

RECEPTION

Half term		EYFS requirements Key Learning Points
Autumn 1	Pattern (1 week)	<ul style="list-style-type: none"> • recognise, create and describe patterns • order objects by size • compare the weight of objects • compare the length of objects • recognise, create and describe patterns
	Same and different (1 week)	<ul style="list-style-type: none"> • estimate a number of objects and check by counting • estimate and check by counting 1 or 2 objects reliably • recognise if a number of objects is the same or different (working with numbers 1 and 2) • count one or two reliably using abstract materials • describe and create patterns that are the same and different • recognise the numerals 1 and 2
	Numbers within 5 (3 weeks)	<ul style="list-style-type: none"> • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 5 • place numbers 1-5 in order • say which number from 1-5 is one more or one less than a given number • recognise the numerals 1-5 • understand the conservation of number
Autumn 2	Measure (1 week)	<ul style="list-style-type: none"> • use everyday language to talk about size, weight, capacity • estimate, measure, weigh and compare and order objects • compare objects and quantities • solve size problems (i.e. length) • solve weight and capacity problems
	Numbers within 8 (3 weeks)	<ul style="list-style-type: none"> • say which number is one more or one less than a given number • count reliably with numbers from 1 to 8 • place numbers 1-8 in order • say which number from 1-8 is one more or one less than a given number • recognise the numerals 1-8 • understand zero • understand the conservation of number
	Numbers within 10 (1 week)	<ul style="list-style-type: none"> • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 10 • place numbers 0-10 in order • say which number from 1-10 is one more or one less than a given number • recognise the numerals 0-10 • use ordinal numbers: 1st, 2nd...last • understand the conservation of number

Spring 1	Shape and calendar (1 week)	<ul style="list-style-type: none"> • explore characteristics of everyday objects and shapes and use mathematical language to describe them • explore characteristics of everyday objects and shapes • use mathematical language associated with shape • use everyday language to talk about time (days and months) • use ordinal numbers: 1st, 2nd...last
	Numbers within 15 (2 weeks)	<ul style="list-style-type: none"> • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 0 to 15 • place numbers from 0-15 in order • say which number is one more or one less than a given number within 15 • estimate a number of objects and check by counting • considering equal and unequal groups
	Numbers within 20 (2 weeks)	<ul style="list-style-type: none"> • count reliably with numbers from one to 20 • say which number is one more or one less than a given number • count reliably with numbers from 0 to 20 • place numbers from 0-20 in order • say which number is one more or one less than a given number within 20 • estimate a number of objects and check by counting • considering equal and unequal groups
Spring 2	Position and Time (1 week)	<ul style="list-style-type: none"> • use everyday language to talk about time • use mathematical language to describe size and position • use everyday language to talk about time
	Addition and Subtraction (1) (3 weeks)	<ul style="list-style-type: none"> • add and subtract two single-digit numbers and count on or back to find the answer • estimate a number of objects and check by counting up to 20 • use quantities and objects, count on or back to add and subtract • estimate a number of objects and check by counting • subitise within 5 • represent and use number bonds within 5
	Numbers within 50 (1 week)	<ul style="list-style-type: none"> • say which number is one more or one less than a given number • count reliably to 50 • explore counting on and back from any number within 50 • place numbers from 0-50 in order • say which number is one more or one less than a given number • estimate a number of objects and check by counting

Summer 1	Shape (1 week)	<ul style="list-style-type: none"> • talk about properties • classify and sort shapes • recognise, create and describe patterns with shapes
	Grouping and sharing (3 weeks)	<ul style="list-style-type: none"> • solve problems, including doubling, halving and sharing • solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups • solve problems, including doubling, halving and sharing • solve practical problems that involve grouping and sharing • explore counting on in steps of 2 from zero
	Numbers within 100 (1 week)	<ul style="list-style-type: none"> • say which number is one more or one less than a given number • estimate a number of objects and check by counting • solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups • count reliably to 100 • explore counting on and back from any number within 50 • place numbers from 0-100 in order • say which number is one more or one less than a given number • solve problems, including grouping and sharing • estimate a number of objects and check by counting • explore counting on in steps of 5 and 10 from zero
Summer 2	Measure (1 week)	<ul style="list-style-type: none"> • use everyday language to talk about size, weight, capacity • estimate, measure, weigh and compare and order objects • compare objects and quantities • solve size problems (i.e. length) • solve weight and capacity problems • explore measuring objects using non-standard units
	Money (1 week)	<ul style="list-style-type: none"> • compare quantities and objects to solve problems • use everyday language to talk about money • compare the value of coins • use quantities and objects, count on or back to add and subtract
	Addition and Subtraction (2) (3 weeks)	<ul style="list-style-type: none"> • add and subtract two single-digit numbers and count on or back to find the answer • compare quantities and objects to solve problems • solve problems, including doubling, halving and sharing • say which number is one more or one less than a given number • use quantities and objects, add and subtract two single-digit numbers

YEAR 1

Half term		National Curriculum requirements
Autumn 1	Numbers to 10 (3 weeks)	<ul style="list-style-type: none"> count to ten, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 10 in numerals and words 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 given a number, identify one more and one less count in multiples of twos
	Addition and subtraction within 10 (3 weeks)	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts [within 10] add and subtract one-digit ... numbers [to 10], including zero read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
Autumn 2	Shapes and patterns (2 weeks)	<ul style="list-style-type: none"> 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] describe position, direction and movement, including whole, half, quarter and three-quarter turns
	Numbers to 20 (1 week)	<ul style="list-style-type: none"> count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers from 1 to 20 in numerals and words 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 count in multiples of twos and fives
	Addition and subtraction within 20 (2 weeks)	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Spring 1	Exploring calculation strategies within 20 (2 weeks)	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	Time (1 week)	<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 compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
	Numbers to 40 (2 weeks)	<ul style="list-style-type: none"> count to forty, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers from 1 to 40 in numerals and words 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 given a number, identify one more and one less recognise the place value of each digit in a two-digit number (tens, ones) (Y2)

Spring 2	Adding and subtracting within 40 (2 weeks)	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 40, including zero add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2) read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	Length, weight and volume (3 weeks)	<ul style="list-style-type: none"> 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] measure and begin to record the following: lengths and heights; mass/weight; capacity and volume
Summer 1	Numbers to 100 (3 weeks)	<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 from 1 to 20 in numerals and words 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 recognise the place value of each digit in a two-digit number (tens, ones) (Y2) identify, represent and estimate numbers to 100 using different representations (Y2) given a number, identify one more and one less read and write numbers to at least 100 in numerals and in words
	Adding and subtracting within 100 (3 weeks)	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 100, including zero add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2) read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Summer 2	Money (2 weeks)	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	Multiplication and division (2 weeks)	<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 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

YEAR 2

Half term		National Curriculum requirements
Autumn 1	Number within 1000 (3 weeks)	<ul style="list-style-type: none"> • use place value and number facts to solve problems • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers to 100 using different representations, including the number line • compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs • identify, represent and estimate numbers to 1000 using different representations (Y3) • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3) • compare and order numbers up to 1000 (Y3) • read and write numbers to at least 100 in numerals and in words • read and write numbers up to 1000 in numerals and in words (Y3) • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3)
	Add and subtract 2-digit and 3-digit numbers (4 weeks)	<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 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers • add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds (Y3) • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction (Y3)
Autumn 2	Addition and subtraction word problems (2 weeks)	<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 • 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 • estimate the answer to a calculation and use inverse operations to check answers (Y3)
	Multiplication and division (1 week)	<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 • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
	Multiplication tables of 2, 5 and 10 (2 weeks)	<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 • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Spring 1	Exploring calculation strategies (2 weeks)	<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 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds (Y3) 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 estimate the answer to a calculation and use inverse operations to check answers (Y3)
	Money (2 weeks)	<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
	Measuring length (2 weeks)	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales compare and order length and record the results using $>$, $<$ and $=$
Spring 2	Measuring mass (1 week)	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order mass and record the results using $>$, $<$ and $=$
	Fractions (2 weeks)	<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 recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
	Time (2 weeks)	<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 compare and sequence intervals of time

Summer 1	Measuring capacity and volume (2 weeks)	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using scales, thermometers and measuring vessels compare and order volume and capacity and record the results using $>$, $<$ and $=$
	Multiplication and division 3x and 4x (3 weeks)	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3 and 4 multiplication tables (Y3) calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Summer 2	Faces, shapes and patterns; lines and turns (3 weeks)	<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 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 anticlockwise)
	Graphs (2 weeks)	<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