

Strand	EYFS	Year 1	Year 2
Number and Place Value	<p>Recognises numerals 1 to 5.</p> <ul style="list-style-type: none"> Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <ul style="list-style-type: none"> Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Exceeding Children estimate a number of objects and check by counting up to 20.</p>	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or 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 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 read and write numbers from 1 to 20 in numerals and words. 	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems.
Vocabulary	First, second, third, number, zero, one, two, three... to twenty, zero, ten, twenty, none, how many? Count, count (up) to, count on (from, to), count back (from to), count in	Use the language of: equal to, more than, less than (fewer), most, least, one more and one less, ordering (for example, first, second, third...), counting and comparing numbers up to 100	No Nat Curriculum requirements - Tens, ones, hundreds, digit? Etc..

	<p>ones, twos, more less, many, few, odd, even, every other, how many times? Pattern, pair, greater, more larger, bigger, less, fewer, smaller, greatest, most, biggest, largest, least, fewest, smallest, one more, one less, compare, order, size, first, second, third, tenth, eleventh, twentieth, last, last but one, before, after, next, between, half-way between, above below.</p>		
<p>Addition and Subtraction</p>	<p>Finds the total number of items in two groups by counting all of them.</p> <ul style="list-style-type: none"> • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>	<ul style="list-style-type: none"> • Read write and interpret mathematical statements involving addition, subtraction and equals signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one – digit and two – digit numbers to 20, including zero • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems 	<ul style="list-style-type: none"> • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • 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 • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

	They solve problems, including doubling, halving and sharing.		
Vocabulary	Add, more, make, sum, total, altogether, score, double, one more, how many more...? How many more is...than..? how much more is...? Subtract, take (away), leave, how many are left/left over? How many have gone? One less, two less, how many fewer is...than...? How many less is...? Difference between, number bonds, half, halve, equals, sign, is the same as	Put together, add, altogether, total, take away, distance between, difference between, more than and less than.	Pupils extend their understanding of the language of addition and subtraction to include sum and difference, commutative, inverse
Multiplication and Division	<p>Early Learning Goal</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p> <p>Exceeding</p> <p>They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.</p>	<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"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Vocabulary	Number patterns, doubling, count, answer, number sentence, sign, operation, halves, equal, sharing, share equally, one each, two each, group, half of a length, quantity, shape, set of objects, two equal parts, whole, pattern, puzzle, count out, share out, left, left over same, number/s, different number/s	Multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.	Pupils use a variety of language to describe multiplication and division.

<p>Fractions</p>	<p>Early Learning Goal</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>	<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 write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
<p>Vocabulary</p>	<p>, halves, equal, sharing, share equally, one each, two each, group, half of a length, quantity, two equal parts, whole</p>	<p>Half, quarter, equal, part, whole</p>	<p>Recognise, find, name and write fractions $\frac{3}{4}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p>
<p>Measurement</p>	<ul style="list-style-type: none"> Orders two or three items by length or height. Orders two items by weight or capacity. <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <ul style="list-style-type: none"> Measures short periods of time in simple ways. <p>Early Learning Goal</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns. They explore characteristics of everyday</p>	<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> 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] <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] and recognise and use language relating to dates, including days of the week, weeks, months and years. 	<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 ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = 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 compare and sequence intervals of time 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.

	objects and shapes and use mathematical language to describe them.	<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. 	
Vocabulary	<p>Measure, size, compare, guess, estimate, enough, too much, too little, too many, too few, length, width, height, depth, long, short, tall, high, low, wide, narrow deep, shallow, thick, thin, longer, shorter, taller, higher, longest, shortest, tallest, highest, heavier, lighter, heaviest, lightest, balance, scales, weight, full, half full, empty, holds, containers, money, coin, total, buy, month, day, days of the week, year, morning, afternoon, evening, night, midnight, today, yesterday, tomorrow, before, after, next, last, now, soon, early, late</p>	<p>Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past, mass and weight, volume and capacity, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening, use language relating to dates, including days of the week, weeks, months and years</p>	<p>They become fluent in telling the time on analogue clocks and recording it. They read and say amounts of money confidently</p>
Shape	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. <p>Early Learning Goal</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns. They explore characteristics of everyday</p>	<p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, 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 surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2- D and 3-D shapes and everyday objects.

	<p>objects and shapes and use mathematical language to describe them.</p> <p>Exceeding</p> <p>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>		
Vocabulary	<p>Shape, pattern, flat, curved straight, round, hollow, solid, corner, point, pointed, face, side, edge, end, sort, make, build, draw, 2d shapes, 3d shapes, cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, rectangle, patterns, size, bigger, larger, smaller, repeating pattern, match, differences, the same as...</p>	<p>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].</p>	<p>Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces. Pupils read and write names for shapes that are appropriate for their word reading and spelling.</p>
Position and Direction	<ul style="list-style-type: none"> • Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>. 	<ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	<ul style="list-style-type: none"> • order and arrange combinations of mathematical objects in patterns and sequences • 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).
Vocabulary	<p>Behind, next to, on top, below, ahead, above, in front, underneath etc...</p>	<p>Describe position, direction and movement, including whole, half, quarter and three quarter turns. direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside</p>	<p>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). Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to</p>

			do so, and programming robots using instructions given in right angles).
Statistics			<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.
Vocabulary			Pictograms, tally charts, block diagrams and simple tables, organise, compare