or weight (e.g. heavy/light, heavier/lighter than); capacity/volume (full/empty, more/less than, half, half full, quarter); time (quicker, slower, earlier, later) E3
  - ➢ *solve problems involving non-standard units E1*
  - ➢ *solve problems involving common standard and non-standard units E2/E3*
  - ➢ *solve measure problems using a weighing scales and containers E1*
  - ➢ *solve measure problems using a ruler, weighing scales and containers E2/E3*
- measure and begin to record the following:
  lengths and heights
  mass/weight
  capacity and volume
  time (hours, minutes, seconds)
  - ➢ measure and begin to record the following: lengths and heights; mass/weight; capacity and volume E1
  - ➢ measure and begin to record the following: time (hours, minutes, seconds) E2
  - ➢ measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds) E3
- recognise and know the value of different denominations of coins and notes
  - ➢ recognise and know the value of different denominations of coins and notes E2/E3
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
  - ➢ sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening E1/E2/E3
- recognise and use language relating to dates, including days of the week, weeks, months and years
  - ➢ recognise and use the language relating to dates, including days of the week, weeks, months and years E1/E2/E3
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
  - ➢ tell the time to the hour & half past hour & draw the hands on a clock face to show these times E2
  - ➢ tell the time to the hour and half past hour (*using o'clock*) and draw the hands on a clock face to show these times E3

Properties of shapes:

- recognise and name common 2-D and 3-D shapes, including:
  2-D shapes [for example, rectangles (including squares), circles and triangles]
  3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
  - ➢ recognise and name common 2-D shapes including (e.g. rectangles (including squares), circles and triangles) B1
  - ➢ recognise and name common 3-D shapes including (e.g. cuboids (including cubes), pyramids and spheres) B2
  - ➢ recognise and name common 2-D and 3-D shapes including (e.g. rectangles (including squares), circles, triangle, cuboids (including cubes), pyramids and spheres) B3
  - ➢ *know that these shapes can be different sizes B1/2/3*
  - ➢ *count the number of sides a shape has accurately B1/B2*
  - ➢ *recognise up to 4 sides on 2-D shapes without counting B3*
  - ➢ *explain the properties of 2-D shapes that make them what they are B1*
  - ➢ *explain the properties of 3-D shapes that make them what they are B2*
  - ➢ *explain the properties of 2-D and 3-D shapes that make them what they are B3*
  - ➢ *sort 2-D shapes B1*
  - ➢ *sort 3-D shapes B2*
  - ➢ *sort 2-D and 3-D shapes B3*
  - ➢ *recognise shapes in different orientations B3*
  - ➢ *explain my thinking B3*

Position and direction:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns
  - ➢ *use the language first, second & third to describe my position B1*
  - ➢ describe position, direction and movement including whole and half turns B1
  - ➢ describe position, direction and movement, including whole, half and quarter turns *and can do this routinely in a clockwise direction* B2
  - ➢ describe position, direction & movement, including whole, half, quarter and three-quarter turns *and can do this routinely in a clockwise direction* B3
  - ➢ *use the language of position, direction and motion including; left and right, top, middle and bottom, close and far, up and down, forwards and backwards, inside and outside B1*
  - ➢ *use the language of position, direction and motion including; on top of, in front of, above, between, around, near B2*
  - ➢ *use the language of position, direction & motion including; left & right, top, middle & bottom, on top of, in front of, above, between, around, near, close and far, up & down, forwards & backwards, inside & outside B3*
  - ➢ *order and arrange combinations of objects in patterns B2*
  - ➢ *order and arrange combinations of objects and shapes in patterns B3*