



**Farnborough Grange Nursery and Infant School – Curriculum Progression**

**Maths**

**EYFS**

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>	<b>What Makes Me Special?</b> Counting to 5 (or 10) Counting skills Sorting objects Weight - heavy & light	<b>What do we Celebrate?</b> Counting to 10 Representing numbers Size - big and small Patterns	<b>What Grows in my Garden?</b> Counting to 10 (or 15) Comparing sets - more & fewer Positional language Capacity - full, empty & half-full	<b>Who Helps Us?</b> Counting to 15 Making sets of objects Sequencing time Height - tall & short	<b>What Lives in my Garden?</b> Counting to 15 (or 20) Recognising numbers to 5 Measuring time 2d shapes	<b>What Happens Next?</b> Counting to 20 Recognising numbers to 10 Simple number problems Money
<b>0-3 curriculum</b>						
<b>Skills</b>	Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	Take part in finger rhymes with numbers.  Complete inset puzzles.	Notice patterns and arrange things in patterns.	Climb and squeezing selves into different types of spaces. Build with a range of resources.  Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.	Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  React to changes of amount in a group of up to three items.	Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Compare amounts, saying 'lots', 'more' or 'same'.
<b>Progression</b>	<u>3 &amp; 4 Curriculum</u> Positional Language using words alone Compare quantities using the language 'more than', 'fewer than'	<u>3 &amp; 4 Curriculum</u> Make comparisons between objects relating to size Select shapes appropriately. 2D shape Say numbers in order Show 'finger numbers' to 5	<u>3 &amp; 4 Curriculum</u> Talk about patterns around them using informal language Create and extend ABAB patterns	<u>3 &amp; 4 Curriculum</u> Combine shapes to make new ones. Select shapes appropriately. Make comparisons between objects relating to size, length, weight and capacity.	<u>3 &amp; 4 Curriculum</u> Say numbers in order Fast recognition of up to 3 items	<u>3 &amp; 4 Curriculum</u> Recite numbers past 5 Say one number for items in order Solve real life problems with numbers up to 5. Compare quantities using language 'more than' and 'fewer than'.
<b>Key vocabulary</b>	Stack, in, out, on top, repeat, again	1,2,3,4,5,6,7,8,9,10, take away, add, next, last, finish	Pattern, repeated, again, next, before, last, first	Weight, heavy, light, capacity, tall, short, bigger, smaller, middle, medium, heaviest, lightest	Counting, more, less, same, different, total	Lots, more, less, same, similar, numbers to 10

### 3 & 4 curriculum

<p><b>Skills</b></p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
<p><b>Progression</b></p>	<p><u>Reception</u> Count objects, actions and sounds Subitise Count beyond 10</p>	<p><u>Reception</u> Count objects, actions and sounds Continue, copy and create repeating patterns.</p>	<p><u>Reception</u> Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-10</p>	<p><u>Reception</u> Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity using the comparative word 'than' an making and testing predictions.</p>	<p><u>Reception</u> Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can. Continue, copy and create repeating patterns.</p>	<p><u>Reception</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can.</p>
<p><b>Key vocabulary</b></p>	<p>1,2,3,4,5,6,7,8,9,10, take away, add, next, last, finish</p>	<p>Pattern, repeated, again, next, before, last, first, total, amount</p>	<p>Numeral, match, amount, total, number line, in front, behind, next to, under, on top</p>	<p>Weight, heavy, light, capacity, tall, short, bigger, smaller, middle, medium, heaviest, lightest, compare, same different</p>	<p>Counting, more, less, same, different, total, Shapes, 2d, 3d, flat, fat, faces, edges, corners, triangle, square, rectangle, circle, oval, sphere, cube, cuboid, , pyramid, triangular prism</p>	<p>Lots, more, less , same, similar, numbers to 10, combine, add together, real, fiction, arch</p>

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<b>What Makes Me Magical?</b> <i>White Rose – Getting to Know You &amp; Just Like Me!</i> Positional Language Time of Day and Routines Match and Sort Comparing Amounts Comparing Size, Mass & Capacity Exploring Pattern 1:1 correspondence Ordering numbers	<b>How do we Celebrate?</b> <i>White Rose – It's Me 1, 2, 3! &amp; Light and Dark</i> Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circle and triangles Positional Language Representing numbers to 5 One more and less Shapes with 4 sides Time	<b>What Makes Our World Wonderful?</b> <i>White Rose – Alive in 5! &amp; Growing 6, 7, 8</i> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass Compare Capacity 6, 7 & 8 Making Pairs Combining 2 groups Length & Height Time	<b>Where do Different Animals Live?</b> <i>White Rose – Building 9 and 10 &amp; Consolidation</i> 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shape Pattern	<b>What is a Traditional Tale?</b> <i>White Rose – On the Move &amp; Superhero to 20 and Beyond</i>	<b>What if there was a commotion in the ocean?</b> <i>White Rose – First, then, now &amp; Find my pattern</i>
Skills	<u>Positional Language</u> <ul style="list-style-type: none"> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> <u>Time of Day and Routines</u> <ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul> <u>Comparing Amounts</u> <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Count objects, actions and sounds.</li> <li>Begin to Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</li> </ul> <u>Comparing Size, Mass &amp; Capacity</u> <ul style="list-style-type: none"> <li>Compare length, weight and capacity, using</li> </ul>	<u>Representing 1, 2 &amp; 3</u> <ul style="list-style-type: none"> <li>Count objects, actions and signs</li> <li>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Use their own mark-making to represent numbers.</li> </ul> <u>Comparing 1, 2 &amp; 3</u> <ul style="list-style-type: none"> <li>Start to use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' when comparing numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul> <u>Composition of 1, 2 &amp; 3</u> <ul style="list-style-type: none"> <li>Explore different ways of making 1, 2 &amp; 3.</li> </ul>	<u>Introducing zero</u> <ul style="list-style-type: none"> <li>Apply understanding of 0. Recognise that 0 is 1 less than 1</li> </ul> <u>Comparing numbers to 5</u> <ul style="list-style-type: none"> <li>Recognise that a quantity can be more than, the same as, or fewer than another quantity.</li> </ul> <u>Composition of 4 &amp; 5</u> <ul style="list-style-type: none"> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</li> </ul> <u>Compare Mass</u> <ul style="list-style-type: none"> <li>Make direct comparisons by holding items to estimate which is heaviest.</li> <li>Begin using language heavy, heavier than, heaviest, light, lighter than, lightest</li> </ul> <u>Compare Capacity</u>	<u>9 &amp; 10</u> <ul style="list-style-type: none"> <li>Represent 9 &amp; 10 in different ways.</li> <li>Count to 10 forwards and backwards</li> <li>Arrange 9 or 10 items into small groups and subitise larger numbers with support.</li> <li>Use a 10 frame, fingers and bead string to subitise 9 and 10.</li> <li>Explore the composition of numbers to 10.</li> </ul> <u>Comparing numbers to 10</u> <ul style="list-style-type: none"> <li>Compare 2 quantities</li> <li>Order 3 or more quantities</li> </ul> <u>Bonds to 10</u> <ul style="list-style-type: none"> <li>Make numbers bonds to 10 using real objects in different contexts</li> </ul> <u>3-D shape</u> <ul style="list-style-type: none"> <li>Talk about which 3D shapes stack and which roll, and discuss why</li> <li>Construct with 3D shapes in different ways</li> </ul>	<u>Doubling</u> <ul style="list-style-type: none"> <li>Understand that double means 'twice as many'.</li> <li>Build numbers in pair-wise patterns.</li> <li>Be able to recognise doubles and non-doubles and explain why.</li> </ul> <u>Sharing and grouping</u> <ul style="list-style-type: none"> <li>Recognise when items are not shared fairly.</li> <li>Recognise and make equal groups.</li> <li>Notice when items are left over when they share or group.</li> </ul> <u>Even and Odd</u> <ul style="list-style-type: none"> <li>Understand that some quantities share equally into two groups, and some do not.</li> <li>Notice that some quantities will have one left over when grouping in pairs.</li> </ul> <u>Spatial Reasoning</u>	<u>Patterns &amp; Relationships</u> <ul style="list-style-type: none"> <li>Explore and investigate relationships between numbers and shapes.</li> <li>Copy and continue repeating patterns and symmetrical constructions.</li> </ul> <u>Spatial Reasoning</u> <ul style="list-style-type: none"> <li>Understand that maps show representations of places and discuss where things are in relation to each other.</li> <li>Create own maps where representations of places can be represented.</li> </ul>

	<p>comparative language 'than'.</p> <p><u>Exploring patterns</u></p> <ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> <li>Make patterns with varying rules (including AB, ABB and ABBC) and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Automatically recall number bonds for 1, 2 &amp; 3</li> </ul> <p><u>Circle and triangles</u></p> <ul style="list-style-type: none"> <li>Recognise circles and triangles in everyday items.</li> <li>Recognise these shapes in different orientations and in different formats.</li> </ul> <p><u>Positional Language</u></p> <ul style="list-style-type: none"> <li>Begin to use positional language to describe how items are positioned in relation to other items.</li> </ul> <p><u>Representing numbers to 5</u> <i>As with numbers 1, 2 &amp; 3, but extending to 4 &amp; 5.</i></p> <ul style="list-style-type: none"> <li>Subitise (recognise quantities without counting) up to 5</li> </ul> <p><u>One more and less</u></p> <ul style="list-style-type: none"> <li>Predict how many there will be if one more is added, or one is taken away.</li> <li>Look for patterns when exploring one more and one less.</li> </ul> <p><u>Shapes with 4 sides</u></p> <ul style="list-style-type: none"> <li>Recognise squares and rectangles in everyday items.</li> <li>Learn that squares and rectangles have 4 straight sides and 4 corners.</li> <li>Recognise squares and rectangles in different orientations.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise full, empty, half full, nearly full and nearly empty.</li> <li>Use language to describe the shape of containers</li> <li>Make direct comparisons by pouring from one container into another.</li> </ul> <p><u>6, 7 &amp; 8</u></p> <ul style="list-style-type: none"> <li>Represent 6, 7 &amp; 8 in different ways</li> <li>With support, arrange numbers into smaller groups and subitise to see how 6, 7 &amp; 8 can be made up of smaller numbers.</li> <li>Order and compare representations of numbers</li> </ul> <p><u>Making Pairs</u> Understand that a pair is 2 Arrange small quantities into pairs</p> <p><u>Combining 2 groups</u> Combine 2 groups to find out how many altogether using real objects in context</p> <p><u>Length &amp; Height</u></p> <ul style="list-style-type: none"> <li>Use language to describe length and height</li> <li>Make direct comparisons using mathematical vocabulary relating to length</li> <li>Use indirect comparisons (such as cubes) to measure items.</li> </ul> <p><u>Time</u></p> <ul style="list-style-type: none"> <li>Recognise regular events that happen frequently</li> <li>Use the vocabulary 'yesterday', 'today' and</li> </ul>	<ul style="list-style-type: none"> <li>Begin to name 3D shapes</li> <li>Begin to explore similarities and differences between 3D shapes.</li> </ul> <p><u>Pattern</u></p> <ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> <li>Recognise ABB, AAB, AABB, AABBB repeating patterns</li> <li>Verbally complete patterns</li> </ul>	<ul style="list-style-type: none"> <li>Understand that places and models can be replicated.</li> <li>Look at models in different positions.</li> <li>Use positional language to describe where objects are in relation to other objects.</li> </ul>	
--	--	---	---	---	---	--

		<p><u>Time</u></p> <ul style="list-style-type: none"> <li>▪ Order key events in daily routines.</li> <li>▪ Begin to measure time in simple ways e.g. counting the number of sleeps or using timers.</li> <li>▪ Begin to use language to describe when events happen.</li> </ul>	'tomorrow' to describe when events happen.			
Key vocabulary	<p>In front of, behind, in, on, under, besides, between</p> <p>First, then, before, earlier, later, next, last</p> <p>The same, equal, greater than, greatest, more less than, fewer, fewest, count</p> <p>Compare, big, little, small, large, tall, thin, short, full, empty, balance</p> <p>Pattern, repeat, copy,</p>	<p>Count, numbers, value, more than, less than, fewer, the same as, equal to</p> <p>Number bond, altogether, amount</p> <p>Circle, triangle, shape, square, rectangle, corners, sides, different, the same</p> <p>Over, through, around, where</p> <p>Order, night, morning, afternoon, before, after, today, tomorrow, calendar, first, next, after than, then, fastest, slowest, minutes</p>	<p>Zero, less than, more than, the same as, fewer, add, subtract</p> <p>Heavy, heavier, heaviest, light, lighter, lightest</p> <p>Full, empty, half full, nearly full, nearly empty, pour, compare</p> <p>Order, together, altogether</p> <p>Length, height, tall, taller, tallest, short, shorter, shortest, measure</p> <p>Yesterday, today, tomorrow</p>			

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Baseline	Place Value (within 10)				Addition and Subtraction (within 10)					Shape	Length + Height		Consolidation
Spring	Place Value (within 20)		Addition and Subtraction (within 20)			Position + Direction	Place Value (within 50)			Weight + Volume		Consolidation		
Summer	Multiplication + Division			Fractions		Place Value (within 100)		Money	Time		Consolidation			

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<b>Amazing Animals</b> Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	<b>In a Land of Chocolate</b> Number: Addition and Subtraction (within 10) Cont. Geometry: Shape (2D and 3D) Measurement: Length and Height	<b>Once Upon a Time</b> Number: Place Value (within 20) Number: Addition and Subtraction (with 20) Geometry: Position and Direction	<b>Nepal</b> Number: Place Value (within 50) Measurement: Weight and Volume	<b>Watch out! Dragons about!</b> Number: Multiplication and Division Number: Fractions Number: Place Value (within 100)	<b>Victorians</b> Number: Place Value (within 100) Measurement: Money Measurement: Time
Knowledge	Know numbers to 10 verbally and in written form Know 1 more and 1 less than a given number within 10 Know that counting begins with 0 Identify numbers in a variety of representations  Know number bonds to 10 Memorise addition and subtraction facts to 10 Realise the effect of adding or subtracting 0	Recognise mathematical symbols Know number bonds to 10 and derive related facts to 10. Memorise some addition and subtraction facts within 10. Realise the effect of adding or subtracting  Name 2D and 3D shapes	Know numbers to 20 verbally and in written form Know 1 more and 1 less than a given number within to 20 Know that counting begins with 0 Identify numbers in a variety of representations  Recognise mathematical symbols Memorise some addition and subtraction facts within 20 Realise the effect of adding or subtracting 0.	Know numbers to 50 verbally and in written form Know 1 more and 1 less than a given number within to 50 Know that counting begins with 0 Identify numbers in a variety of representations  Measure weight and volume in nonstandard units and begin to use standard units of measure.	Understand multiplication and division as sharing and grouping Know doubles and halves of numbers to 20 Know counting sequences for 2s, 5s and 10s. Identify $\frac{1}{2}$ and $\frac{1}{4}$ .	Know numbers to 100 verbally and in written form Know 1 more and 1 less than a given number to 100. Know that counting begins with 0. Identify numbers in a variety of representations.  Recognise the value of different denominations of coins and notes.

Skills	<p><u>Place Value (within 10)</u></p> <ul style="list-style-type: none"> <li>Read and write number from 0-10</li> <li>Identify and represent numbers using objects and pictorial representations</li> <li>Use the language of equal to, more than, less than, most and least</li> <li>Given a number, identify one more and one less</li> <li>Counting actions or objects to and beyond 10</li> <li>Use the language of 'more' and 'fewer'</li> <li>Finds one more or one less from a group of objects</li> </ul> <p><u>Addition and Subtraction (within 10)</u> <i>Introduction of the part whole model.</i></p> <ul style="list-style-type: none"> <li>Represent and use number bonds within 10</li> <li>Add one digit numbers up to 10</li> <li>Solve one step problems that involve addition using concrete and pictorial representations</li> <li>Using objects count on to add.</li> <li>Solve problems using objects</li> </ul>	<p><u>Addition and Subtraction (within 10) Cont.</u></p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>add and subtract one-digit numbers to 10, including zero</li> </ul> <p><u>Shape (2D and 3D)</u></p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <li>2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> </li> <li>Begin to use mathematical names for 'solid' 3D shapes.</li> <li>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul> <p><u>Measurement (Length and Height)</u> <i>Using non-standard measures to begin with, and then moving on to using standard to measure cm.</i></p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>measure and begin to record the following: lengths and heights</li> </ul>	<p><u>Place Value (within 20)</u></p> <ul style="list-style-type: none"> <li>count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 20 in numerals</li> </ul> <p>identify and represent numbers using objects and pictorial representations including the number line</p> <p><u>Addition and Subtraction (within 20)</u> <i>Introduction of a number line.</i></p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</li> </ul> <p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>	<p><u>Place Value (within 50)</u></p> <ul style="list-style-type: none"> <li>count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 50 in numerals</li> <li>given a number, identify one more and one less</li> </ul> <p>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</p> <p><u>Measurement (Weight)</u> <i>Using non-standard measures</i></p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>measure and begin to record the following: weight and mass</li> </ul> <p><u>Measurement ( Volume)</u></p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>measure and begin to record the following: capacity and volume</li> </ul>	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>Count in multiples of ten</li> <li>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.</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul> <p><u>Number and Place Value (within 100)</u></p> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals</li> </ul>	<p><u>Number and Place Value (within 100)</u></p> <ul style="list-style-type: none"> <li>given a number, identify one more and one less</li> <li>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</li> </ul> <p><u>Measurement (Money)</u></p> <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> </ul> <p><u>Measurement (Time)</u></p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]</li> <li>measure and begin to record the following: time (hours, minutes, seconds)</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>
--------	--	--	--	---	--	--

Key vocabulary	More, less, greater, fewer, equal, count, add, plus, altogether, equals, total	Add, more, take away, subtract, minus, less, equal to, shape, 2D, 3D, sides, corners, edges, faces, vertices, circle, square, rectangle, triangle, hexagon, pentagon, sphere, cone, cylinder, cuboid, cube	Add, more, take away, minus, subtract, less, digit, most, least	Multiples, Compare, measure, length, height, long, longer, longest, short, shorter, shortest, tall, taller, tallest, short, shorter, shortest, double, half, Weight, mass, heavy, light, heavier, lighter, heaviest, lightest Capacity, volume, full, empty	Multiple, multiply, divide, group, share, equal, array Fraction, whole, half, part, amount, quantity, quarter	Position, direction, whole, half, quarter, three-quarter, turn Count, more, less, equal to, fewer, most, least Measure, value, coin, pence, pound Time, quicker, slower, earlier, later, hour, minute, second, order, before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening Day, week, month, year Clock, analogue, digital, hands
----------------	--	--	---	--	--	---



Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Place Value		Addition + Subtraction			Shape			Time			Length + Height		Consolidation
Spring	Place Value		Addition + Subtraction		Money		Multiplication + Division					Consolidation		
Summer	Fractions			Mass, Capacity + Temperature			Statistics		Position + Direction		Consolidation			

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<b>Let's All Go on Safari</b> Number: Place Value Number: Addition and Subtraction Geometry: Shape	<b>Poles Apart!</b> Geometry: Shape Measurement: Time Measurement: Length and Height	<b>Tales with a Twist</b> Number: Place Value Number: Addition and Subtraction Measurement: Money	<b>All Aboard the Titanic</b> Number: Multiplication and Division	<b>To the Sky, Space and Beyond</b> Number: Fractions Measurement: Mass, Capacity and Temperature	<b>Inspirational Women</b> Statistics Geometry: Position and Direction
TAF Statements	<p>Read and write numbers in numerals to 100 up to 100. Partition a 2-digit number into 10s and 1s using structured resources Read scales in divisions of 1s, 2s, 5s and 10s. Partition any 2-digit number into different combinations of 10s and 1s using pictures or resources. Read scales where not all numbers on the scale are given and estimate points in between.</p> <p>Add + Subtract 2-digit numbers and 1s, 2-digit numbers and 10s without regrouping. Recall at least 4 of the 6 number bonds for 10 and reason associated facts Add and subtract any 2-digit numbers using an efficient strategy verbally, in pictures or with resources. Recall all number bonds to 10 and use to reason and calculate bonds to and within 20, recognising other additive relationships (addition and subtraction) Name some common 2D and 3D shapes from a group and describe some of their properties.</p>	<p>Name and describe properties of 2D and 3D shapes including numbers of sides, vertices, edges, faces and lines of symmetry. Describe similarities and differences of 2D and 3D shapes, using their properties.</p> <p>Read the time on a clock to the nearest 15 minutes. Read the time on a clock to the nearest 5 minutes.</p>	<p>Read and write numbers in numerals to 100 up to 100. Recall at least 4 of the 6 number bonds for 10 and reason associated facts Read scales in divisions of 1s, 2s, 5s and 10s. Partition any 2-digit number into different combinations of 10s and 1s using pictures or resources. Read scales where not all numbers on the scale are given and estimate points in between.</p> <p>Add and subtract any 2-digit numbers using an efficient strategy verbally, in pictures or with resources. Recall all number bonds to 10 and use to reason and calculate bonds to and within 20, recognising other additive relationships (addition and subtraction) Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (inc. money) Solve unfamiliar word problems that involve more than one step.</p> <p>Know the value of different coins. Use different coins to make the same amount.</p>	<p>Count in 2s, 5s and 10s from 0 and use this to solve problems Read scales in divisions of 1s, 2s, 5s and 10s. Recall multiplication and division facts for 2s, 5s and 10s and use to solve simple problems demonstrating an understanding of commutativity. Recall and use multiplication and division facts for 2, 5, 10 and make deductions outside of known multiplication facts. Solve unfamiliar word problems that involve more than one step.</p>	<p>Identify <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a number or shape and know all parts must be equal parts of a whole. Solve unfamiliar word problems that involve more than one step.</p>	

<b>Knowledge</b>	<p>Know the value of 10s and 1s in 2 digit numbers Read and write numbers to. Know a variety of ways to represent numbers. Know that numbers can be split into different parts.</p> <p>Know number bonds to 10 and related facts to 20 Know the mathematical symbols involved withy addition and subtraction Know that addition is commutative. Use knowledge of place value to help solve addition and subtraction problems.</p> <p>Know the names of 2D and 3D shapes Know the definition of edges, sides, vertices and symmetry</p>	<p>Know the names of 2D and 3D shapes Know the definition of edges, sides, vertices and symmetry</p> <p>Tell and write the time to quarter past, quarter to and 5 minute intervals.</p> <p>Recognise and use the language of standard units of measure Know the difference between centimetres and metres</p>	<p>Know the language and symbols used to compare numbers.</p> <p>Use knowledge of place value to help solve addition and subtraction problems Understand addition as the inverse of subtraction. Use knowledge of number bonds to add 3 single digit numbers.</p> <p>Recognise and know the value of different denominations of coins and notes. Recognise the symbols for pounds (£) and pence (p).</p>	<p>Know the symbols for multiplication and division. Understand that multiplication is commutative. Know times tables facts for 2s, 5s, 10s and begin to know some other times table facts.</p>	<p>Know the role of the numerator and denominator in fractions Know fractions equivalent to <math>\frac{1}{2}</math></p> <p>Know the language and units of measure for mass, volume, capacity and temperature.</p>	<p>Know the different representations of data; tally, block graph and pictograms.</p> <p>Know and use the language of quarter turns, left and right, clockwise and anti-clockwise</p>
------------------	--	---	--	---	--	---

Skills	<p><u>Number: Place Value</u></p> <ul style="list-style-type: none"> <li>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards.</li> <li>Recognise the place value of each digit in a two-digit number.</li> <li>Identify, represent and estimate numbers using different representations including no. line.</li> </ul> <p><u>Number: Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Solve missing number problems such as <math>7 = \_ - 9</math>.</li> <li>Solve problems with addition and subtraction (as specified).</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>Add and subtract numbers including: two-digit number &amp; ones; two-digit number &amp; tens; two two-digit numbers;</li> </ul> <p><u>Geometry: Shape</u></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line.</li> <li>Identify and describe the properties of 3D shapes including the number of edges, vertices and faces.</li> </ul>	<p><u>Geometry: Shape</u></p> <ul style="list-style-type: none"> <li>Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid).</li> </ul> <p>Compare and sort common 2D and 3D shapes and everyday objects.</p> <p><u>Measurement: Time</u></p> <ul style="list-style-type: none"> <li>Sequence events in chronological order using language (for example before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>Compare and sequence intervals of time.</li> <li>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.</li> </ul> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p><u>Measurement: Length and Height</u></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers,</li> </ul> <p>Compare and order lengths, and record the results using <math>&lt;</math> <math>&gt;</math> and <math>=</math>.</p>	<p><u>Number: Place Value</u></p> <ul style="list-style-type: none"> <li>Compare and order numbers from 0 up to 100, use <math>&lt;</math> <math>&gt;</math> and <math>=</math> signs.</li> <li>Read and write numbers to at least 100 in numerals and in words.</li> <li>Use place value and number facts to solve problems.</li> </ul> <p><u>Number: Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>Adding three one-digit numbers</li> <li>Show that addition can be done in any order &amp; subtraction cannot.</li> </ul> <p>Recognise the inverse relationship between <math>+</math> and <math>-</math> and use this to check calculations and solve missing number problems.</p> <p><u>Measurement: Money</u></p> <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>Find different combinations of coins that equal the same amount of money.</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul>	<p><u>Number: Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using <math>\times</math> <math>\div</math> <math>=</math>.</li> <li>Show that multiplication can be done in any order and division cannot.</li> <li>Solve problems involving multiplication and division &amp; multiplication and division facts, including problems in context.</li> </ul>	<p><u>Number: Fractions</u></p> <ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> </ul> <p>Write simple fractions, for example <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><u>Measurement: Mass, Capacity, Temperature</u></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for: Mass/weight (for example heavy/light, heavier than, lighter than)</li> <li>Capacity and volume (for example full/empty, more than, less than, half full, quarter full etc.)</li> <li>Measure and begin to record the following: Mass/weight, Capacity and volume</li> <li>Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (<math>^{\circ}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels).</li> <li>Compare and order lengths, mass, volume/capacity and record the results using <math>&lt;</math> <math>&gt;</math> and <math>=</math>.</li> </ul>	<p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> </ul> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> <li>Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>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 anticlockwise).</li> </ul>
--------	--	--	---	--	--	---

Key vocabulary	Count, forwards, backwards, digit, estimate, compare, order, greater than, less than, equal to Addition, subtraction, sum, more, take away Tens, ones, units Inverse	Pound, pence, money, amount, value, equal, coin, note, change, pictogram, tally, table, category, total, difference between	Multiply, times, groups of, divide, share, odd, even, equal Rectangle, square, triangle, circle, sides, corners, symmetry, vertical Cuboid, cube, pyramid, sphere, vertices, vertex, edges, faces, surface, properties	Fraction, third, quarter, three-quarters, quantity, equivalent Measure, time, sequence, minutes, quarter past, quarter to, hour, day	Estimate, measure, unit, length, height, direction, metre, centimetre, mass, kilogram, gram, weigh, temperature, Celsius, degrees, capacity, litres, millilitres, ruler, scale, thermometer, volume, greater than, less than, equal to	Pattern, sequence, position, direction, straight, rotation, turn, right angle, quarter, half, three-quarter, clockwise, anticlockwise Pictogram, tally, block diagram, data
----------------	---	---	--	---	--	--