# Maths Progression Map

# "Maths teaches us that there is every reason to believe that every problem has a solution." Unknown



# Maths Curriculum Map







#### Objective Subitising

#### Enquiries

Can you see how many there are without counting?



#### Substantive Knowledge (Content)

- Perceptually subitise within 5
- Conceptually subitise within 5
- Represent within 5 on fingers without counting •
- Subitise objects, sounds and actions •
- Explore patterns within 5 including structured and random • arrangements
- Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part
- Experience patterns which show a small group and '1 more'
- Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'
- Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10

#### **Assessment Points**

- Can they subitise to 5?
- Can they subitise in a range of contexts (objects, sounds actions)?

#### **EYFS coverage**

Subitise (recognise quantities without counting) up to 5 Number ELG 

#### **Future Learning**

#### Y1

Children will be using subitising when using addition up to 20

#### Y2

Children will be using subitising when working with multiples of ten

#### Objective

Cardinality, Ordinality and Counting

#### Enquiries

How many are there?



#### Substantive Knowledge (Content)

- The last number spoken gives the number in the entire set
- 1:1 correspondence, including by coordinating movement and counting
- Anything can be counted, including actions and sounds
- Key strategies which support accurate counting. •
- Recognise numerals, relating these to quantities they can subitise and • count
- Verbally count to 20 and beyond, including counting from different starting numbers
- Order numbers, linking cardinal and ordinal representations of number.

#### **Assessment Points**

- Can they count 10 objects?
- Can they verbally count to 20?
- Can they verbally count beyond 20? •

#### **EYFS coverage**

• Verbally count beyond 20, recognising the pattern of the counting system Numerical Patterns ELG

#### **Future Learning**

#### **Y1**

Children will be counting up to 100

#### **Y2**

Children will be using counting on and back from any number within 100

#### Objective Composition

#### Enquiries How can we make this number?

#### Substantive Knowledge (Content)

- •
- •
- •

- •
- •

#### **Assessment Points**

#### **EYFS** coverage

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Number ELG

#### **Future Learning**

**Y1** 

## Y2 numbers up to 100



- All numbers can be made of 1s
- The concept of 'wholes' and 'parts'
- The composition of numbers within 5
- Numbers within 10 can be composed of '5 and a bit'.
- Odd and even numbers (looking at the 'shape' of these numbers)
- Link between even numbers and doubles
- The composition of numbers within 5
- The composition of 10

#### Can they find different ways to make numbers to 10?

• Have a deep understanding of number to 10, including the composition of each number Number ELG

Children will be using partitioning to make numbers to 100

Children will be using partitioning to show different ways of making

#### Maths – EYFS

**Objective** Comparison

**Enquiries** Who has more?



#### Substantive Knowledge (Content)

- Sets can be compared according to a range of attributes, including by their numerosity
- When every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
- Unequal sets can be made equal by adding or subtracting

#### **Assessment Points**

• Can they compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity?

#### EYFS coverage

• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity *Numerical Patterns ELG* 

**Future Learning** 

**Y1** 

Children will be comparing numbers using the language of more/greater than and fewer/less than

Y2

Children will compare values and amounts using >, < and = symbols

To develop spatial reasoning skills with regard to shape.

#### Enquiry

Which shape does Numberblock 3 like best?



#### Substantive Knowledge (Content)

- Names of selected 2d and 3d shapes
- Selected features of 2d and d shapes
- Shapes can be combined, constructed and deconstructed
- Shapes can be tessellated and used to construct models

#### **Future Learning**

#### **Y1**

Children will develop their place value knowledge when working with numbers up to 20.

#### Y2

Children will be working with numbers up to 100.

Skills	
Recognising	Name and point out who or what something is
Identifying	Distinguish something or someone from others
	that may be similar
Matching	Finding things that are the same
Comparing	Find similarities and differences
Describing	Explaining what can be seen
Choosing	Deciding which shape to use for a purpose
Reasoning	Explaining and putting ideas and thoughts into words
Concepts	
Application	To apply what you have learned in a different context
Geometry	The sizes, shapes, positions angles, and dimensions of things
Reasoning and problem solving	To explain and use strategies to solve problems
Shape	The boundary of an object and can be differentiated based on properties
shape	The outline of something
shape	The outline of something
straight	A line that goes in one direction without curving
curved	A line that is not straight; a face that is not flat
flat	Level and smooth
circle	A 2D shape with one, curved, side
semi-circle	A 2D shape with 2 sides
triangle	A 2D shape with 3 sides and corners
square	A 2D shape with 4 equal sides
oblong	A 2D shape with 4 sides, 2 longer, 2 shorter
pentagon	A 2D shape with 5 sides and corners
nexagon	A 2D shape with 6 sides and corners
octagon	
	A 2D shape with 8 sides and corners
spnere	A 2D shape with 8 sides and corners A 3D shape with one curved face
sphere cone	A 2D shape with 8 sides and corners A 3D shape with one curved face A 3D shape with one flat and one curved face
cone cylinder	A 2D shape with 8 sides and corners A 3D shape with one curved face A 3D shape with one flat and one curved face A 3D shape with two flat and one curved face
sphere cone cylinder pyramid	<ul> <li>A 2D shape with 8 sides and corners</li> <li>A 3D shape with one curved face</li> <li>A 3D shape with one flat and one curved face</li> <li>A 3D shape with two flat and one curved face</li> <li>A 3D shape which has several triangular faces</li> </ul>
cone cylinder pyramid cube	<ul> <li>A 2D shape with 8 sides and corners</li> <li>A 3D shape with one curved face</li> <li>A 3D shape with one flat and one curved face</li> <li>A 3D shape with two flat and one curved face</li> <li>A 3D shape with has several triangular faces</li> <li>A 3D shape with 6 square faces</li> </ul>
sphere cone cylinder pyramid cube cuboid	<ul> <li>A 2D shape with 8 sides and corners</li> <li>A 3D shape with one curved face</li> <li>A 3D shape with one flat and one curved face</li> <li>A 3D shape with two flat and one curved face</li> <li>A 3D shape with thas several triangular faces</li> <li>A 3D shape with 6 square faces</li> <li>A 3D shape with 2 square faces and 4 oblong faces</li> </ul>
sphere cone cylinder pyramid cube cuboid side	<ul> <li>A 2D shape with 8 sides and corners</li> <li>A 3D shape with one curved face</li> <li>A 3D shape with one flat and one curved face</li> <li>A 3D shape with two flat and one curved face</li> <li>A 3D shape with the flat and one curved face</li> <li>A 3D shape with the flat and one curved face</li> <li>A 3D shape with 6 square faces</li> <li>A 3D shape with 2 square faces and 4 oblong faces</li> <li>Each line around a shape</li> </ul>
sphere cone cylinder pyramid cube cuboid side corner	<ul> <li>A 2D shape with 8 sides and corners</li> <li>A 3D shape with one curved face</li> <li>A 3D shape with one flat and one curved face</li> <li>A 3D shape with two flat and one curved face</li> <li>A 3D shape which has several triangular faces</li> <li>A 3D shape with 6 square faces</li> <li>A 3D shape with 2 square faces and 4 oblong faces</li> <li>Each line around a shape</li> <li>Where 2 sides meet</li> </ul>
sphere cone cylinder pyramid cube cuboid side corner face	<ul> <li>A 2D shape with 8 sides and corners</li> <li>A 3D shape with one curved face</li> <li>A 3D shape with one flat and one curved face</li> <li>A 3D shape with two flat and one curved face</li> <li>A 3D shape with the flat and one curved face</li> <li>A 3D shape with the flat and one curved face</li> <li>A 3D shape with 6 square faces</li> <li>A 3D shape with 2 square faces and 4 oblong faces</li> <li>Each line around a shape</li> <li>Where 2 sides meet</li> <li>A surface of a 3D shape</li> </ul>
sphere cone cylinder pyramid cube cuboid side corner face edge	<ul> <li>A 2D shape with 8 sides and corners</li> <li>A 3D shape with one curved face</li> <li>A 3D shape with one flat and one curved face</li> <li>A 3D shape with two flat and one curved face</li> <li>A 3D shape with the flat and one curved face</li> <li>A 3D shape with the flat and one curved face</li> <li>A 3D shape with 6 square faces</li> <li>A 3D shape with 6 square faces and 4 oblong faces</li> <li>Each line around a shape</li> <li>Where 2 sides meet</li> <li>A surface of a 3D shape</li> <li>Where 2 faces meet</li> </ul>
sphere cone cylinder pyramid cube cuboid side corner face edge Vertex / vertices	<ul> <li>A 2D shape with 8 sides and corners</li> <li>A 3D shape with one curved face</li> <li>A 3D shape with one flat and one curved face</li> <li>A 3D shape with two flat and one curved face</li> <li>A 3D shape with the flat and one curved face</li> <li>A 3D shape with the flat and one curved face</li> <li>A 3D shape with 6 square faces</li> <li>A 3D shape with 6 square faces and 4 oblong faces</li> <li>Each line around a shape</li> <li>Where 2 sides meet</li> <li>A surface of a 3D shape</li> <li>Where 2 faces meet</li> <li>Where three or more edges meet, like a 3D</li> </ul>

#### Assessment points

- **Recognise** 2D and 3D shapes • Identify 2D and 3D shapes • Match 2D and 3D shapes • **Compare** 2D and 3D shapes • **Describe** 2D and 3D shapes • Choose 2D and 3D shapes for a purpose or an idea • **Reason** about 2D and 3D shapes

#### EYFS Coverage

## SEN/D minimum expectations

- **Recognise** 2D and 3D shapes
- Identify 2D and 3D shapes
- Match 2D and 3D shapes
- ٠

3D shapes



• ... it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. *Educational* Programme for Mathematics, Statutory Framework

**Explore** the properties of 2D and 3D shapes in their play

High prior attainment and extension opportunities Children to become more fluent with the names of the non-basic 2D and



#### Substantive Knowledge (Content)

- There are lots of more specific words to use instead of 'big' and 'small'.
- Which vocabulary to use for length, height, weight and capacity
- When to talk about length, height, weight or capacity
- How to compare lengths, height, weights and capacities

#### **Future Learning**

#### **Y1**

Children will begin to compare things using measuring vocabulary

#### Y2

Children will be learning how to measure and record measuring

JKIIIS	
Comparing	Find similarities and differences
Reasoning	Explaining and putting ideas and thoughts into words
Choose	Decide which language / measure to use
Concepts	
Measurement	The process of comparison of an unknown quantity with a known or standard quantity
Reasoning and problem solving	To explain and use strategies to solve problems
Application	To apply what you have learned in a different context
Key vocabulary	
big	large in size
small	Little in size
length	The measurement of something from end to end
height	The measurement of something from top to bottom
weight	The amount that something weighs
long, longer, longest,	Comparative vocabulary relating to length
tall, taller, tallest,	Comparative vocabulary relating to height
short, shorter, shortest	Comparative vocabulary relating to length or height
heavy, heavier, heaviest	Comparative vocabulary relating to weight
light, lighter, lightest	Comparative vocabulary relating to weight
full	Containing as much as possible
half-full	Containing half as much as possible
empty	Not containing anything
overflowing	More than full
equal	The same in amount or size
long	Measuring from end to end
short	Measuring from end to end

How long or short something is

How tall or short something is

length

height

## Assessment points

#### EYFS Coverage

#### SEN/D minimum expectations



• **Compare** the length, height, weight and capacity of objects • Use vocabulary related to length, height, weight and capacity • **Choose** whether to use language of length, height, weight or capacity

• ... it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. *Educational* Programme for Mathematics, Statutory Framework

• **Compare** the length, height, weight and capacity of objects

High prior attainment and extension opportunities Begin to use non-standard and standard units of measurement, as well as direct comparison, to measure objects.

To use language to describe position and direction

#### Enquiry

How do we get across the obstacle course?



#### Substantive Knowledge (Content)

- Key vocabulary related to position
- Key vocabulary related to direction

#### **Future Learning**

#### **Y1**

Children will describe position and direction including whole, half and quarter turns

### Y2

Children will be ordering and arranging objects in patterns and sequences

Skills	
Recognising	Name and point out where something is
Identifying	Distinguish a position from others that may be similar
Matching	Finding things that are the same
Describing	Explaining what can be seen
Comparing	Find similarities and differences
Reasoning	Explaining and putting ideas and thoughts into words
Concepts	
Position and direction	Describe place and movement of something using prepositions and directional language
Reasoning and problem solving	To explain and use strategies to solve problems
Application	To apply what you have learned in a different context
Key vocabulary	
on	In a position above something else and touching it
underneath	below
next to	Beside something
between	In or into the space that separates two objects
behind	At the back of
in front of	At the part of the object that is facing forwards
forwards	Move in the direction that is in front of you
backwards	Move in the direction that is the opposite of the
along	Moving forwards
over	Across from one side to the other especially by
0461	going up then down
under	Across from one side to the other by going down

then up

through

From one end to the other, inside something

## Assessment points

- **Recognise** the position or travelling direction of an object or person Identify the position or travelling direction of an object or person • Use vocabulary related to position and direction
- •
- direction

#### EYFS Coverage

## SEN/D minimum expectations

- •
- •

High prior attainment and extension opportunities Use vocabulary 'left' and 'right' to describe position and direction.



Match objects that are in the same position or travelling in the same

**Compare** the position or travelling direction of an object or person

• ... it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. *Educational* Programme for Mathematics, Statutory Framework

**Recognise** the position or travelling direction of an object or person Identify the position or travelling direction of an object or person • Understand vocabulary related to position and direction

To understand and use place value within 10

#### Enquiry

What do you know about the number 10?



#### Substantive Knowledge (Content)

- Sorting and counting objects up to 10
- Counting forwards and backwards within 10
- Reading numbers to 10 •
- Write numbers to 10 •
- Count one more and less than a number within 10 •
- Compare groups and numbers
- Ordering numbers to 10 •
- Using a numberline up to 10

#### **Prior Learning**

#### EYFS

Children have developed a deep understanding of numbers to 10, including the composition of each number (Number ELG) Children have compared quantities up to 10 in different contexts and explored and represented patterns within numbers to 10 (Numerical patterns ELG)

#### **Future Learning**

#### **Y1**

Children will develop their place value knowledge when working with numbers up to 20.

#### Y2

Children will be working with numbers up to 100.

Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 10
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 10
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 10
Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different context
Fluency	Rapid recall of facts
Number and place value	How numbers are made and relate to each other
	other
Reasoning and problem solving	To explain and use strategies to solve problems
Reasoning and problem solving Key vocabulary number	To explain and use strategies to solve problems A quantity or amount
Reasoning and problem solving Key vocabulary number place value	A quantity or amount       The value of a digit
Reasoning and problem solving Key vocabulary number place value count	To explain and use strategies to solve problems         A quantity or amount         The value of a digit         A method for finding out the total
Reasoning and problem solving Key vocabulary number place value count order	A quantity or amount         The value of a digit         A method for finding out the total         The arrangement of things
Reasoning and problem solving Key vocabulary number place value count order compare	To explain and use strategies to solve problems         A quantity or amount         The value of a digit         A method for finding out the total         The arrangement of things         The similarities and differences between things
Reasoning and problem solving Key vocabulary number place value count order compare fewer	To explain and use strategies to solve problems         A quantity or amount         The value of a digit         A method for finding out the total         The arrangement of things         The similarities and differences between things         A smaller number of something
Reasoning and problem solving Key vocabulary number place value count order compare fewer greater	To explain and use strategies to solve problems         To explain and use strategies to solve problems         A quantity or amount         The value of a digit         A method for finding out the total         The arrangement of things         The similarities and differences between things         A smaller number of something         A larger number than somethings
Reasoning and problem solving Key vocabulary number place value count order compare fewer greater less	A quantity or amount         The value of a digit         A method for finding out the total         The arrangement of things         The similarities and differences between things         A smaller number of something         A larger number than somethings
Reasoning and problem solving Key vocabulary number place value count order compare fewer greater less more	To explain and use strategies to solve problems         To explain and use strategies to solve problems         A quantity or amount         The value of a digit         A method for finding out the total         The arrangement of things         The similarities and differences between things         A smaller number of something         A larger number than somethings         A smaller number of something         A larger number of something
Reasoning and problem solving Key vocabulary number place value count order compare fewer greater less more numberline	A quantity or amount         The value of a digit         A method for finding out the total         The arrangement of things         The similarities and differences between things         A smaller number of something         A larger number than somethings         A smaller number of something         A larger number than something         A larger number of somethings         A tool used to count
Reasoning and problem solving Key vocabulary number place value count order compare fewer greater less more numberline represent	To explain and use strategies to solve problems         To explain and use strategies to solve problems         A quantity or amount         The value of a digit         A method for finding out the total         The arrangement of things         The similarities and differences between things         A smaller number of something         A larger number than somethings         A larger number of somethings         A lool used to count         A way of showing what something is

#### Assessment points

- Read numbers up to 10
  - Write numbers up to 10
  - Subitise up to 10 objects
  - Match numerals with a group of objects
  - **Compare** groups of objects and/or numerals **Represent** a group as a numeral and a numeral as a group •
  - **Use** a numberline to find one more/less than a number

## National Curriculum Coverage

- 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

### **Target Tracker statements**

- 1, or from any given number
- Count and read numbers to 100 in numerals

## SEN/D minimum expectations

a group of objects.



- **Count** forwards and backwards within 10

- 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
- Count to and across 100, forwards and backwards, beginning with 0 or
- Count and write numbers to 100 in numerals
- Identify one more and one less of a given number
- Children can count up to 10. With support, children can match numerals to

High prior attainment and extension opportunities Children to write numbers to 10 in words.

To add and subtract numbers within 10

#### Enquiry

Why do ten-pin bowlers need to be able to add and subtract?



#### Substantive Knowledge (Content)

- What the words add and take away mean
- What the symbols + and represent
- How to add two numbers up to 10
- How to subtract two numbers within 10 •
- Which pairs of numbers make 10 (number bonds) •
- How to write addition number sentences
- How to write subtraction number sentences •

#### **Prior Learning**

#### EYFS

Children have explored composition and decomposition of numbers to 10. Children have explored various models to support this, including part, part, whole and tens frames.

**Y1** 

Children have been using place value within 10.

**Future Learning** 

#### **Y1**

Children will be adding and subtracting numbers within 20.

Y2

Children will be adding and subtracting ones from a 2-digit number.

SKIIIS	
Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100
Adding	Finding the sum of two or more values
Subtracting	Finding the difference between values
Addition and subtraction	Finding the sum or difference between numbers
Addition and	Finding the sum or difference between
Application	To apply what you have learned in a different
	context
Fluency	Rapid recall of facts
Number and place value	How numbers are made and relate to each other
Reasoning and problem solving	To explain and use strategies to solve problems
Key vocabulary	
add	A way to join things together
more	A larger number of somethings
subtract	Taking one number away from another
take away	Taking one number away from another
less	A smaller number than something
compare	The similarities and differences between things

A method for finding out the total A smaller number of something

A larger number than somethings

A way of showing what something is

A tool used to count

Arranging things

The arrangement of things

count

fewer

order

sort

greater

numberline

represent

## **Assessment points**

- Recognise the
- Read number s
- Represent num
- Write number
- Represent num •
- Recall at least Solve addition •
- **Demonstrate** a

#### National Curriculur

- Read, write and (+), subtraction
- Represent and 20
  - Add and subtra
- Solve one-step concrete object problems

#### **Target Tracker statements**

- and equals (=) signs
  - Demonstrate an understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5)
- Demonstrate an understanding of inverse relationships involving • addition and subtraction (e.g. if 3 + 2 = 5, then 5 - 2 = 3)

## SEN/D minimum expectations

#### High prior attainment and extension opportunities Children to demonstrate number bonds up to 10 in different ways.



symbols for addition, subtraction and equals
entences involving addition and subtraction
nber sentences using concrete and pictorial methods
addition and subtraction number sentences within 10
ber bonds to 10
four of the number bonds to 10
and subtraction problems within 10
in understanding of commutative law
m Coverage
m Coverage d interpret mathematical statements involving addition
m Coverage d interpret mathematical statements involving addition n (–) and equals (=) signs
m Coverage d interpret mathematical statements involving addition n (–) and equals (=) signs use number bonds and related subtraction facts within
m Coverage d interpret mathematical statements involving addition n (–) and equals (=) signs use number bonds and related subtraction facts within
m Coverage d interpret mathematical statements involving addition n (–) and equals (=) signs use number bonds and related subtraction facts within act one-digit and two-digit numbers to 20, including zero
m Coverage d interpret mathematical statements involving addition n (–) and equals (=) signs use number bonds and related subtraction facts within act one-digit and two-digit numbers to 20, including zero problems that involve addition and subtraction, using

- Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Write mathematical statements involving addition (+), subtraction (-)
  - Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 - 6 = 4)

Children can read number sentences up to 10. With support, children can solve one-step addition and subtraction problems within 10.





- What the names of some common 2D shapes are
- What the names of some common 3D shapes are
- What the similarities and differences between shapes are

#### **Prior Learning**

#### EYFS

Children have explored 2d and 3d shapes in their play, especially through art and construction. They have used 2d and 3d shapes to make mathematical and artistic patterns. They have worked with, and used the names of the following shapes: circle, semi-circle, triangle, square, oblong, pentagon, hexagon, octagon, sphere, cone, pyramid, cube, cuboid. We have used the shape vocabulary side, corner, edge, face, vertices / vertex.

#### **Future Learning**

#### Y1

Children will be using mathematical vocabulary when working with money to help distinguish coins/notes

#### Y2

Children will be learning about the properties of 2D/3D shapes.

Skills	
Comparing	Find similarities and differences
Identifying	Distinguish something or someone from others
	that may be similar
Matching	Finding things that are the same
Recognising	Name and point out who or what something is
Concepts	
Application	To apply what you have learned in a different context
Fluency	Rapid recall of facts
Geometry	The sizes, shapes, positions angles, and
	dimensions of things
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	
Shape	The boundary of an object and can be
	differentiated based on properties

#### Key vocabulary

The outline of something
A shape that has length and width
A shape that had length, width and height
A line that goes in one direction
A line that is not straight
A 2D shape
A 3D shape
Where two sides meet
A 3D shape
A 3D shape
A 3D shape
Where two faces meet, like a 3D version of a
side
A surface of a 3D shape
A 2D shape
Each line around a shape
A 3D shape
A 2D shape
A 2D shape
Where three or more edges meet, like a 3D
version of a corner

#### Assessment points

- **Recognise** common 2D shapes • **Recognise** common 3D shapes • Identify similarities and differences between shapes

#### National Curriculum Coverage

#### **Target Tracker statements**

- squares), circles and triangles
- cubes), pyramids and spheres

# SEN/D minimum expectations

types of cylinders.



• Recognise and name common 2-D shapes • Recognise and name common 3-D shapes

- Recognise and name common 2-D shapes e.g. rectangles (including • Recognise and name common 3-D shapes e.g. cuboids (including
- Children to know the names of at least five common 2D shapes. With support, children can explain the difference between a cube and a cuboid.
- High prior attainment and extension opportunities Children to know the name of a variety of 4-sided shapes and different

To understand and use place value within 20

#### Enquiry

Why are teenagers called teenagers?



#### Substantive Knowledge (Content)

- Sorting and counting objects up to 20
- Counting forwards and backwards within 20
- Reading numbers to 20 •
- Write numbers to 20 •
- Count one more and less than a number within 20 •
- Compare groups and numbers
- Ordering numbers to 20 •
- Using a numberline up to 20 •

#### **Prior Learning**

#### EYFS

Children have developed a deep understanding of numbers to 10, including the composition of each number (Number ELG) Children have compared quantities up to 10 in different contexts and explored and represented patterns within numbers to 10 (Numerical patterns ELG)

#### **Y1**

Children developed their number and place value knowledge within 10.

#### **Future Learning**

#### **Y1**

Children will develop their place value knowledge when working with numbers up to 50.

#### Y2

Children will partition numbers into tens and ones and know what each digit in a 2-digit number represents

Skills	
Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 20
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 20
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 20
Concepts	
Addition and	Finding the sum or difference between
Application	To apply what you have learned in a different
Application	context
Fluency	Rapid recall of facts
Number and place	How numbers are made and relate to each
Reasoning and problem solving	To explain and use strategies to solve problems
Key vocabulary	
teen number	A number between 13 and 19
greater	A larger number than somethings
fewer	A smaller number of something
represent	A way of showing what something is
sort	Arranging things
compare	The similarities and differences between things
count	A method for finding out the total
less	A smaller number than something
more	A larger number of somethings
number	
numberline	A tool used to count
order	The arrangement of things
place value	

#### Assessment points

- Read numbers up to 20
- Write numbers up to 20

#### National Curriculum Coverage

- 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

#### **Target Tracker statements**

- •

#### SEN/D minimum expectations

a group of objects.

High prior attainment and extension opportunities Children to write numbers to 20 in words.



- **Count** forwards and backwards within 20
- Match numerals with a group of objects
- **Compare** groups of objects and/or numerals
  - **Represent** a group as a numeral and a numeral as a group
  - Use a numberline to find one more/less than a number
- 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.
- Read and write numbers from 1 to 20 in numerals
- Read and write numbers from 1 to 20 in words
- Identify one more and one less of a given number

Children can count up to 20. With support, children can match numerals to

To add and subtract numbers within 20

#### Enquiry

How many children are having a hot lunch today?



#### Substantive Knowledge (Content)

- What the words add and take away mean
- What the symbols + and represent
- How to add two numbers up to 20
- How to subtract two numbers within 20 •
- Which pairs of numbers make 20 (number bonds) •
- How to write addition number sentences
- How to write subtraction number sentences
- How to solve missing number problems •

#### **Prior Learning**

#### EYFS

Children have explored composition and decomposition of numbers to 10. Children have explored various models to support this, including part, part, whole and tens frames.

**Y1** 

Children have been using addition and subtraction skills within 10.

#### **Future Learning**

#### **Y1**

Children will be adding and subtracting numbers when using multiplication and division skills.

#### **Y2**

Children will be adding and subtracting numbers within 100 including two 2-digit numbers and adding three 1-digit numbers.

Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100
Adding	Finding the sum of two or more values
Subtracting	Finding the difference between values

Finding the sum or difference between
numbers
To apply what you have learned in a different
context
Rapid recall of facts
How numbers are made and relate to each
other
To explain and use strategies to solve problems

#### **Key vocabulary**

A way to join things together
Taking one number away from another
Taking one number away from another
The number of tens needed to make a number
The number of ones needed to make a number
The similarities and differences between things
A method for finding out the total
A smaller number of something
A larger number than somethings
A smaller number than something
A larger number of somethings
A tool used to count
The arrangement of things
A way of showing what something is
Arranging things
A number between 13 and 19
A way to join things together

#### Assessment points

- **Recognise** the symbols for addition, subtraction and equals **Read** number sentences involving addition and subtraction
- **Represent** number sentences using concrete and pictorial methods Write number addition and subtraction number sentences within 20 **Represent** number bonds to 20
- •
- **Recall** at least four of the number bonds to 20
- **Solve** addition and subtraction problems within 20 •
- Demonstrate an understanding of commutative law

#### National Curriculum Coverage

- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- 20
- problems

#### **Target Tracker statements**

- subtraction (-) and equals (=) signs
- and equals (=) signs

- •

# SEN/D minimum expectations



• Represent and use number bonds and related subtraction facts within

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

- Read and interpret mathematical statements involving addition (+),
- Write mathematical statements involving addition (+), subtraction (-)
- Represent and use number bonds within 20
- Represent and use number bonds within 20
- Add one-digit and two-digit numbers to 20, including zero
  - Subtract one-digit and two-digit numbers to 20, including zero
  - Solve one-step problems that involve addition, subtraction and missing
  - numbers using concrete objects and pictorial representations
- Children can read number sentences up to 20. With support, children can solve one-step addition and subtraction problems within 10.

## High prior attainment and extension opportunities

Children to demonstrate number bonds up to 20 in different ways.

To understand and use place value within 50

#### Enquiry

How can we subitise numbers to 50?



#### Substantive Knowledge (Content)

- Sorting and counting objects up to 50
- Counting forwards and backwards within 50
- Reading numbers to 50 •
- Write numbers to 50 •
- Count one more and less than a number within 50 •
- Compare groups and numbers
- Ordering numbers to 50 •
- Using a numberline up to 50 •

#### **Prior Learning**

#### EYFS

Children have developed a deep understanding of numbers to 10, including the composition of each number (Number ELG) Children have compared quantities up to 10 in different contexts and explored and represented patterns within numbers to 10 (Numerical patterns ELG)

#### Y1

Children developed their number and place value knowledge within 20.

#### **Future Learning**

#### Y1

Children will develop their place value knowledge when working with numbers up to 100.

#### Y2

Children will partition numbers into tens and ones and know what each digit in a 2-digit number represents

Skills	
Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 50
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 50
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 50

#### Concepts

Application	To apply what you have learned in a different context
Fluency	Rapid recall of facts
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	

#### **Key vocabulary**

represent	A way of showing what something is
order	The arrangement of things
compare	The similarities and differences between things
count	A method for finding out the total
sort	Arranging things
fewer	A smaller number of something
greater	A larger number than somethings
less	A smaller number than something
more	A larger number of somethings
numberline	A tool used to count
ones	The number of ones needed to make a number
teen number	A number between 13 and 19
tens	The number of tens needed to make a number

#### Assessment points

- Read numbers up to 50
- Write numbers up to 50

#### National Curriculum Coverage

- 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

#### **Target Tracker statements**

- 1, or from any given number
- 1, or from any given number
- Count in multiples of twos, fives and tens from 0
- Partition and combine numbers using apparatus if required

## SEN/D minimum expectations

a group of objects.

### High prior attainment and extension opportunities Children to write numbers to 50 in words.



- **Count** forwards and backwards within 50
- Match numerals with a group of objects
- **Compare** groups of objects and/or numerals
  - **Represent** a group as a numeral and a numeral as a group
- Use a numberline to find one more/less than a number
- 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.
- Count to and across 100, forwards and backwards, beginning with 0 or
- Count to and across 100, forwards and backwards, beginning with 0 or
- Count and write numbers to 100 in numerals
- Identify one more and one less of a given number
- Children can count up to 50. With support, children can match numerals to

#### Maths - Y1 - Measurement (Length and Height)



To measure length and height

#### Enquiry

What is the difference between a giraffe and a snake?



#### Substantive Knowledge (Content)

- How to compare the length/height of objects and lines
- How to measure the length/height of objects and lines
- How to record the length/height of objects and lines
- What vocabulary to use when describing length/height
- What is meant by difference when describing length/height •
- How to read a scale

#### **Prior Learning**

#### EYFS

Children have compared length and height of objects and have explored ways to measure them. Children have used vocabulary long, longer, longest and short, shorter, shortest.

**Y1** 

Children have been using place value for numbers up to 20.

#### **Future Learning**

#### **Y1**

Children will be using measuring skills with weight and volume.

#### Y2

Children will continue measuring length/height using different tools and units of measurement.

Skills	
Choosing	Deciding which tool or unit to measure with
Comparing	More, less or equal to something else
Identifying	Distinguish something or someone from others
	that may be similar
Measuring	To find the size of something
Recognising	Name and point out who or what something is
Scale reading	To know the value of something using a scale
Concepts Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different context
Fluency	Rapid recall of facts
Measurement	The process of comparison of an unknown
	quantity with a known or standard quantity
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	
Shape	The boundary of an object and can be
	differentiated based on properties
Key vocabulary	

#### measure To find the size of something Measuring from end to end long short Measuring from end to end length How long or short something is height How tall or short something is centimetre A unit of measurement cm A unit of measurement The similarities and differences between things compare Μ A unit of measurement metre A unit of measurement metre stick A tool used to measure something ruler A tool used to measure something tall Measuring from top to bottom tape measure A tool used to measure something

## Assessment points

- **Recognise** the length/height of objects and lines **Compare** the length/height of objects and lines • Use vocabulary related to length such as long and short • Use vocabulary related to height such as tall and short • Measure the length/height of objects and lines **Read** a scale for measurement

#### National Curriculum Coverage

- **Target Tracker statements**

#### SEN/D minimum expectations

objects and lines.



• Compare, describe and solve practical problems for length and height Measure and begin to record length and height

• Compare, describe and solve practical problems for lengths and heights • Measure and begin to record length/height

Children can compare the length/height of objects and lines. With support, children can use vocabulary related to length/height when comparing

High prior attainment and extension opportunities

Children to be able to record the length/height of objects in cm.

#### Maths - Y1 - Measurement (Weight and Volume)

#### Objective

To measure weight and volume

#### Enquiry

Are big things always heavier than small things?



#### Substantive Knowledge (Content)

- How to compare the weight/volume of objects and lines
- What tools to use to compare and measure weight/volume
- How to measure the weight/volume of objects and lines
- How to record the weight/volume of objects and lines
- What vocabulary to use when describing weight/volume •
- What is meant by difference when describing weight/volume
- How to read a scale •

#### **Prior Learning**

#### EYFS

Children have compared weight of objects and have explored ways to measure them. Children have used vocabulary heavy, heavier, heaviest and light, lighter, lightest.

#### **Y1**

Children have been using measuring skills for length/height.

#### **Future Learning**

#### **Y1**

Children will use their understanding of size/value when learning about money.

#### Y2

Children will continue measuring weight/capacity using different tools and units of measurement.

Skills	
Choosing	Deciding which tool or unit to measure with
Comparing	More, less or equal to something else
Identifying	Distinguish something or someone from others
	that may be similar
Measuring	To find the size of something
Recognising	Name and point out who or what something is
Scale reading	To know the value of something using a scale
Concepts	
Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different
	context
Fluency	Rapid recall of facts
Measurement	The process of comparison of an unknown
	quantity with a known or standard quantity
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	
Shape	The boundary of an object and can be
	differentiated based on properties

#### **Key vocabulary**

How heavy something is
How much space is being taken up
The amount something can hold
Filled up
Contains nothing
A unit of measurement
A unit of measurement
Weighs a lot
A unit of measurement
A unit of measurement
A unit of measurement
Doesn't weigh a lot
A unit of measurement
A unit of measurement
A unit of measurement

#### Assessment points

- **Compare** the weight/volume of objects

- •

#### National Curriculum Coverage

- Compare, describe and solve practical problems for mass/weight and capacity/volume

## **Target Tracker statements**

# SEN/D minimum expectations

of measurement.



- **Recognise** how to find the weight/volume of objects
- **Use** vocabulary related to weight such as heavy and light
- Use vocabulary related to volume such as empty and full
- **Choose** a tool to measure the mass of objects
  - **Measure** the weight/volume of objects
  - Compare the weight/volume of objects
  - **Record** the weight/volume of objects
- Measure and begin to record mass/weight and volume/capacity

• Compare, describe and solve practical problems for mass/weight • Measure and begin to record mass/weight

Children can compare the weight of objects. With support, children can use vocabulary such as heavy/light and empty/full.

#### High prior attainment and extension opportunities

Children can record the weight and volume of objects using a suitable unit

#### Maths – Y1 – Multiplication and Division

#### Objective

To use multiplication skills

#### Enquiry

How many welly boots are needed on a rainy day?



#### Substantive Knowledge (Content)

- What the words multiply, times, groups of and divide mean
- What the symbols x and ÷ represent
- How to multiply two numbers •
- How to use division skills •
- How to write multiplication number sentences •
- How to write division number sentences
- Why multiplication can be done in any order but division cannot •

#### **Prior Learning**

#### EYFS

Children have explored composition and decomposition of numbers to 10. Children have explored various models to support this, including part, part, whole and tens frames. Children have explored and represented how quantities can be distributed equally.

#### **Y1**

Children have been using addition and subtraction skills.

#### **Future Learning**

#### **Y1**

Children will use their dividing skills when learning about fractions.

#### **Y2**

Children will continue to use multiplication and division skills including some times table facts.

Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100
Multiplying	Finding the product of two values
Dividing	Breaking numbers/shapes up into equal parts
Dividing	Breaking numbers/shapes up into equal parts
Dividing Concepts Addition and	Breaking numbers/shapes up into equal parts         Finding the sum or difference between
Dividing Concepts Addition and subtraction	Breaking numbers/shapes up into equal parts       Finding the sum or difference between numbers
Dividing Concepts Addition and subtraction Application	Finding the sum or difference between numbers         To apply what you have learned in a different context
Dividing Concepts Addition and subtraction Application Fluency	Finding the sum or difference between numbers         To apply what you have learned in a different context         Rapid recall of facts
Dividing Concepts Addition and subtraction Application Fluency Multiplication and	Finding the sum or difference between numbers         To apply what you have learned in a different context         Rapid recall of facts         The result of combining and splitting groups of
Dividing Concepts Addition and subtraction Application Fluency Multiplication and division	Breaking numbers/shapes up into equal parts       Breaking numbers/shapes up into equal parts         Finding the sum or difference between numbers       To apply what you have learned in a different context         Rapid recall of facts       The result of combining and splitting groups of equal sizes
Dividing Concepts Addition and subtraction Application Fluency Multiplication and division Number and place	Finding the sum or difference between numbers         To apply what you have learned in a different context         Rapid recall of facts         The result of combining and splitting groups of equal sizes         How numbers are made and relate to each
Dividing Concepts Addition and subtraction Application Fluency Multiplication and division Number and place value	Finding the sum or difference between numbers         To apply what you have learned in a different context         Rapid recall of facts         The result of combining and splitting groups of equal sizes         How numbers are made and relate to each other
Dividing Concepts Addition and subtraction Application Fluency Multiplication and division Number and place value Reasoning and	Finding the sum or difference between numbers         To apply what you have learned in a different context         Rapid recall of facts         The result of combining and splitting groups of equal sizes         How numbers are made and relate to each other         To explain and use strategies to solve problems

#### Key vocabulary

multiply	Adding equal groups
repeated addition	Adding the same number again
equal groups	Groups that have the same value
times	Adding equal groups
groups of	A set of things
array	An arrangement of objects
divide	Split into equal parts
sharing	Split into equal parts

#### Assessment points

- Identify what makes an equal group
- **Recognise** the symbols for multiplication, division and equals
- •
- •

#### National Curriculum Coverage

• 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.

#### **Target Tracker statements**

- Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- support of the teacher

## SEN/D minimum expectations



- **Recognise** equal groups and amounts
- **Read** number sentences involving multiplication and division
  - Explain what and how arrays are used
  - **Represent** number sentences using concrete and pictorial methods
  - Solve one-step multiplication and division problems
  - Demonstrate an understanding of commutative law

- Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the
- Children can recognise and identify equal groups. With support, children can represent number sentences using concrete and pictorial methods

#### High prior attainment and extension opportunities

Children to use efficient counting strategies working with arrays.

#### Maths – Y1 – Fractions

#### Objective

To understand and use fractions

#### Enquiry

How can we share a cake with friends?



#### Substantive Knowledge (Content)

- What a fraction is
- Which words to use related to fractions
- How to recognise fractions
- What a half/quarter of an object is
- How to match fractions with shapes
- How to find a half/quarter of a number up to 20
- What the doubles number facts to 20 are
- What the halves number facts within 20 are

#### **Prior Learning**

#### EYFS

Children have explored and represented how quantities can be distributed equally. Children have had practical experience of halving objects and have used the word 'half'.

#### Y1

Children have been using multiplication and division skills.

#### **Future Learning**

#### **Y1**

Children will use their understanding of half and quarter when learning about position and direction.

#### Y2

Children will find fractions of amounts including thirds and three-quarters.

Skills	
Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100
Dividing	Breaking numbers/shapes up into equal parts

#### Concepts

Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different
	context
Fluency	Rapid recall of facts
Fractions	Numbers that represent a part of the whole
Measurement	The process of comparison of an unknown
	quantity with a known or standard quantity
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	
Shape	The boundary of an object and can be
	differentiated based on properties

#### **Key vocabulary**

fraction	The amount of something
half	One of two equal parts
quarter	One of four equal parts
whole	All of something
part	A bit of the whole
denominator	How many equal parts are in the whole
divide	Separated into parts
equal	The same value
numerator	How many equal parts of the whole are needed

#### Assessment points

- **Recognise** half of an object
- Identify what a half is
- **Recognise** quarter of an object

#### National Curriculum Coverage

- shape or quantity
- object, shape or quantity.

## **Target Tracker statements**

- shape or quantity
- object, shape or quantity

#### SEN/D minimum expectations

a quarter of an object.

High prior attainment and extension opportunities Children to identify and explain the link between fractions and division.



• **Identify** that a quarter is one of four equal parts • Match fractions to pictures or amounts

**Find** half of a number up to 20

• **Find** quarter of a number up to 20

Recognise, find and name a half as one of two equal parts of an object,

Recognise, find and name a quarter as one of four equal parts of an

Recognise, find and name a half as one of two equal parts of an object,

Recognise, find and name a quarter as one of four equal parts of an

Children can identify half of an object. With support, children can recognise

#### Maths - Y1 - Geometry (Position and Direction)

#### Objective

To understand and use position and direction

#### Enquiry

How can you get to the park?



#### Substantive Knowledge (Content)

- Where objects are
- Which words to use related to position
- How to describe the position of an object
- Which way left/right is
- How to make left/right turns
- What is meant by a full/half/quarter turn
- How to make full/half/quarter turns •

#### **Prior Learning**

#### EYFS

Children have explored position and direction in practical, playful contexts using vocabulary: on top, underneath, next to, between, behind, in front of, forwards, backwards, along, over, under, through.

#### **Y1**

Children have been learning about fractions including half and quarter.

#### **Future Learning**

### **Y1**

Children will continue to apply their knowledge of half and quarter when learning about time.

### Y2

The children will develop their position and direction vocabulary including clockwise/anti-clockwise

Skills	
Comparing	Find similarities and differences
Identifying	Distinguish something or someone from others
	that may be similar
Matching	Finding things that are the same
Recognising	Name and point out who or what something is
Describing	Explaining what can be seen
Concepts	
Application	To apply what you have learned in a different
	context
Fluency	Rapid recall of facts
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	
Position and direction	Describe place and movement of something
	using prepositions and directional language

#### **Key vocabulary**

position	Where something is
direction	Where something is pointing or moving to
left	A direction
right	A direction
turn	Moving in a circular direction
above	On top of something
anticlockwise	The opposite direction to clockwise
backwards	Move away from the direction you are facing
Below	Under something
clockwise	The direction the clock hands move
forwards	Move in the direction you are facing
half turn	Turn to face the opposite direction
inside	Within something
next to	Beside something
on top	Above something
outside	Not within something
pattern	A repeating sequence based on a rule
quarter turn	A turn to face sideways
sequence	Things in a certain order
under	Below something

## **Assessment points**

- **Recognise** the position of an object Identify objects based on their position • **Describe** the position of an object • **Know** which way is left/right Explain what a turn is • **Demonstrate** turns by direction left/right and movement (full/half/quarter turn)
  - •

#### National Curriculum Coverage

#### **Target Tracker statements**

## SEN/D minimum expectations children can describe the position of an object.

# including turns.



• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Children can identify objects based on their position. With support,

#### High prior attainment and extension opportunities

Children to give directions to an end point using appropriate vocabulary

To understand and use place value within 100

#### Enquiry

Who is the oldest person you know?



#### Substantive Knowledge (Content)

- Sorting and counting objects up to 100
- Counting forwards and backwards within 100
- Reading numbers to 100 •
- Write numbers to 100 •
- Count one more and less than a number within 100 •
- Compare groups and numbers •
- Ordering numbers to 100
- Using a numberline up to 100

#### **Prior Learning**

#### EYFS

Children have developed a deep understanding of numbers to 10, including the composition of each number (Number ELG) Children have compared quantities up to 10 in different contexts and explored and represented patterns within numbers to 10 (Numerical patterns ELG)

#### Y1

Children developed their number and place value knowledge within 50.

#### **Future Learning**

#### Y1

Children will develop their place value knowledge when working with money up to 100p.

#### Y2

Children will partition numbers into tens and ones and know what each digit in a 2-digit number represents

Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100

#### Concepts

Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different
	context
Fluency	Rapid recall of facts
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	

#### **Key vocabulary**

one hundred (100)	A number that is one more than 99
tens	The number of tens needed to make a number
ones	The number of ones needed to make a number
greater	A larger number than somethings
less	A smaller number than something
compare	The similarities and differences between things
count	A method for finding out the total
fewer	A smaller number of something
more	A larger number of somethings
numberline	A tool used to count
order	The arrangement of things
represent	A way of showing what something is
sort	Arranging things
teen number	A number between 13 and 19

#### Assessment points

- Read numbers up to 100
- Write numbers up to 100

#### National Curriculum Coverage

- 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

#### **Target Tracker statements**

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count and read numbers to 100 in numerals

- counting in fives

### SEN/D minimum expectations

to a group of objects.

different ways.



- Count forwards and backwards within 100
- Match numerals with a group of objects
- **Compare** groups of objects and/or numerals
  - Represent a group as a numeral and a numeral as a group
  - **Use** a numberline to find one more/less than a number
- 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.
- Count and write numbers to 100 in numerals
- Count in multiples of twos, fives and tens from 0
- Identify one more and one less of a given number
- 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 twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by
  - Partition and combine numbers using apparatus if required e.g.
  - partition 76 into tens and ones; combine 6 tens and 4 ones
- Children can count up to 100. With support, children can match numerals

#### High prior attainment and extension opportunities

Children to demonstrate number bonds and partitioning in a variety of

To recognise money and solve problems involving money

#### Enquiry

Are big coins worth more than small coins?



#### Substantive Knowledge (Content)

- What the value of coins/notes are
- How to order coins/notes by their value
- How to sort coins/notes according to their properties
- What the difference between pounds and pence is

#### **Prior Learning**

#### EYFS

Children have explored money in role play contexts. They have been introduced to the vocabulary: money, cost, pay, coin, note, card, penny/pennies, pound/pounds.

#### **Y1**

Children have been using place value within 100.

#### **Future Learning**

**Y1** 

Children will use their understanding of order when sequencing time.

### Y2

Children will make specific values using money.

Skills	
Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100
Adding	Finding the sum of two or more values
Subtracting	Finding the difference between values
Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different context
Fluency	Rapid recall of facts
Measurement	The process of comparison of an unknown quantity with a known or standard quantity
Multiplication and division	The result of combining and splitting groups of equal sizes
Number and place value	How numbers are made and relate to each other
Reasoning and problem solving	To explain and use strategies to solve problems
Money	A system of value that facilitates the exchange of goods in an economy
Key vocabulary	
money	What we use to pay for things
worth	The value of something

notes

notes

# value of coins.



money	What we use to pay for things
worth	The value of something
coin	A piece of metal used to represent money
pence (p)	The number of pennies
pound (£)	100 pennies make a pound
£	A symbol used to show pounds
note	A piece of paper used to represent money
р	A shortened way of saying pence
value	What something is worth

To understand and use time

#### Enquiry

Why do people have clocks?



#### Substantive Knowledge (Content)

- How to sequence events in chronological order
- Which words to use relating to time
- How to tell the time for o'clock and half past the hour
- How to represent the time for o'clock and half past the hour

#### **Prior Learning**

#### EYFS

Children have been introduced to the concept of time, exploring sequencing and vocabulary 'before' and 'after', as well as times of the day: 'day', 'night', 'morning', 'afternoon', 'evening', days of the week, months of the year and seasons.

#### **Y1**

Children have been learning that things can look similar but have different values such as pounds and pence which relates to hours and minutes.

#### **Future Learning**

#### Y2

Children will be learning to tell the time using 15-minute intervals.

#### KS2

Children will be learning to tell the time using Roman numerals.

Skills		
Choosing	Deciding which tool or unit to measure with	
Comparing	More, less or equal to something else	
Identifying	Distinguish something or someone from others	
	that may be similar	
Measuring	To find the size of something	
Recognising	Name and point out who or what something is	
Scale reading	To know the value of something using a scale	
Concepts		
Application	To apply what you have learned in a different context	
Fluency	Rapid recall of facts	
Measurement	The process of comparison of an unknown	
	quantity with a known or standard quantity	
Number and place	How numbers are made and relate to each	
	other	
value		
Reasoning and	To explain and use strategies to solve problems	
Reasoning and problem solving	To explain and use strategies to solve problems	
Value         Reasoning and         problem solving         Key vocabulary	To explain and use strategies to solve problems	
Value         Reasoning and         problem solving         Key vocabulary         time	To explain and use strategies to solve problems A measurement of how long something takes or has taken	
Value         Reasoning and         problem solving         Key vocabulary         time         hour	To explain and use strategies to solve problems A measurement of how long something takes or has taken A period of time	
Value         Reasoning and         problem solving         Key vocabulary         time         hour         minute	To explain and use strategies to solve problems         A measurement of how long something takes or has taken         A period of time         A period of time	
Value         Reasoning and         problem solving         Key vocabulary         time         hour         minute         o'clock	To explain and use strategies to solve problems         A measurement of how long something takes or has taken         A period of time         A period of time         No minutes past the current hour	
Value         Reasoning and         problem solving         Key vocabulary         time         hour         minute         o'clock         half past	To explain and use strategies to solve problems         A measurement of how long something takes or has taken         A period of time         A period of time         No minutes past the current hour         30 minutes past the current hour	
Value         Reasoning and         problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock	To explain and use strategies to solve problems         A measurement of how long something takes or has taken         A period of time         A period of time         No minutes past the current hour         30 minutes past the current hour         A tool used for showing the time	
value         Reasoning and         problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock         day	To explain and use strategies to solve problems         A measurement of how long something takes or has taken         A period of time         A period of time         No minutes past the current hour         30 minutes past the current hour         A tool used for showing the time         A period of time	
Value         Reasoning and         problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock         day         early	To explain and use strategies to solve problems         A measurement of how long something takes or has taken         A period of time         A period of time         No minutes past the current hour         30 minutes past the current hour         A tool used for showing the time         A period of time         Before a certain time	
value         Reasoning and         problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock         day         early         hour hand	To explain and use strategies to solve problemsA measurement of how long something takes or has takenA period of timeA period of timeNo minutes past the current hour30 minutes past the current hourA tool used for showing the timeA period of timeBefore a certain timeA tool to demonstrate the hour on a clock	
value         Reasoning and problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock         day         early         hour hand         late	To explain and use strategies to solve problems         A measurement of how long something takes or         has taken         A period of time         A period of time         No minutes past the current hour         30 minutes past the current hour         A tool used for showing the time         A period of time         Before a certain time         A tool to demonstrate the hour on a clock         After a certain time	
Value         Reasoning and problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock         day         early         hour hand         late         minute hand	To explain and use strategies to solve problemsA measurement of how long something takes or has takenA period of timeA period of timeA period of timeNo minutes past the current hour30 minutes past the current hour30 minutes past the current hourA tool used for showing the timeA period of timeBefore a certain timeA tool to demonstrate the hour on a clockAfter a certain timeA tool to demonstrate the minutes on a clock	
value         Reasoning and problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock         day         early         hour hand         late         minute hand         month	To explain and use strategies to solve problems         A measurement of how long something takes or has taken         A period of time         A period of time         No minutes past the current hour         30 minutes past the current hour         A tool used for showing the time         A period of time         Before a certain time         A tool to demonstrate the hour on a clock         After a certain time         A tool to demonstrate the minutes on a clock         A period of time	
value         Reasoning and problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock         day         early         hour hand         late         minute hand         month         quick	To explain and use strategies to solve problemsA measurement of how long something takes or has takenA period of timeA period of timeA period of timeNo minutes past the current hour30 minutes past the current hourA tool used for showing the timeA period of timeBefore a certain timeA tool to demonstrate the hour on a clockAfter a certain timeA tool to demonstrate the minutes on a clockA period of timeA speed of movement	
value         Reasoning and         problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock         day         early         hour hand         late         minute hand         month         quick         second	To explain and use strategies to solve problemsA measurement of how long something takes or has takenA period of timeA period of timeA period of timeNo minutes past the current hour30 minutes past the current hourA tool used for showing the timeA period of timeBefore a certain timeA tool to demonstrate the hour on a clockAfter a certain timeA tool to demonstrate the minutes on a clockA period of timeA tool to demonstrate the minutes on a clockA period of timeA speed of movementA period of time	
value         Reasoning and problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock         day         early         hour hand         late         minute hand         month         quick         second         slow	To explain and use strategies to solve problemsA measurement of how long something takes or has takenA period of timeA period of timeNo minutes past the current hour30 minutes past the current hour30 minutes past the current hourA tool used for showing the timeA period of timeBefore a certain timeA tool to demonstrate the hour on a clockAfter a certain timeA tool to demonstrate the minutes on a clockA period of timeA speed of movementA period of time	
value         Reasoning and problem solving         Key vocabulary         time         hour         minute         o'clock         half past         clock         day         early         hour hand         late         minute hand         month         quick         second         slow         week	To explain and use strategies to solve problemsA measurement of how long something takes or has takenA period of timeA period of timeA period of timeNo minutes past the current hour30 minutes past the current hourA tool used for showing the timeA period of timeBefore a certain timeA tool to demonstrate the hour on a clockAfter a certain timeA tool to demonstrate the minutes on a clockA period of timeA speed of movementA period of timeA speed of movementA period of timeA speed of movementA period of time	

## Assessment points

- months and years
- Sequence events in chronological order

#### National Curriculum Coverage

- Compare, describe and solve practical problems for time
- Measure and begin to record time

### **Target Tracker statements**

- Measure and begin to record time (hours, minutes, seconds)

## SEN/D minimum expectations time at half past the hour.

on a clock.



- **Recognise** language relating to time including days of the week, weeks,
- Identify hour and minute hands on a clock
- **Recognise** the time at o'clock and half past the hour
- Show the hands on a clock to represent a specific time
- **Use** vocabulary to describe the time including hour and minutes

- Sequence events in chronological order using language
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Compare, describe and solve practical problems for time
- Sequence events in chronological order using language
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Children to read the time at o'clock. With support children can read the

#### High prior attainment and extension opportunities

Children to represent the time in a variety of ways including drawing hands

To understand and use place value

#### Enquiry

How sweets are in a jar?



#### Substantive Knowledge (Content)

- What partitioning means
- How to partition numbers up to 100
- Where the tens and ones digits are in a number
- How to estimate numbers up to 100 on a numberline
- How to compare numbers up to 100 using <, > and = symbols
- How to write numbers to 100 as numerals and words •

#### **Prior Learning**

#### EYFS

Children have developed a deep understanding of numbers to 10, including the composition of each number (Number ELG) Children have compared quantities up to 10 in different contexts and explored and represented patterns within numbers to 10 (Numerical patterns ELG)

**Y1** 

Children have been using place value with numbers up to 100.

**Future Learning** 

#### Y2

Using their understanding of place value when learning about money.

#### KS2

Children will be learning about place value for 3-digit numbers.

Skills	
Cardinality	Counting in order
Comparing	More less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Problem Solving	Reading numbers to 100
Reading	An image to show something
Subiticing	An image to show something
Writing	Writing numbers to 100
writing	
Concepts	
Addition and subtraction	Finding the sum or difference between numbers
Application	To apply what you have learned in a different context
Fluency	Rapid recall of facts
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
Key vocabulary	
number	A quantity or amount
place value	The value of a digit
tens	The number of tens needed to make a number
ones	The number of ones needed to make a number
partition	Breaking numbers up into parts
compare	The similarities and differences between things
count	A method for finding out the total
fewer	A smaller number of something
greater	A larger number than somethings
less	A smaller number than something
more	A larger number of somethings
numberline	A tool used to count
order	The arrangement of things
represent	A way of showing what something is
sort	Arranging things

#### Assessment points

- Read numbers up to 100

#### National Curriculum Coverage

- forward and backward
- 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.

#### **Target Tracker statements**

- forward and backward

- Compare and order numbers from 0 up to 100; use <, > and = signs • Read and write numbers to at least 100 in numerals

# SEN/D minimum expectations

to 100.



• **Count** in steps of 2, 3 and 5 from 0 and tens from any number Recognise the place value of each digit • Write numbers up to 100 • Identify numbers up to 100 on a numberline **Compare** numbers up to 100 **Use** reasoning to solve more complex problems

- Count in steps of 2, 3, and 5 from 0, and in tens from any number,
- Recognise the place value of each digit in a two-digit number (tens,

- Count in steps of 2, 3, and 5 from 0, and in tens from any number,
- Recognise the place value of each digit in a two-digit number
- Identify, represent and estimate numbers using different
  - representations, including the number line
  - Read and write numbers to at least 100 in words
- Use place value and number facts to solve problems
- Partition two-digit numbers into different combinations of tens and ones using apparatus if needed
  - Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking
  - Recall the multiples of 10 below and above any given 2-digit number
- Children can count in steps of 2 up to 50 and steps of 5 up to 100. With support, children can partition numbers into tens and ones.

#### High prior attainment and extension opportunities

Children to use reasoning skills when ordering and comparing numbers up

#### Maths – Y2 – Addition and Subtraction

#### Objective

To add and subtract numbers within 100

#### Enquiry

How many people are at the park?



#### Substantive Knowledge (Content)

- How to add/subtract a 2-digit numbers and ones
- How to add/subtract a 2-digit numbers and tens
- How to add/subtract two 2-digit numbers •
- How to add three 1-digit numbers
- How to subtract two numbers within 20 •
- Which pairs of numbers make 100 (number bonds)
- Why estimation is a good way of checking answers •
- Why addition can be done in any order but subtraction cannot

#### **Prior Learning**

#### EYFS

Children have explored composition and decomposition of numbers to 10. Children have explored various models to support this, including part, part, whole and tens frames.

#### **Y1**

Children have been using addition and subtraction skills within 20.

#### Y2

Children have been using place value to understand the difference between tens and ones.

#### **Future Learning**

#### Y2

Children will use their addition and subtraction knowledge when giving change within money.

#### KS2

Children will be 3-digit numbers and ones.

Skills	
Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100
Adding	Finding the sum of two or more values
Subtracting	Finding the difference between values
Concepts	
Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different
	context
Fluency	Rapid recall of facts
Number and place value	How numbers are made and relate to each other

To explain and use strategies to solve problems

#### **Key vocabulary**

**Reasoning and** 

problem solving

add	A way to join things together
subtract	Taking one number away from another
represent	A way of showing what something is
tens	The number of tens needed to make a number
ones	The number of ones needed to make a number
compare	The similarities and differences between things
count	A method for finding out the total
fewer	A smaller number of something
greater	A larger number than somethings
less	A smaller number than something
more	A larger number of somethings
numberline	A tool used to count
order	The arrangement of things
sort	Arranging things
take away	Taking one number away from another
teen number	A number between 13 and 19

#### Assessment points

- Write number addition and subtraction number sentences within 100 Represent number bonds to 100
- Add and subtract a two-digit number and tens
- Add and subtract two two-digit numbers
- Add three one-digit numbers
- **Recall** doubles and halves up to 20
- Use estimation to check answers are reasonable

#### National Curriculum Coverage

- Solve problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- facts up to 100

- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

#### Target Tracker statements

- representations
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20

- Add and subtract two two-digit numbers
- Adding three one-digit numbers

- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations
- Recall doubles and halves to 20
- Use estimation to check that his/her answers to a calculation are reasonable • Solve missing number problems using addition and subtraction

### SEN/D minimum expectations

## High prior attainment and extension opportunities



- Read number sentences involving addition and subtraction
- **Represent** number sentences using concrete and pictorial methods
- Recall at least four of the number bonds to 100
- **Solve** addition and subtraction problems within 100
- Add and subtract a two-digit number and ones
- Demonstrate an understanding of commutative law

- Solve problems applying their knowledge of mental and written method
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related
- Add and subtract numbers including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers and 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

- Solve problems with addition and subtraction using concrete objects and pictorial
- Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods
- Recall and use addition and subtraction facts to 20 fluently
- Add and subtract a two-digit number and ones
- Add and subtract a two-digit number and tens
- Show that addition of two numbers can be done in any order (commutative) and
  - subtraction of one number from another cannot
- Children can read number sentences up to 100. With support, children can solve one-step addition and subtraction problems with a 2-digit number and ones.
- Children to demonstrate an understanding of commutative law in different ways.

#### Maths - Y2 - Geometry (Properties of Shape)

#### Objective

To know properties of shapes

#### Enquiry

Does anything have more than one face?



#### Substantive Knowledge (Content)

- What the names of some common 2D shapes are
- What the names of some common 3D shapes are
- How to identify 2D shapes on the surface of 3D objects
- What words to use relating to the properties of shapes •
- What the properties of 2D/3D shapes are
- How to compare common 2D/3D shapes according to their properties •

#### **Prior Learning**

#### EYFS

Children have explored 2d and 3d shapes in their play, especially through art and construction. They have used 2d and 3d shapes to make mathematical and artistic patterns. They have worked with, and used the names of the following shapes: circle, semi-circle, triangle, square, oblong, pentagon, hexagon, octagon, sphere, cone, pyramid, cube, cuboid. We have used the shape vocabulary side, corner, edge, face, vertices / vertex. **Y1** 

Children have been learning the names of common 2D and 3D shapes.

#### **Y2**

Children have been using sorting skills with money.

#### **Future Learning**

#### Y2

Children will be measuring objects including some 2D/3D shapes.

#### KS2

Children will draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

Skills	
Comparing	Find similarities and differences
Identifying	Distinguish something or someone from others
	that may be similar
Matching	Finding things that are the same
Recognising	Name and point out who or what something is
Describing	Explaining what can be seen
Concepts	
Addition and subtraction	Finding the sum or difference between numbers
Application	To apply what you have learned in a different context
Fluency	Rapid recall of facts
Geometry	The sizes, shapes, positions angles, and dimensions of things
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	
Shape	The boundary of an object and can be
	differentiated based on properties
Key vocabulary	
shape	The outline of something
3D	A shape that had length, width and height
face	A surface of a 3D shape
edge	Where two faces meet, like a 3D version of a side
vertices	Where three or more edges meet, like a 3D
	version of a corner
2D	A shape that has length and width
circle	A 2D shape
cone	A 3D shape
corner	Where two sides meet
cube	A 3D shape
cuboid	A 3D shape
curved	A rounded surface of a shape
cylinder	A 3D shape
rectangle	A 2D shape
side	Each line around a shape
sphere	A 3D shape
square	A 2D shape
straight	A line that goes in one direction

A 2D shape

triangle

## Assessment points

- **Recognise** common 2D shapes
- - Identify the properties of 2D shapes including the number of sides and line symmetry in a vertical line
  - vertices and faces
  - cube

#### National Curriculum Coverage

- 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.

#### **Target Tracker statements**

- - Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties
- Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid
- Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences

# SEN/D minimum expectations

#### High prior attainment and extension opportunities Children to classify everyday objects according to their own criteria.



- **Recognise** common 3D shapes
- **Identify** the properties of 3D shapes including the number of edges,
- Identify 2D shapes on the surface of 3D shapes such as a square on a

**Compare** common 2D and 3D shapes according to their properties

- 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

- Children can count the number of faces on a 3D shape. With support, children can recognise all the 2D shapes on the surface of 3D shapes.

To solve problems involving money

#### Enquiry

Why do shop keepers need to be good at maths?



#### Substantive Knowledge (Content)

- What the value of coins/notes are
- What the symbols £ and p mean
- How to make an amount using multiple coins/notes •
- How to find different combinations of coins/notes that equal the same value
- What giving change means
- How to give change

#### **Prior Learning**

#### **EYFS**

Children have explored money in role play contexts. They have been introduced to the vocabulary: money, cost, pay, coin, note, card, penny/pennies, pound/pounds.

### **Y1**

Children have been learning the value of different coins/notes.

## **Y2**

Children have been using addition and subtraction skills within 100.

**Future Learning** 

### Y2

Children will be using mathematical symbols when comparing numbers and measurements.

#### KS2

Children will add and subtract amounts of money to give change, using both £ and p in practical contexts.

Skills	
Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100
Adding	Finding the sum of two or more values
Subtracting	Finding the difference between values
Concepts Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different context
Fluency	Rapid recall of facts
Measurement	The process of comparison of an unknown
	quantity with a known or standard quantity
Money	A system of value that facilitates the exchange of goods in an economy
Multiplication and	The result of combining and splitting groups of
division	equal sizes
Number and place	How numbers are made and relate to each
value	other
Reasoning and problem solving	To explain and use strategies to solve problems
Key vocabulary	
money	What we use to pay for things
worth	The value of something
total	The whole value of something
change	Money owed by giving too much
combination	A set of things put together
£	A symbol used to show pounds
coin	A piece of metal used to represent money
note	A piece of paper used to represent money
р	A shortened way of saying pence
pence	The number of pennies
pound	100 pennies make a pound

What something is worth

value

## Assessment points

- •
- **Identify** coins/notes and write their value using the correct symbols **Combine** coins/notes to make a particular value •
- amount
- **Understand** what is meant by giving change **Demonstrate** giving change using addition/subtraction skills **Solve** simple problems involving money

#### National Curriculum Coverage

- money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

## **Target Tracker statements**

- money

# SEN/D minimum expectations

receiving change.



- **Recognise** the symbols for pounds (£) and pence (p)
- **Find** different combinations of coins/notes that equal the same

- 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
  - 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
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- Children will write the value of at least five coins/notes using the correct symbol. With support, children can make a particular value.
- High prior attainment and extension opportunities Children to solve two-step problems that involve buying two items and



To multiply and divide amounts

#### Enquiry

How many minibuses do we need for a school trip?



#### Substantive Knowledge (Content)

- What the words multiply, times, groups of and divide mean
- What the symbols x and ÷ represent
- Which numbers are in the 2s 5s and 10s patterns
- How to multiply two numbers •
- How to use division skills •
- How to write multiplication number sentences
- How to write division number sentences •
- How to represent word problems as a number sentence •
- Why multiplication can be done in any order but division cannot •

#### **Prior Learning**

#### EYFS

Children have explored composition and decomposition of numbers to 10. Children have explored various models to support this, including part, part, whole and tens frames. Children have explored and represented how quantities can be distributed equally.

**Y1** 

Children have begun to use multiplication and division skills.

#### Y2

Children have been using addition and subtraction skills within 100.

### **Future Learning**

## Y2

Children will use their multiplication and division skills when learning more about fractions.

## KS2

Children will recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Skills	
Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100
Multiplying	Finding the product of two values
Dividing	Breaking numbers/shapes up into equal parts
Addition and	Finding the sum or difference between
Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different
	context
Fluency	Rapid recall of facts
Multiplication and	The result of combining and splitting groups of
division	equal sizes
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	
Key vocabulary	
multiply	Adding equal groups
divide	Split into equal parts
equal groups	Groups that have the same value
groups of	A set of things
array	An arrangement of objects
repeated addition	Adding the same number again
sharing	Split into equal parts
times	Adding equal groups
counting pattern	Counting in equal intervals

#### Assessment points

- **Recognise** equal groups and amounts
- **Identify** what makes an equal group
- Write multiplication and division numbers sentences
- **Recall** multiplication and division facts for the 2, 5 and 10 times table
- **Represent** number sentences using concrete and pictorial methods
- **Solve** one-step multiplication and division number sentences
- •

## National Curriculum Coverage

- 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 (×), division (÷)
- 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.

### **Target Tracker statements**

- and equals (=) signs
- and mental methods
- Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts
- outside known multiplication facts
- step

SEN/D minimum expectations

## High prior attainment and extension opportunities differences are with it between multiplication and division.



- **Recognise** the symbols for multiplication, division and equals
- **Read** number sentences involving multiplication and division
- **Solve** one-step multiplication and division word problems
- **Demonstrate** an understanding of commutative law

- Show that multiplication of two numbers can be done in any order
- (commutative) and division of one number by another cannot

- 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 ( $\div$ )
  - 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 concrete materials
  - Use multiplication and division facts for 2, 5 and 10 to make deductions
  - Solve word problems involving multiplication and division with more than one

Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements

- Children can recall all multiplication facts for the 10 times table up to 100. With support, children can solve one-step multiplication number sentences.
- Children can show an understanding of commutative law and explain what the

#### Maths - Y2 - Measurement (Length and Height)

#### Objective

To solve measurement problems involving length and height

#### Enquiry

How long is a piece of string?



#### Substantive Knowledge (Content)

- How to compare the length/height of objects and lines using appropriate units
- How to measure the length/height of objects and lines using • appropriate tools
- How to record the length/height of objects and lines using appropriate units
- What vocabulary to use when comparing length/height •
- What the symbols <, > and = mean •
- How to compare length/height using the symbols <, > and =
- How to read a scale in divisions of 2, 5 and 10

#### **Prior Learning**

#### EYFS

Children have compared length and height of objects and have explored ways to measure them. Children have used vocabulary long, longer, longest and short, shorter, shortest.

#### **Y1**

Children have been comparing the length/height of objects and lines.

#### Y2

Children have been using symbols for representation.

#### **Future Learning**

**Y2** 

Children will be measuring mass and capacity.

#### KS2

Children will measure the perimeter of simple 2-D shapes.

Skills	
Choosing	Deciding which tool or unit to measure with
Comparing	More, less or equal to something else
Identifying	Distinguish something or someone from others
	that may be similar
Measuring	To find the size of something
Recognising	Name and point out who or what something is
Scale reading	To know the value of something using a scale
Concepts	
Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different
	context
Fluency	Rapid recall of facts
Fractions	Numbers that represent a part of the whole
Geometry	The sizes, shapes, positions angles, and
	dimensions of things
Measurement	The process of comparison of an unknown
	quantity with a known or standard quantity
Multiplication and	The result of combining and splitting groups of
division	equal sizes
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	
Shape	The boundary of an object and can be
	differentiated based on properties

#### **Key vocabulary**

measure	To find the size of something
height	How tall or short something is
length	How long or short something is
cm	A unit of measurement
metre	A unit of measurement
centimetre	A unit of measurement
compare	The similarities and differences between things
long	Measuring from end to end
Μ	A unit of measurement
metre stick	A tool used to measure something
ruler	A tool used to measure something
short	Measuring from end to end
tall	Measuring from top to bottom
tape measure	A tool used to measure something

### Assessment points

- **Compare** the length/height of objects and lines using symbols
- Use vocabulary related to length such as long and short

#### National Curriculum Coverage

- length/height

#### **Target Tracker statements**

- results using >, < and =
- Read scales where not all numbers on the scale are given and estimate points in between

## SEN/D minimum expectations scale in divisions of two.

different divisions.



- **Recognise** the length/height of objects and lines
- Use vocabulary related to height such as tall and short
- Choose a ruler or other tools to measure objects and lines
  - **Choose** a unit of measurement
  - Measure the length/height of objects and lines
  - **Read** scales in divisions of 2s, 5s and 10s
  - **Read** a scale for measurement where not all numbers on the scale are given and estimate points in between
- Choose and use appropriate standard units to estimate and measure
- Compare and order lengths and record the results using >, < and =
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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
  - Read scales in divisions of ones, twos, fives and tens
- Children can use a ruler to measure a line. With support, children to read a

#### High prior attainment and extension opportunities

Children to estimate and compare lengths/heights that use scales in

To solve problems involving mass, capacity and temperature

#### Enquiry

How can scales help us to measure?



#### Substantive Knowledge (Content)

- How to compare the mass/capacity of objects using appropriate units
- How to measure the mass/capacity of objects using appropriate tools
- How to record the mass/capacity of objects using appropriate units •
- What vocabulary to use when comparing mass/capacity/temperature •
- What the symbols <, > and = mean •
- How to compare mass/capacity/temperature using the symbols <, > and =
- How to read a scale in divisions of 2, 5 and 10
- How to record the mass/capacity/temperature using a scale

#### **Prior Learning**

#### EYFS

Children have compared weight of objects and have explored ways to measure them. Children have used vocabulary heavy, heavier, heaviest and light, lighter, lightest. Children have explored capacity and have begun to compare the capacity of different containers. Children have used vocabulary full, half-full, empty, half-empty, overflowing.

**Y1** 

Children have been comparing the weight/capacity of objects and lines.

### Y2

Children have been using measuring skills for length/height.

#### **Future Learning**

#### KS2

Children will measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Skills	
	· · · · · · · · · · · · · · · · · · ·
Choosing	Deciding which tool or unit to measure with
Comparing	More, less or equal to something else
Identifying	Distinguish something or someone from others
	that may be similar
Measuring	To find the size of something
Recognising	Name and point out who or what something is
Scale reading	To know the value of something using a scale
Concepts	
Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different
	context
Fluency	Rapid recall of facts
Measurement	The process of comparison of an unknown
	quantity with a known or standard quantity
Multiplication and	The result of combining and splitting groups of
division	equal sizes
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	

#### Key vocabulary

weight	How heavy something is
capacity	The amount something can hold
volume	How much space is being taken up
temperature	How hot or cold something is
scale	A way of displaying measurement
empty	Contains nothing
full	Filled up
g	A unit of measurement
grams	A unit of measurement
heavy	Weighs a lot
kg	A unit of measurement
kilograms	A unit of measurement
L	A unit of measurement
light	Doesn't weigh a lot
litres	A unit of measurement
millilitres	A unit of measurement
ml	A unit of measurement

#### Assessment points

- **Recognise** how to find the mass/capacity of objects **Compare** the mass/capacity of objects • Use vocabulary related to mass such as weight, heavy and light Use vocabulary related to capacity such as volume, empty and full **Measure** the mass/capacity of objects **Compare** mass/capacity/temperature **Read** scales in divisions of 2s, 5s and 10s **Read** a scale for measurement where not all numbers on the scale are given and estimate points in between
- Choose a tool to measure the mass of objects

#### National Curriculum Coverage

- appropriate unit
- >, < and =

#### **Target Tracker statements**

- Compare and order lengths, mass, volume/capacity and record the results using >, < and =
- Read scales in divisions of ones, twos, fives and tens
- Read scales where not all numbers on the scale are given and estimate points in between

#### SEN/D minimum expectations

(empty and full).

#### High prior attainment and extension opportunities Children to estimate and compare mass/capacity/temperature that use scales in different divisions.



- **Record** the mass/capacity/temperature using a scale
- Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); and capacity (litres/ml) to the nearest
- Compare and order mass, volume/capacity and record the results using
- Choose and use appropriate standard units to estimate and measure
  - length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales,
  - thermometers and measuring vessels

- Children can compare the mass/capacity of an object. With support,
- children can use vocabulary such as weight (heavy and light) and volume

To use statistical skills to answer questions

#### Enquiry

How can we use pictures to represent numbers?



#### Substantive Knowledge (Content)

- What a pictogram is
- How to interpret data in a pictogram (and other graphs/tables)
- How to compare data in a pictogram (and other graphs/tables) •
- How to ask/answer questions about the data in a pictogram (and other graphs/tables)
- How to record data in a pictogram (and other graphs/tables)

#### **Prior Learning**

#### EYFS

Children have explored and devised ways of recording numbers in their play using marks and pictures, for example to record scores in games or to record number stories.

#### Y1

Children have begun counting in patterns.

#### **Y2**

Children have been counting in different patterns.

#### **Future Learning**

#### Y2

Children will continue to understand there are different ways to represent things.

#### KS2

Children will solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

Skills	
Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100
Interpreting	Understanding what data is telling us
Recording	A way of representing your findings
Concepts	
Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different
	context
Fluency	Rapid recall of facts
Measurement	The process of comparison of an unknown
	quantity with a known or standard quantity
Multiplication and	The result of combining and splitting groups of
division	equal sizes
Number and place	How numbers are made and relate to each
value	other
Reasoning and	To explain and use strategies to solve problems
problem solving	
Statistics	Collecting, analysing, interpreting, presenting,
	and organising data in a particular manner
Key vocabulary         statistics       The collection, representation and analysis of	
	data
data	Facts collected together
pictogram	A way of displaying data
bar chart	A way of displaying data
tally chart	A way of displaying data
block diagram	A way of displaying data
compare	The similarities and differences between things
interpret	Understand what something means
key	A tool to identify something
symbol	A tool to identify something
table	A way of displaying data
total	The value of everything together

#### Assessment points

- **Recognise** a pictogram
- tables

- •

## National Curriculum Coverage

- 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
- data.

### **Target Tracker statements**

- and simple tables
- data

## SEN/D minimum expectations graph/table.

### High prior attainment and extension opportunities Children to represent data in a variety of ways including different graphs/tables.



- Identify the what each picture in a pictogram represents
- **Interpret** simple pictograms, tally charts, block diagrams and simple
- **Answer** questions based on the data in these graphs/tables
- Ask their own questions about the data in the graphs/tables
- **Calculate** totals by using the data in the graphs/tables
- **Compare** the data in the graphs/tables
- **Record** data in a graph/table
- Ask and answer questions about totalling and comparing categorical

- Interpret and construct simple pictograms, tally charts, block diagrams
- 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
- Children to recognise a pictogram and explain what it includes. With support, children to answer simple questions about the data within a

To solve problems involving fractions

#### Enquiry

How can fractions help us bake a cake?



#### Substantive Knowledge (Content)

- What a fraction is
- Which words to use related to fractions •
- How to recognise fractions
- What a half/third/quarter/three-quarters of a value is •
- How to match fractions with shapes •
- How to find a half/third/quarter/three-quarters of a number
- How to write simple fractions •
- What is meant by an equivalent fraction •

#### **Prior Learning**

#### EYFS

Children have explored and represented how quantities can be distributed equally. Children have had practical experience of halving objects and have used the word 'half'.

#### **Y1**

Children have begun to learn about fractions.

#### Y2

Children have been developing multiplication and division skills.

#### **Future Learning**

#### Y2

Children will use their understanding of fractions when telling the time including quarter past and quarter to the hour.

#### KS2

Children will count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

Skills	
Cardinality	Counting in order
Comparing	More, less or equal to something else
Counting	Forwards and backwards between 0 and 100
Matching	Finding things that are the same
Problem solving	Using what you know to solve problems
Reading	Reading numbers to 100
Representing	An image to show something
Subitising	Recognising amounts without counting
Writing	Writing numbers to 100
Dividing	Breaking numbers/shapes up into equal parts
Concepts	
Addition and	Finding the sum or difference between
subtraction	numbers
Application	To apply what you have learned in a different context

Rapid recall of facts

#### Numbers that represent a part of the whole **Multiplication and** The result of combining and splitting groups of equal sizes Number and place How numbers are made and relate to each other **Reasoning and** To explain and use strategies to solve problems problem solving

#### **Key vocabulary**

Fluency

division

value

Fractions

fraction	The amount of something
half (½)	One of two equal parts
third (1/3)	One of three equal parts
quarter (¼)	One of four equal parts
three quarters (¾)	Three of four equal parts
denominator	How many equal parts are in the whole
divide	Separated into parts
equal	The same value
numerator	How many equal parts of the whole are needed
part	A bit of the whole
whole	All of something

#### Assessment points

- **Recognise** half, a third, a quarter and three-quarters of a shape **Identify** half, a third, a quarter and three-quarters of a shape • **Recognise** half, a third, a quarter and three-quarters of a value • Identify half, a third, a quarter and three-quarters of a value • Write fractions that match half, a third, a quarter and three-quarters **Find** equivalent fractions for a half and two-quarters Write simple fractions such as  $\frac{1}{2}$  of 6 = 3 •

#### National Curriculum Coverage

- Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity
- Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and  $\frac{1}{2}$ .

#### **Target Tracker statements**

- length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2
- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a

## SEN/D minimum expectations

fractions.



Solve simple problems involving fractions

Children to recognise half, a third, a quarter and three-quarters of a shape. With support, children can write fractions for shapes.

#### High prior attainment and extension opportunities

Children to represent fractions in a variety of ways including equivalent

#### Maths – Y2 – Geometry (Position and Direction)

#### Objective

To solve problems involving position and direction

#### Enquiry

How can you programme a robot?



#### Substantive Knowledge (Content)

- Where objects are
- Which words to use related to position
- How to describe the position of an object in a pattern or sequence •
- How to create a pattern/sequence •
- Which way clockwise/anti-clockwise is •
- How to make clockwise/anti-clockwise turns
- What is meant by a full/half/quarter turn clockwise/anti-clockwise •
- How to make full/half/quarter turns clockwise/anti-clockwise

#### **Prior Learning**

#### EYFS

Children have explored position and direction in practical, playful contexts using vocabulary: on top, underneath, next to, between, behind, in front of, forwards, backwards, along, over, under, through.

#### **Y1**

Children have been learning to describe position and direction.

#### Y2

Children have been using counting patterns as part of a sequence.

#### **Future Learning**

#### Y2

Children will use their understanding of clockwise/anti-clockwise when telling the time.

#### KS2

Children will describe positions on a 2-D grid as coordinates in the first quadrant.

Skills		
Comparing	Find similarities and differences	
Identifying	Distinguish something or someone from others	
	that may be similar	
Matching	Finding things that are the same	
Recognising	Name and point out who or what something is	
Describing	Explaining what can be seen	
Concepts		
Application	To apply what you have learned in a different context	
Fluency	Rapid recall of facts	
Geometry	The sizes, shapes, positions angles, and dimensions of things	
Position and direction	Describe place and movement of something	
	using prepositions and directional language	
Measurement	The process of comparison of an unknown	
	quantity with a known or standard quantity	
Reasoning and	To explain and use strategies to solve problems	
problem solving		
Key vocabulary		
position	Where something is	
direction	Which way to go	
clockwise	The direction the clock hands move	
anticlockwise	The opposite direction to clockwise	
quarter turn	A turn to face sideways	
North	A direction on a compass	
South	A direction on a compass	
East	A direction on a compass	
West	A direction on a compass	
backwards	Move away from the direction you are facing	
compass	A tool used to tell direction	
forwards	Move in the direction you are facing	
half turn	Turn to face the opposite direction	
left	A direction	
pattern	A repeating sequence based on a rule	
pattern right	A repeating sequence based on a rule A direction	

## Assessment points

- - •

  - movement (full/half/quarter turn)

#### National Curriculum Coverage

- and sequences

## **Target Tracker statements**

- and sequences

# SEN/D minimum expectations



- **Recognise** the position of an object
  - **Identify** objects based on their position
- **Describe** the position of an object
- Order and arrange objects in a patterns and sequences
  - **Know** which way is clockwise/anti-clockwise
  - Explain what is meant by clockwise/anti-clockwise
  - **Demonstrate** turns by direction clockwise/anti-clockwise and

• Order and arrange combinations of mathematical objects in patterns

• 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).

Order and arrange combinations of mathematical objects in patterns

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)

Children can find an object based on its numerical position. With support, children can arrange objects in a pattern/sequence

High prior attainment and extension opportunities Children to give directions to an end point using appropriate vocabulary including clockwise/anti-clockwise turns.



#### Substantive Knowledge (Content)

- How many hours are in a day and minutes in an hour
- How to sequence intervals of time in chronological order
- Which words to use relating to time •
- How to tell the time for o'clock, half past, quarter past and quarter to the hour
- How to represent the time for o'clock and half past, quarter past and quarter to the hour

#### **Prior Learning**

### EYFS

Children have been introduced to the concept of time, exploring sequencing and vocabulary 'before' and 'after', as well as times of the day: 'day', 'night', 'morning', 'afternoon', 'evening', days of the week, months of the year and seasons.

#### **Y1**

Children have been learning to tell the time for o'clock and half past.

## Y2

Children have been using directional language including clockwise/anticlockwise.

**Future Learning** 

## Y2

Children will use their understanding of telling the time to read scales with missing intervals.

## KS2

Write the time using Roman numerals.

ChoosingDeciding which tool or unit to measure withComparingMore, less or equal to something elseIdentifyingDistinguish something or someone from others that may be similarMeasuringTo find the size of somethingRecognisingName and point out who or what something isScale readingTo know the value of something using a scaleConceptsAddition and subtractionFinding the sum or difference between numbersApplicationTo apply what you have learned in a different contextFluencyRapid recall of factsMeasurementThe process of comparison of an unknown quantity with a known or standard quantityMultiplication and divisionThe result of combining and splitting groups of equal sizesNumber and place valueHow numbers are made and relate to each otherReasoning and problem solvingTo explain and use strategies to solve problems	Skills	
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Reasoning and problem solvingTo explain and use strategies to solve problems	value	other
problem solving	Reasoning and	To explain and use strategies to solve problems
	problem solving	

#### **Key vocabulary**

time	How long something lasts
hour hand	A tool to demonstrate the hour on a clock
minute hand	A tool to demonstrate the minutes on a clock
quarter past	15 minutes past the current hour
quarter to	15 minutes until the next hour
AM	A way of showing time in the first half of the day
clock	A tool used for showing the time
day	A period of time
half past	30 minutes past the current hour
hour	A period of time
minute	A period of time
month	A period of time
o'clock	No minutes past the current hour
PM	A way of showing time in the second half of the
	day
second	A period of time
week	A period of time
year	A period of time

## Assessment points

- seconds
- Sequence intervals of time including seconds, minutes, hours, days, months and years
- a day
- quarter to

## National Curriculum Coverage

- Compare and sequence intervals of time
- - day.

## **Target Tracker statements**

- 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
- in a day

# SEN/D minimum expectations

## High prior attainment and extension opportunities on a clock for five minute intervals.

- **Recognise** language relating to time including hours, minutes and
- **Identify** the number of minutes in an hour and the number of hours in
- **Recognise** the time including o'clock, half past, quarter past and
- **Show** the hands on a clock to represent a specific time **Use** vocabulary to describe the time including hour and minutes
- 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

Remember the number of minutes in an hour and the number of hours

Read the time on a clock to the nearest 15 minutes

- Children to read the time at o'clock and half past. With support children can read the time at quarter past and quarter to the hour.
- Children to represent the time in a variety of ways including drawing hands

