Year 1 Autumn 1	Year 1 Autumn 2	Year 1 Spring 1	Year 1 Spring 2	Year 1 Summer 1	Year 1 Summer 2
Counting To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. To read and write numbers from 1 to 10 in numerals and words. When given a number, identify one more and one less.	**Counting and number order:** To count, read and write numbers to 100 in numerals,	**Counting** Count in multiples of tens.	**Counting** To read and write numbers from 1 to 20 in numerals and words Counting in twos	**Counting and number order** To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	**Counting** To count in multiples of 5
Addition 10 or more To read, write and interpret mathematical statements involving addition (+) and equals (=) signs. To add one-digit numbers to 10, including zero.	**Number bonds to 10** To represent and use number bonds to 10	**Subtraction as difference:** To add and subtract one-digit and two-digit numbers to 15, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	**Addition beyond totals of 10** To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	**Addition and subtraction to 20** To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	**Addition and subtraction to 20** To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
Addition 10 or more (part 2) To solve simple one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems.	**Developing mental strategies for addition:** To represent and use number bonds and related subtraction facts within 10 To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	**Number bonds to 20** To represent and use number bonds and related subtraction facts within 20	**Subtraction beyond totals to 10** To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	**Fractions** To recognise, find and name a half as one of two equal parts of an object, shape or quantity.	**Addition and subtraction using money:** To add and subtract one-digit and two-digit numbers to 20, including zero using money To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
Name shapes To recognise and name common 2D and 3D shapes, including: 2D shapes (rectangles (including squares), circles and triangles) 3D shapes (cuboids (including cubes), pyramids and spheres).	**Doubles and near doubles** To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	**Fractions** To recognise, find and name a half as one of two equal parts of an object, shape or quantity.	**Shape** To recognise and name common 2D and 3D shapes, including: 2D shapes (rectangles (including squares), circles and triangles) 3D shapes (cuboids (including cubes), pyramids and spheres). To order and arrange combinations of objects and shapes in patterns.	**Division** To solve one-step problems involving division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	**Moving and turning** To describe position, directions and movements, including half, quarter and three- quarter turns..
Subtraction totals under 10 To read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs. To subtract one-digit numbers to 10, including zero.	**Measures length and height** To measure and begin to record the following: lengths and heights To compare, describe and solve practical problems for: lengths and heights (long/short, longer/shorter, tall/short, double/half)	**Measures time** To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. To recognise and use language relating to dates, including days of the week, weeks, months and years. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, and later	**Measuring capacity** To measure and begin to record the following: capacity and volume To use language capacity/volume (full/empty, more than, less than, quarter) To compare, describe and solve practical problems for: capacity/volume (full/empty, more than, less than, quarter)	**Multiplication** To solve one-step problems involving multiplication calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	**Telling the time**: To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Subtraction to 10 To solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9	**Money** To recognise and know the value of different denominations of coins and notes.	**Grouping and sharing** To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	**Grouping and sharing** To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	**Measuring mass/weight** To measure and begin to record the following: mass/weight To compare, describe and solve practical problems for: mass or weight (heavy/light, heavier than, lighter than)	**Fractions** To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 1	Year 2 Spring 2	Year 2 Summer 1	Year 2 Summer 2
Number and place value: counting, reading and writing To recognise the place value of each digit in a two-digit number (tens, ones). To compare and order numbers from 0 up to 100	**Counting in steps:** To count in steps of 2, 5 from 0 forwards and backwards recognising odd and even numbers	**Counting in steps:** To count in steps of tens from any number, forward or backward.	**Number and place value:** To read and write numbers to at least 100 in numerals and in words. To compare and order numbers from 0 up to 100; use <, > and = signs.	**Number and place value: estimating, counting, comparing and ordering quantities** To identify, represent and estimate numbers using different representations, including the number line. To use place value and number facts to solve problems.	**Number and place value: estimating, counting, comparing and ordering quantities** To use place value and number facts to solve problems.
Addition: concrete, visual and number facts To solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures	**Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies** To solve problems with addition and subtraction: To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens	**Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies** Applying their increasing knowledge of mental and written methods. To add and subtract using concrete objects, pictorial representations, and mentally, including: two 2-digit numbers; adding three one-digit numbers.	**Addition and subtraction: using mental calculation strategies** To solve problems with addition and subtraction: To show that addition can be done in any order (commutative) and subtraction cannot. o recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	**Addition and subtraction: using mental calculation strategies** To show that addition can be done in any order (commutative) and subtraction cannot. To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	**Statistics** Solving problems by gathering data and representing in tallies, tables, pictograms and block diagrams To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. To ask and answer questions about totalling and compare categorical data.
Subtraction: concrete, visual and number facts To solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures	**Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts** To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	**Addition and subtraction using partitioning and counting on strategies** To solve problems with addition and subtraction Applying their increasing knowledge of mental and written methods.	**Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts** To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.	**Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts** To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.	**Addition and subtraction: using partitioning and sequencing** To solve problems with addition and subtraction: Applying their increasing knowledge of mental and written methods. To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers. To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Multiplication and division: repeated addition and repeated subtraction To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables	**Fractions: finding fractions of shapes** To recognise, find, name and write fractions 1/4, 2/4 and 3/4.	**Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts** To recognise and use the inverse relationship between multiplication and division in calculations.	**Fractions: finding fractions of shapes** To recognise, find, name and write fractions 1/3, To write simple fractions for example, 1/2 of 6 = 3 recognise the equivalence of two quarters and one half.	**Fractions: finding fractions of quantities and sets of objects** Recognise, find, name and write fractions ⅓, ¼, 2/4 and ¾ of a quantity	**Finding fractions of quantities, shapes and sets of objects** To recognise, find, name and write fractions 1/3 , ¼ , 2/4 and ¾ , ¾ 4/4 To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half.
Geometry: identity and comparing of 2D and 3d shape To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. To compare and sort common 2D and 3D shapes and everyday objects.	**Measures: time** To compare and sequence intervals of time. To 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.	**Geometry: properties of 3D and 2D shape** To identify and describe the properties of 3D shapes including the number of edges, vertices and faces.	**Geometry: position and direction** To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.	**Geometry: properties of 3D and 2D shape** To identify and describe the properties of 2D and 3D shapes, including the number of sides, symmetry in a vertical line, edges, vertices, and faces.	**Measures: time** To compare and sequence intervals of time. To 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.
Measures: length To choose and use appropriate standard units to estimate and measure length to the nearest appropriate unit using rulers To compare and order lengths and record the results using >, < and =.	**Money** To recognise and use the symbols for pounds and pence; combine amounts to make a particular value To find different combinations of coins that equal the same amounts of money	**Measures: mass** To choose and use appropriate standard units to estimate and measure mass (kg/g);) to the nearest appropriate unit using scales To compare and order mass and record the results using >, < and =.	**Money: giving change** To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	**Measures: capacity** To choose and use appropriate standard units to estimate and measure capacity to the nearest appropriate unit using measuring vessels. To compare and order volume/capacity and record the results using >, < and =.	