	EYFS Statements	Early Learning Goals		By the end of Reception children should know… (Small steps)	Activities & Opportunities	Vocabulary	Concrete/ Pictorial must haves!	Sentence Stems	Songs
Reception	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, 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. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	**ELG: Number** Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - 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. **ELG: Numerical Patterns** Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	**Cardinality & counting**	1 Counting: saying number words in sequence. 2 Counting: tagging each object with one number word 3 Counting: knowing the last number counted gives the total so far 4 Subitising: recognising small quantities without needing to count them all 5 Numeral meanings 6 Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away)	National Centre for Excellence in the Teaching of Mathematics (ncetm.org.uk)	zero number one, two, three … to twenty and beyond eleven, twelve … twenty count, count (up) to, count on (from, to),			
			Comparison	1 More than / less than 2 Identifying groups with the same number of things 3 Comparing numbers and reasoning 4 Knowing the 'one more than/one less than' relationship between counting numbers	National Centre for Excellence in the Teaching of Mathematics (ncetm.org.uk)				
			Composition	1 Part–whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total) 2 Inverse operations can be partitioned into different pairs of numbers 4 A number can be partitioned into more than two numbers 5 Number bonds: knowing which pairs make a given number	National Centre for Excellence in the Teaching of Mathematics (ncetm.org.uk)				
			Pattern	1 Continuing an AB pattern 2 Copying an AB pattern 3 Make their own AB pattern 4 Spotting an error in an AB pattern 5 Identifying the unit of repeat 6 Continuing an ABC pattern 7 Continuing a pattern which ends mid-unit 8 Make their own ABB, ABBC patterns 9 Spotting an error in an ABB pattern 10 Symbolising the unit structure 11 Generalising structures to another context or mode 12 Making a pattern which repeats around a circle 13 Making a pattern around a border with a fixed number of spaces 14 Pattern-spotting around us	National Centre for Excellence in the Teaching of Mathematics (ncetm.org.uk)				
			Measures	1 Recognising attributes 2 Comparing amounts of continuous quantities 3 Showing awareness of comparison in estimating and predicting 4 Comparing indirectly 5 Recognising the relationship between the size and number of units 6 Beginning to use units to compare things 7 Beginning to use time to sequence events 8 Beginning to experience specific time durations	National Centre for Excellence in the Teaching of Mathematics (ncetm.org.uk)				
			Shape & Space	1 Developing spatial awareness: experiencing different viewpoints 2 Developing spatial vocabulary 3 Shape awareness: developing shape awareness through construction 4 Representing spatial relationships 5 Identifying similarities between shapes 6 Showing awareness of properties of shape 7 Describing properties of shape 8 Developing an awareness of relationships between shapes	National Centre for Excellence in the Teaching of Mathematics (ncetm.org.uk)				

Prior Knowledge - Reception	Year 1	NC Objectives	By the end of Year 1 children should know… (Small steps)	Vocabulary	Concrete/Pictorial must haves!	Sentence Stems	Songs
Cardinality & Counting 1 Counting: saying number words in sequence.　　　　　　　2 Counting: tagging each object with one number word 3 Counting: knowing the last number counted gives the total so far 4 Subitising: recognising small quantities without needing to count them all 5 Numeral meanings 6 Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away)	Number and Place Value	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ⬚ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ⬚ given a number, identify one more and one less ⬚ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ⬚ read and write numbers from 1 to 20 in numerals and words.	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=lKjH0l&nav=MTVfezBDOEVCRjRCLUU2QjAtNEFERS05ODYyLTEyMEM2N0RBRDMxNX0	**Number:** twenty-one, twenty-two … one hundred numeral thirty forty fifty sixty seventy eighty ninety (one) hundred More than Less than Identify Represent forwards backwards　　　**Place Value:**　　numeral	**Base 10 Place Value counters place value grid.**	part, part, whole.	
Comparison: 1 More than / less than 2 Identifying groups with the same number of things　　　　　　3 Comparing numbers and reasoning 4 Knowing the 'one more than/one less than' relationship between counting numbers	Addition and Subtraction	read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs ⬚ represent and use number bonds and related subtraction facts within 20 ⬚ add and subtract one-digit and two-digit numbers to 20, including zero ⬚ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=kXqAJz&nav=MTVfezlDOTAzNjUxLUYzNUQtNDFERC05M0IzLTg5ODc3M0I3N0I2M30	**Addition:** Sum of 2 numbers double two/ten more near doubles is the same as missing number bridging check inverse **Subtraction:** how many more?	**Base 10 Place Value counters place value grid.** **Part - whole model**		Number bonds to 10.

Composition: 1 Part–whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total) 2 Inverse operations 3 A number can be partitioned into different pairs of numbers 4 A number can be partitioned into more than two numbers 5 Number bonds: knowing which pairs make a given number	**Multiplication and Division**	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.	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=HKtcPX&nav=MTVfezEzOTM3Qjg0LTdEMzAtNDQxOC04MTk0LTZFRjJFQzdBMzk5MX0	**Multiplication:** multiplication multiplied by multiply lots of groups of twice times as … array multiple count up repeated addition **Division:** share into		Counting in 2s song
Pattern: 1 Continuing an AB pattern 2 Copying an AB pattern 3 Make their own AB pattern 4 Spotting an error in an AB pattern 5 Identifying the unit of repeat 6 Continuing an ABC pattern 7 Continuing a pattern which ends mid-unit 8 Make their own ABB, ABBC patterns 9 Spotting an error in an ABB pattern 10 Symbolising the unit structure 11 Generalising structures to another context or mode 12 Making a pattern which repeats around a circle 13 Making a pattern around a border with a fixed number of spaces 14 Pattern-spotting around us	**Fractions**	recognise, find and name a half as one of two equal parts of an object, shape or quantity ⬚ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=f3AEMR&nav=MTVfezNERkUyOTY0LTUxMEItNDE0MS05MDk1LThCQjJBODhERDJBRX0	two quarters, quarter, three quarters equal parts equal groups quantity object same as		
	Measurement	compare, describe and solve practical problems for: ⬚ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ⬚ mass/weight [for example, heavy/light, heavier than, lighter than] ⬚ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ⬚ time [for example, quicker, slower, earlier, later] ⬚ measure and begin to record the following: ⬚ lengths and heights ⬚ mass/weight ⬚ capacity and volume ⬚ time (hours, minutes, seconds) ⬚ recognise and know the value of different denominations of coins and notes ⬚ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ⬚ 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.	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=y3DOe8&nav=MTVfezAxNEQxMjdCLThDMjEtNDNBRS04RkFFLUQwQTJBMTZGODMwMX0			

Shape & Space: 1 Developing spatial awareness: experiencing different viewpoints 2 Developing spatial vocabulary 3 Shape awareness: developing shape awareness through construction 4 Representing spatial relationships 5 Identifying similarities between shapes 6 Showing awareness of properties of shape 7 Describing properties of shape 8 Developing an awareness of relationships between shapes	Shape	recognise and name common 2-D and 3-D shapes, including: ▪ 2-D shapes [for example, rectangles (including squares), circles and triangles] ▪ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=CJAIx1&nav=MTVfezQyQUUzNTczLUU3RUUtNDBGQy1BNTA0LUYzM0Q5RTU4NTY2Mn0			
Measure: 1 Recognising attributes 2 Comparing amounts of continuous quantities 3 Showing awareness of comparison in estimating and predicting 4 Comparing indirectly 5 Recognising the relationship between the size and number of units 6 Beginning to use units to compare things 7 Beginning to use time to sequence events 8 Beginning to experience specific time durations	Position and Direction	describe position, direction and movement, including whole, half, quarter and three quarter turn	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=sfiY5e&nav=MTVfe0UwRTk1MUY3LUZGMDEtNDcyMC05MkJELURGMjMwN0QwOEM0NH0			

Prior Knowledge- Year 1 (NC)	Year 2	NC Objectives	By the end of Year 2 children should know… (Small steps)	Vocabulary	Concrete/ Pictorial must haves!	Sentence Stems	Songs
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ☐ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ☐ given a number, identify one more and one less ☐ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ☐ read and write numbers from 1 to 20 in	Number and Place Value	☐ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ☐ recognise the place value of each digit in a two-digit number (tens, ones) ☐ identify, represent and estimate numbers using different representations, including the number line ☐ compare and order numbers from 0 up to 100; use <, > and = signs ☐ read and write numbers to at least 100 in numerals and in words ☐ use place value and number facts to solve problems.	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=7ed5h4&nav=MTVfezBDOEVCRjRCLUU2QjAtNEFERS05ODYyLTEyMEM2N0RBRDMxNX0	**Number:** two hundred … one thousand count on in 3s, tally twenty-first, twenty-second … estimate calculate ascending descending **Place Value:** Column (position of a digit on a place value chart) partition into multiples of	Base 10, numicon, place value counters, number lines, 10 frames. Place value columns.	- When counting in 2s the numbers always end in 2,4,6,8, or 0. -When counting in 5s, the numbers always end in a 5 or a 0. - When counting in 10s, the number always ends in a 0 and goes down the column.	
read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ☐ represent and use number bonds and related subtraction facts within 20 ☐ add and subtract one-digit and two-digit numbers to 20, including zero ☐ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.	Addition and Subtraction	☐ solve problems with addition and subtraction: ☐ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ☐ applying their increasing knowledge of mental and written methods ☐ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ☐ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ☐ a two-digit number and ones ☐ a two-digit number and tens ☐ two two-digit numbers ☐ adding three one-digit numbers ☐ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ☐ recognise and use the inverse relationship between addition and	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=mA6UBC&nav=MTVfezlDOTAzNjUxLUYzNUQtNDFERC05M0IzLTg5ODc3M0I3N0I2M30	**Addition:** increase tens boundary commutative regrouping empty box/missing number or digit mental method inverse commutative plus altogether **Subtraction:** Difference between Exchanging			
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.	Multiplication and Division	☐ 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 ☐ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ☐ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=B9PGl3&nav=MTVfezEzOTM3Qjg0LTdEMzAtNDQxOC04MTk0LTZFRjJFQzdBMzk5MX0	**Multiplication:** times table rows columns commutative multiplication fact multiplication table multiple of inverse mental method **Division:** array row column inverse empty box/missing number or digit mental method			

recognise, find and name a half as one of two equal parts of an object, shape or quantity ⬚ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	**Fractions**	⬚recognise, find, name and write fractions 1/3 1/4 2/4 3/4 of a length, shape, set of objects or quantity ⬚ write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=c5dwoq&nav=MTVfezNERkUyOTY0LTUxMEItNDE0MS05MDk1LThCQjJBODhERDJBRX0_	third equivalence numerator denominator		
compare, describe and solve practical problems for: ⬚ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ⬚ mass/weight [for example, heavy/light, heavier than, lighter than] ⬚ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ⬚ time [for example, quicker, slower, earlier, later] ⬚ measure and begin to record the following: ⬚ lengths and heights ⬚ mass/weight ⬚ capacity and volume ⬚ time (hours, minutes, seconds) ⬚ recognise and know the value of different	**Measurement**	⬚ 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 results using >, < and = ⬚ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ⬚ find different combinations of coins that equal the same amounts of money ⬚ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ⬚ compare and sequence intervals of time ⬚ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ⬚ know the number of minutes in an hour and the number of hours in a day.	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=vQnxzT&nav=MTVfezAxNEQxMjdCLThDMjEtNDNBRS04RkFFLUQwQTJBMTZGODMwMX0_			
recognise and name common 2-D and 3-D shapes, including: ⬚ 2-D shapes [for example, rectangles (including squares), circles and triangles] ⬚ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	**Shape**	⬚ 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.	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=30Q6cH&nav=MTVfezQyQUUzNTczLUU3RUUtNDBGQy1BNTA0LUYzM0Q5RTU4NTY2Mn0_			
describe position, direction and movement, including whole, half, quarter and three quarter turn	**Position and Direction**	⬚ order and arrange combinations of mathematical objects in patterns and sequences ⬚ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	https://dbatschools-my.sharepoint.com/:x:/g/personal/hannahbaddeley_kcea_dbat_org_uk/EXS5HLVD25ROvJ5eZQ23aYkBG0Tb16Ans2gk_3Oiv3onaw?e=LGcu68&nav=MTVfe0UwRTk1MUY3LUZGMDEtNDcyMC05MkJELURGMjMwN0QwOEM0NH0_			

	Statistics	interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.					

Prior Knowledge- Year 2 (NC)	Year 3	NC Objectives	By the end of Year 3 children should know… (Small steps)	Vocabulary	Concrete/ Pictorial must haves!	Sentence Stems	Songs
⬛ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ⬛ recognise the place value of each digit in a two-digit number (tens, ones) ⬛ identify, represent and estimate numbers using different representations, including the number line ⬛ compare and order numbers from 0 up to 100; use <, > and = signs ⬛ read and write numbers to at least 100 in numerals and in words ⬛ use place value and number facts to solve problems.	Number and Place Value	Pupils should be taught to: count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) compare and order numbers up to 1,000 identify, represent and estimate numbers using different representations read and write numbers up to 1,000 in numerals and in words solve number problems and practical problems involving these ideas	Number&place value (sm steps)'!A1		Base 10, numicon, place value counters, number lines, 10 frames. Place value columns.	- When counting in 2s the numbers always end in 2,4,6,8, or 0. - When counting in 5s, the numbers always end in a 5 or a 0. - When counting in 10s, the number always ends in a 0 and goes down the column.	
⬛ solve problems with addition and subtraction: ⬛ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ⬛ applying their increasing knowledge of mental and written methods ⬛ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ⬛ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ⬛ a two-digit number and ones ⬛ a two-digit number and tens	Addition and Subtraction	Pupils should be taught to: add and subtract numbers mentally, including: a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	+ & - (sm step) '!A1				
⬛ 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 ⬛ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ⬛ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Multiplication and Division	Pupils should be taught to: recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	X & Division (sm step)'!A1				

recognise, find, name and write fractions 1/3 1/4 2/4 3/4 of a length, shape, set of objects or quantity write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	Fractions	Pupils should be taught to: 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 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above	Fractions (sm step)'!A1				
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 results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Measurement	Pupils should be taught to: measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example, to calculate the time taken by particular events or tasks]	Measurement (sm step)'!A1				
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.	Shape	Pupils should be taught to: draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines	Shape (sm step)'!A1				

⬜ order and arrange combinations of mathematical objects in patterns and sequences ⬜ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	Position and Direction	NA					
⬜ interpret and construct simple pictograms, tally charts, block diagrams and simple tables ⬜ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ⬜ ask and answer questions about totalling and comparing categorical data.	Statistics	Pupils should be taught to: interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	Statistics (sm step)'!A1				

Number & Place Value - Small steps

Year 1	**Recap Reception- 1**Pupils count within 100 in different ways. **Numbers 0-5** 1 Pupils explain that numbers can represent how many objects there are in a set 2Pupils explain that ordinal numbers show a position and not a set of objects 3Pupils partition numbers one to five in different ways 4Pupils partition the numbers one to five in a systematic way 5Pupils find a missing part when one part and the whole is known 6Pupils show one more and one less than a number using representations. Pupils describe this accurately. 7Pupils show one more and one less than a number using representations. Pupils describe this accurately. 8Pupils use a bar model to represent a whole partitioned into two parts	**Numbers 0-10** 1Pupils count a set of objects and match the spoken number to the written numeral and number name 2Pupils represent the numbers 6 to 10 using a five and a bit structure 3Pupils identify the whole and parts of the numbers 6 to 10 using the five and a bit structure 4Pupils explore the numbers 6 to 10 using the part whole model and the five and a bit structure 5Pupils explain where 6, 7, 8 and 9 lie on a number line 6Pupils explain what odd and even numbers are and the difference between them 7Pupils explain how even and odd numbers can be partitioned 8Pupils partition numbers 6 to 10 in different ways 9Pupils partition the numbers 6 to 10 in a systematic way 10Pupils identify a missing part when a whole is partitioned into two parts	**Number from 0-20** 1Pupils explain that the digits in the numbers 11 to 19 express quantity 2Pupils explain that the digits in the numbers 11 to 19 express position on a number line 3Pupils identify the quantity shown in a representation of numbers 11 to 19 4Pupils use knowledge of '10 and a bit' to solve problems 5Pupils use knowledge of '10 and a bit' to solve problems 6Pupils explore odd and even numbers within 20 7Pupils double the numbers 6 to 9 and halve the result, explaining what doubling and halving is 8Pupils use knowledge of addition facts within 10 to add within 20 9Pupils use knowledge of subtraction facts within 10 to subtract within 20 10Pupils use knowledge of addition and subtraction facts within 10 to add and subtract within 20 11Pupils measure one object with different non-standard measures and record outcomes 12Pupils measure items using individual cm cubes (Dienes) 13Pupils measure length from zero cm using a ruler 14Pupils estimate length in cm 15Pupils estimate length, measure length and record these values in a table	**Comparison of Quantities - Part Whole** 3 Pupils count a set of objects 4Pupils compare sets of objects 5Pupils use equality and inequality symbols to compare sets of objects 6Pupils use equality and inequality symbols to compare expressions 7Pupils explain what a whole is 8Pupils explain that a whole can be split into parts 9Pupils explain that a whole can represent a group of objects 10Pupils identify a part of a whole group 11Pupils explain what a part-whole model is 12Pupils use a part-whole model to represent a whole partitioned into two parts 13Pupils use a part-whole model to represent a whole partitioned into more than two parts	
Year 2	**Number 10- 100** 1 Pupils explain that one ten is equivalent to ten ones 2Pupils represent multiples of ten using their numerals 3Pupils represent multiples of ten using their numerals and names 4Pupils represent multiples of ten in an expression or an equation 5Pupils estimate the position of multiples of ten on a 0-100 number line 6Pupils explain what happens when you add and subtract ten to a multiple of ten 7Pupils use knowledge of facts and unitising to add and subtract multiples of ten 8Pupils add and subtract multiples of ten 9Pupils explore the counting sequence for counting to 100 and beyond 10Pupils count a large group of objects by counting groups of tens and the extra ones 11Pupils count a large group of objects by using knowledge of unitising by counting tens and ones 12Pupils represent a number from 20-99 in different ways 13Pupils explain and mark the position of numbers 20-99 on a number line 14Pupils explain that numbers 20-99 can be represented as a length 15Pupils compare two, two-digit numbers 16Pupils partition a two-digit number into tens and ones 17Pupils add two, two-digit numbers by partitioning into tens and ones	**Number facts:** 1Pupils demonstrate their fluency of addition and subtraction within ten 2Pupils practise addition and subtraction strategies as required			
Year 3	**Adding and Subtracting across 10.** 1Pupils add 3 addends 2Pupils use a 'First.. Then… Now" story to add 3 addends 3Pupils explain that addends can be added in any order 4Pupils add 3 addends efficiently 5Pupils add 3 addends efficiently by finding two addends that total 10 6Pupils add two numbers that bridge through 10 7Pupils subtract two numbers that bridge through 10	**Numbers to 1,000** 1Pupils explain that 100 is composed of ten tens and one hundred ones 2Pupils explain that 100 is composed of 50s 25s and 20s 3Pupils use known facts to find multiples of ten that compose 100 4Pupils will use known facts to find a two-digit number and a one- or two-digit number that compose 100 5Pupils use known facts to find correct complements to 100 6Pupils use known facts to find complements to 100 accurately and efficiently 7Pupils represent a three-digit number which is a multiple of ten using their numerals and names 8Pupils use place value knowledge to write addition and subtraction equations 9Pupils bridge 100 by adding or subtracting in multiples of ten 10Pupils use knowledge of addition and subtraction of multiples of ten bridging the hundreds boundary to solve problems 11Pupils count across and on from 100 12Pupils represent a three-digit number up to 199 in different ways 13Pupils bridge 100 by adding or subtracting a single-digit number 14Pupils find ten more or ten less than a given number 15Pupils cross the hundreds boundary when adding and subtracting any two-digit multiple of ten 16Pupils become familiar with a metre ruler (marked and unmarked intervals, 1 x 1m, 10 x 10cm, 100 x 1cm) 17Pupils measure length and height from zero using whole metres and cm 18Pupils measure length and height from zero using cm 19Pupils convert between m and cm (include whole m to cm, cm to whole m and cm and vice versa) 20Pupils become familiar with a ruler in relation to cm and mm (marked and unmarked intervals, knowing 1cm = 10mm) 21Pupils measure length from zero using mm / whole cm and mm 22Pupils convert between cm and mm (include whole cm to mm, mm to whole cm and mm and vice versa) 23Pupils estimate a length/height, measure a length/height and record in a table 24Pupils use knowledge of place value to represent a three-digit number in different ways 25Pupils represent a three-digit number up to 1000 in different ways 26Pupils use knowledge of the additive relationship to solve problems	27Pupils count in hundreds and tens on a number line nearest multiple of 100 on a number line for a three-digit multiples of ten 28Pupils identify the previous, next and 29Pupils position three-digit numbers on number lines 30Pupils estimate the position of three-digit numbers on unmarked number lines 31Pupils compare one-, two- and three-digit numbers 32Pupils compare two three-digit numbers 33Pupils order sets of three-digit numbers 34Pupils use known facts to add or subtract multiples of 100 within 1000 35Pupils write a three-digit multiple of 10 as a multiplication equation 36Pupils partition three-digit numbers in different ways 37Pupils use known facts to solve problems involving partitioning numbers 38Pupils use known facts to add or subtract to/from multiples of 100 in tens 39Pupils use known facts to add or subtract to/from multiples of 100 in ones 40Pupils add/subtract multiples of ten bridging 100 41Pupils add/subtract to/from a three-digit number in ones bridging 100 42Pupils find 10 more or less across any hundreds boundary 43Pupils use knowledge of adding or subtracting to/from three-digit numbers to solve problems 44Pupils count forwards and backwards in multiples of 2, 20, 5, 50 and 25 45Pupils use knowledge of counting in multiples of 2, 20, 5, 50 and 25 to solve problems 46Pupils become familiar with different weighing scales up to 1kg (intervals of 100g, 200g, 250g and 500g) 47Pupils become familiar with the tools to measure volume and capacity up to 1 litre (intervals of 100ml, 200ml, 250ml and 500ml) 48Pupils measure mass from zero up to 1kg using grams 49Pupils measure mass from zero above 1kg using whole kg and grams 50Pupils measure volume from zero up to 1 litre using ml 51Pupils measure volume from zero above 1 litre using whole litres and ml 52Pupils estimate mass in grams and volume in ml 53Pupils estimate a mass/volume, measure a mass/volume and record in a table		
Year 4					
Year 5					
Year 6					

Addition and Subtraction - Small steps

Year 1	**Additive Structures** 1Pupils combine two or more parts to make a whole 2Pupils explain that addends can be represented in any order. This is called the commutative law 3Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (1) 4Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (2) 5Pupils add parts to find the value of the whole and write the equation 6Pupils find the missing addend in an equation 7Pupils partition a whole into two parts and express this with a subtraction equation 8Pupils make addition and subtraction stories and write equations to match 9Pupils represent 'first, then, now' stories with addition equations (1) 10Pupils represent 'first, then, now' stories with addition equations (2) 11Pupils represent 'first, then, now' stories with subtraction equations (1) 12Pupils represent 'first, then, now' stories with subtraction equations (2) 13Pupils represent different types of stories with subtraction calculations 14Pupils make addition and subtraction stories, writing equations to match 15Pupils work out the missing part of an addition story and equation if the other two parts are known 16Pupils work out the missing part of a subtraction story and equation if the other two parts are known 17Pupils explain that addition and subtraction are inverse operations (1) 18Pupils explain that addition and subtraction are inverse operations (2) 19Pupils use additive structures to think about addition and subtraction equations in different ways	**Adding and Subtracting- Facts within 10-** 1Pupils explain that addition is commutative 2Pupils find pairs of numbers to 10 (1) 3Pupils find pairs of numbers to 10 (2) 4Pupils add and subtract 1 from any number 5Pupils explain what the difference is between consecutive numbers 6Pupils explain what happens when 2 is added to or subtracted from odd and even numbers 7Pupils explain what the difference is between consecutive odd and even numbers 8Pupils explain what happens when zero is added to or subtracted from a number 9Pupils explain what happens when a number is added to or subtracted from itself 10Pupils represent different types of stories with subtraction calculations 11Pupils use knowledge and strategies to add 5 and 3 and 6 and 3	
Year 2	**Calculations within 20** 1Pupils add three addends 2Pupils use a 'First... Then... Now" story to add 3 addends 3Pupils explain that addends can be added in any order 4Pupils add 3 addends efficiently 5Pupils add 3 addends efficiently by finding two addends that total 10 6Pupils add two numbers that bridge through 10 7Pupils subtract two numbers that bridge through 10 8Pupils compare numbers and describe how many more or less there are in each set 9Pupils calculate the difference 10Pupils use knowledge of subtraction to solve problems in a range of contexts 11Pupils explain what the difference is between consecutive numbers 12Pupils calculate difference when information is presented in a pictogram 13Pupils calculate difference when information is presented in a bar chart	**Addition and Subtraction of 2 Digit Numbers (1)** 1Pupils add and subtract one to and from a two-digit number 2Pupils add and subtract one to and from a two-digit number that crosses a tens boundary 3Pupils add and subtract one from any two-digit number 4Pupils use number facts to add a single-digit number to a two-digit number 5Pupils use number facts to subtract a single-digit number from a two-digit number 6Pupils use a part-part-whole model to represent addition and subtraction 7Pupils use number bonds to ten to add a single-digit number to a two-digit number 8Pupils use number bonds to ten to subtract a single-digit number from a two-digit number 9Pupils use knowledge of 'make ten' to add a one-digit number to a two-digit number 10Pupils use knowledge of 'make ten' to subtract a multiple of ten or a single-digit from a two-digit number 11Pupils solve problems using knowledge of addition and subtraction 12Pupils find ten more or ten less than a two-digit number (1) 13Pupils find ten more or ten less than a two-digit number (2) 14Pupils add and subtract ten to/from a two-digit number 15Pupils explain the patterns when adding and subtracting ten 16Pupils use knowledge of adding and subtracting ten to solve problems 17Pupils use number facts to add a multiple of ten to a two-digit number	**Addition and Subtraction of 2 Digit Numbers (2)** 1Pupils explain strategies used to add 2Pupils add a two-digit number to a two-digit number 3Pupils add a two-digit number to a two-digit number when not crossing ten (i) 4Pupils add a two-digit number to a two-digit number when not crossing ten (ii) 5Pupils add a two-digit number to a two-digit number when crossing ten 6Pupils explain strategies used to subtract 7Pupils subtract a two-digit number from a two-digit number 8Pupils partition the subtrahend to help with subtraction 9Pupils subtract a two-digit number from a two-digit number when not crossing ten (i) 10Pupils subtract a two-digit number from a two-digit number when not crossing ten (ii) 11Pupils subtract a two-digit number from a two-digit number when crossing ten 12Pupils subtract efficiently using knowledge of two-digit numbers

	Manipulating the additive relationship and securing mental calculation	Column Addition	Column Subtraction
Year 3	1 Pupils add two 3-digit numbers using partitioning 2 Pupils add two 3-digit numbers using adjusting 3 Pupils add a pair of 2- or 3-digit numbers using redistribution 4 Pupils subtract a pair of 2- or 3-digit numbers, bridging a multiple of 10, using partitioning 5 Pupils subtract a pair of 2-digit numbers, crossing a ten or hundreds boundary, by finding the difference between them 6 Pupils subtract a pair of three-digit multiples of 10 within 1000 by finding the difference between them 7 Pupils evaluate the efficiency of strategies for subtracting from a 3-digit number 8 Pupils explain why the order of addition and subtraction steps in a multi-step problem can be chosen 9 Pupils accurately and efficiently solve multi-step addition and subtraction problems 10 Pupils understand and can explain that both addition and subtraction equations can be used to describe the same additive relationship (2-digit numbers) 11 Pupils understand and can explain that both addition and subtraction equations can be used to describe the same additive relationship (3-digit numbers) 12 Pupils use knowledge of the additive relationship to rearrange equations 13 Pupils use knowledge of the additive relationship to identify what is known and what is unknown in an equation 14 Pupils use knowledge of the additive relationship to rearrange equations before solving	1 Pupils identify the addends and the sum in column addition 2 Pupils use their knowledge of place value to correctly lay out column addition 3 Pupils add a pair of 2-digit numbers using column addition 4 Pupils add using column addition 5 Pupils use their knowledge of column addition to solve problems 6 Pupils add a pair of 2-digit numbers using column addition with regrouping in the ones column 7 Pupils add a pair of 2-digit numbers using column addition with regrouping in the tens column 8 Pupils add using column addition with regrouping 9 Pupils use known facts and strategies to accurately and efficiently calculate and check column addition 10 Pupils use their knowledge of column addition to solve problems	1 Pupils identify the minuend and the subtrahend in column subtraction 2 Pupils explain the column subtraction algorithm 3 Pupils subtract from a 2-digit number using column subtraction with exchanging from tens to ones 4 Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (1) 5 Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (2) 6 Pupils evaluate the efficiency of strategies for subtraction
Year 4			
Year 5			
Year 6			

Multiplication and Division- Small steps

Year 1	**Doubling and Halving** 1Pupils double numbers and explain what doubling means 2Pupils halve numbers and explain what halving means 3Pupils use knowledge of doubles and halves to calculate near doubles and halves	**Multiplication & Division** 1 Count in 2s 2 Count in 10s 3 Count in 5s 4 Recognise equal groups 5 Add equal groups 6 Make arrays 7 Make doubles 8 Make queal groups- grouping	
Year 2	**Introduction to X** 1Pupils explain that objects can be grouped in different ways 2Pupils describe how objects have been grouped 3Pupils represent equal groups as repeated addition 4Pupils represent equal groups as repeated addition and multiplication 5Pupils represent equal groups as multiplication 6Pupils explain and represent multiplication when a group contains zero or one items 7Pupils identify and explain each part of a multiplication equation 8Pupils use knowledge of multiplication to calculate the product 9Pupils represent the two times table in different ways 10Pupils use knowledge of the two times table to solve problems 11Pupils explain the relationship between adjacent multiples of two 12Pupils explain that factor pairs can be written in any order 13Pupils represent counting in tens as the ten times table 14Pupils represent the ten times table in different ways 15Pupils explain the relationship between adjacent multiples of ten 16Pupils represent counting in fives as the five times table 17Pupils represent the five times table in different ways 18Pupils explain the relationship between adjacent multiples of five 19Pupils explain how groups of five and ten are related 20Pupils explain the relationship between multiples of five and ten 21Pupils use knowledge of the relationships between the five and ten times tables to solve problems 22Pupils explain how a factor of zero or one affect the product 23Pupils represent multiplication equations in different ways 24Pupils use knowledge of the two, five and ten times tables to solve problems	**Introduction to Division** 1 Pupils explain that objects can be grouped equally 2Pupils identify and explain when objects cannot be grouped equally 3Pupils explain the relationship between division expressions and division stories 4Pupils calculate the number of equal groups in a division story 5Pupils use their knowledge of skip counting and division to solve problems relating to measure 6Pupils skip count using the divisor to find the quotient 7Pupils use their knowledge of division to solve problems 8Pupils explain that objects can be shared equally 9Pupils use skip counting to solve a sharing problem 10Pupils skip count using the divisor to find the quotient 11Pupils solve a variety of division problems, explaining their understanding	**MULTIPLICATION AND DIVISION – DOUBLING, HALVING, QUOTITIVE AND PARTITIVE DIVISION** 1Pupils identify the patterns and relationships between the 5 and 10 times tables 2Pupils explain the patterns and relationships between the 5 and 10 times tables 3Pupils use their knowledge of the 5 and 10 times tables to solve problems 4Pupils identify and explain relationships between the 5 and the 10 times tables 5Pupils use their knowledge of the 5 and 10 times tables to solve problems 6Pupils explain how times table facts can help to find the quotient (10 times table) 7Pupils explain how times table facts can help to find the quotient (5 times table) 8Pupils explain how times table facts can help to find the quotient (2 times table) 9Pupils explain how a division equation with 2 as a divisor is related to halving 10Pupils explain each part of a division equation and know how they can be interchanged 11Pupils use knowledge of divisibility rules when the divisor is 2 to solve problems 12Pupils use knowledge of divisibility rules when then divisor is 10 to solve problems 13Pupils use knowledge of divisibility rules when the divisor is 5 to solve problems 14Pupils explain how a dividend of zero affects the quotient 15Pupils explain how the quotient is affected when the divisor is equal to the dividend 16Pupils explain how a divisor of one affects the quotient

Year 3	**2,4,8 times table.** 1Pupils represent counting in fours as the 4 times table 2Pupils use knowledge of the 4 times table to solve problems 3Pupils explain the relationship between adjacent multiples of four 4Pupils explain the relationship between multiples of 2 and multiples of 4 5Pupils use knowledge of the relationships between the 2 and 4 times tables to solve problems 6Pupils represent counting in eights as the 8 times table 7Pupils explain the relationship between adjacent multiples of eight 8Pupils explain the relationship between multiples of 4 and multiples of 8 9Pupils use knowledge of the relationships between the 4 and 8 times tables to solve problems 10Pupils explain the relationship between multiples of 2, 4 and multiples of 8 11Pupils use knowledge of the relationships between the 2, 4 and 8 times tables to solve problems 12Pupils use knowledge of the divisibility rules for divisors of 2 and 4 to solve problems 13Pupils use knowledge of the divisibility rules for divisors of 8 to solve problems 14Pupils scale known multiplication facts by 10 15Pupils scale division derived from multiplication facts by 10		
Year 4			
Year 5			
Year 6			

Fractions- Small steps

Year 1	**Fractions** 1 Recognise half of an object or shape of an object or shape 2 Find a half 3 Recognise half of a quantity 4 Find half of a quantity 5 Recognise a quarter of an object or shape 6 Find a quarter of an object or shape 7 Recognise a quarter of a quantity 8 Find a quarter of a quantity	
Year 2	**Fractions** 1 Pupils identify whether something has or has not been split into equal parts 2 Pupils name the fraction 'one-half' in relation to a fraction of a length, shape or set of objects 3 Pupils name the fraction 'one-quarter' in relation to a fraction of a length, shape or set of objects 4 Pupils name the fraction 'one-third' in relation to a fraction of a length, shape or set of objects 5 Pupils read and write the fraction notation ½, ⅓ and ¼ and relate this to a fraction of a length, shape or set of objects 6 Pupils find half of numbers 7 Pupils find ⅓ or ¼ of a number 8 Pupils find ¼ and ¾ of an object, shape, set of objects, length or quantity 9 Pupils recognise the equivalence of 2⁄4 and ½	
Year 3	**Unit Fractions** 1 Pupils identify a whole and the parts that make it up 2 Pupils explain why a part can only be defined when in relation to a whole 3 Pupils identify the number of equal or unequal parts in a whole 4 Pupils identify equal parts when they do not look the same (i) 5 Pupils explain the size of the part in relation to the whole 6 Pupils construct a whole when given a part and the number of parts 7 Pupils identify how many equal parts a whole has been divided into 8 Pupils use fraction notation to describe an equal part of the whole 9 Pupils represent a unit fractions in different ways 10 Pupils identify parts and wholes in different contexts (i) 11 Pupils identify parts and wholes in different contexts (ii) 12 Pupils identify equal parts when they do not look the same (ii) 13 Pupils compare and order unit fractions by looking at the denominator 14 Pupils identify when unit fractions cannot be compared 15 Pupils construct a whole when given one part and the fraction that it represents 16 Pupils use knowledge of the relationship between parts and wholes in unit fractions to solve problems 17 Pupils identify the whole, the number of equal parts and the size of each part as a unit fraction 18 Pupils quantify the number of items in each part and connect to the unit fraction operator 19 Pupils calculate the value of a part by using knowledge of division and division facts 20 Pupils calculate the value of a part by connecting knowledge of division and division facts with finding a fraction of a quantity 21 Pupils find fractions of quantities using knowledge of division facts with increasing fluency	**Non-unit fractions** 1 Pupils explain that non-unit fractions are composed of more than one unit fraction 2 Pupils identify non-unit fractions 3 Pupils identify the number of equal or unequal parts in a whole 4 Pupils use knowledge of non-unit fractions to solve problems 5 Pupils use knowledge of unit fractions to find one whole 6 Pupils place fractions between 0 and 1 on a numberline 7 Pupils use repeated addition of a unit fraction to form a non-unit fraction 8 Pupils use repeated addition of a unit fraction to form 1 9 Pupils compare using knowledge of non-unit fractions equivalent to one 10 Pupils compare non-unit fractions with the same denominator 11 Pupils compare unit fractions 12 Pupils compare fractions with the same numerator 13 Pupils add up fractions with the same denominator 14 Pupils add on fractions with the same denominator 15 Pupils add fractions with the same denominator using a generalised rule 16 Pupils subtract fractions with the same denominator 17 Pupils identify the whole, the number of equal parts and the size of each part as a unit fraction 18 Pupils explain that addition and subtraction of fractions are inverse operations 19 Pupils subtract fractions from a whole by converting the whole to a fraction 20 Pupils represent a whole as a fraction in different ways and use this to solve problems involving subtraction
Year 4		
Year 5		
Year 6		

Shape- Small steps

Year 1	**Shape** 1Pupils compose pattern block images 2Pupils copy, extend and develop repeating and radiating pattern block patterns 3Pupils compose tangram images 4Pupils investigate tetromino and pentomino arrangements 5Pupils investigate ways that four cubes can be composed into different 3D models 6Pupils explore, discuss and compare 3D shapes 7Pupils identify 2D shapes within 3D shapes 8Pupils explore, discuss and compare 2D shapes 9Pupils explore, discuss and identify circles and shapes that are not circles from shape cut-outs 10Pupils explore, discuss and identify triangles and shapes that are not triangles from shape cut-outs 11Pupils explore, discuss and identify rectangles (including squares) from shape cut-outs
Year 2	**Shape** 1Pupils learn that a polygon is a 2D shape with straight sides that meet at vertices 2Pupils describe polygons and find different ways to sort them 3Pupils learn that polygons can be sorted and named according to the number of sides and vertices 4Pupils discuss, and compare by direct comparison, the shape and size of polygons 5Pupils discuss, and compare by direct comparison, the vertices of polygons 6Pupils investigate how polygons can be joined and folded to form 3-dimensional shapes 7Pupils describe 3-dimensional shapes and find different ways to sort them 8Pupils discuss, and compare by direct comparison, the shape and size of 3-dimensional shapes
Year 3	1 Turns and angles. 2 Right angles. 3 Compare angles. 4 Measure and draw accruately. 5 Horizontal and Vertical. 6 Parallel and perpendicular. 7 Recognise and describe 2D shapes. 8 Draw polygons. 9 Recognise and describe 3D shapes. 10 Make 3D shapes.
Year 4	
Year 5	
Year 6	

Money- Small steps

	Money	Length and Height	Mass, Capacity & Temperature	Time
Year 1	**Money** 1 Pupils explain the value of a 1p coin in pence 2 Pupils recognise and explain the value of 2p, 5p and 10p coins 3 Pupils explain that a single coin can be worth several pennies 4 Pupils use knowledge of the value of coins to solve problems 5 Pupils calculate the total value of the coins in a set of 2p coins 6 Pupils calculate the total value of the coins in a set of 5p coins 7 Pupils calculate the total value of the coins in a set of 10p coins 8 Pupils compare sets of 2p, 5p and 10p coins 9 Pupils relate what they have learnt to a real-life context 10 Pupils work out how many coins are needed to make a value of 10p 11 Pupils work out how many coins are needed to make a total value of 20p 12 Pupils use knowledge of the value of coins to solve problems	**Length and Height** 1 Pupils explain that items can be compared using length and height 2 Pupils explain that items can be compared using weight/mass and volume/capacity 3 Compare lengths and heights 4 Meausre lengths using objects.	**Mass, Capacity & Temperature** 1 Heavier & lighter 2 Measure mass 3 Compare mass 4 full and empty 5 Compare volume 6 Measure capacity 7 Compare capacity	**Time** 1 Before and after 2 Days of the week 3 Months of the year 4 Hours, minutes, seconds 5 Tell the time to the hour 6 Tell the time to half an hour.
Year 2	**Money** 1 Pupils count money (Pence) 2 Pupils count money (Pounds- coins and notes) 3 Pupils count money (Pounds & Pence- coins and notes) 4 Pupils make the same amount 5 Pupils compare amounts of money 6 Pupils calculate with money	**Length & Height** 1 Measure in cm 2 Meausre in m 3 Compare Lengths & Heights 4 Order lengths & heights 5 4 operations with lengths & heights	**Mass, Capacity & Temperature** 1 Compare mass 2 Measure in g 3 Measure in kg 4 4 operations with mass 5 Compare capacity 6 Measure in ml 7 Measure in L 8 4 operations with capacity. 9 Comparing and ordering temperatures.	
Year 3	**Money** 1 Pounds and pence. 2 Convert pounds to pence. 3 Add money. 4 Subtract money. 5 Find change.	**Length and perimeter** 1 Measure in m and cm. 2 Measure in mm. 3 Measure in cm and mm. 4 Measure in m cm and mm. 5 Equivalent lengths (m and cm). 6 Equivalent lengths (cm and mm). 7 Compare lengths. 8 Add lengths. 9 Subtract lengths. 10 What is perimeter? 11 Measure perimeter. 12 Calculate perimeter.	**Mass & Capacity** 1 Use scales 2 Measure mass in grams 3 Measure mass in kilograms and grams 4 Equivalent masses (kilograms and grams) 5 Compare mass 6 Add and subtract mass 7 Measure capacity and volume in millilitres 8 Measure capacity and volume in litres and millilitres 9 Equivalent capacities and volumes (litres and millilitres) 10 Compare capacity and volume 11 Add and subtract capacity and volume	**Time** 1 Roman numerals to 12 2 Tell the time to 5 minutes 3 Tell the time to the minute 4 Read time on a digital clock 5 Use am and pm 6 Years, months and days 7 Days and hours 8 Hours and minutes – use start and end times 9 Hours and minutes - use durations 10 Minutes and seconds 11 Units of time 12 Solve problems with time

Year 4	
Year 5	
Year 6	

Potition & Direction- Small steps

Year 1	**Position & Direction** 1 Describe turns 2 Describe position- Left and Right 3 Describe position- Forwards and backwards. 4 Describe position- Above and below. 5 Ordinal numbers.
Year 2	**Position & direction** 1Language of position 2Describe movement 3Describe turns 4Describe movement & turns 5Shape patterns with turns.
Year 3	NA
Year 4	
Year 5	
Year 6	

Statistics- Small steps

Year	
Year 1	NA
Year 2	**Statistics** 1Interpret and make tally charts 2Tables 3Block diagrams 4Draw and Interpret p 5Shape patterns with turns.
Year 3	1 Interpret pictograms 2 Draw pictograms 3 Interpret bar charts 4 Draw bar charts 5 Collect and represent data 6 Two-way tables
Year 4	
Year 5	
Year 6	