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|  | Number and Place Value | Addition and Subtraction | Multiplication and Division | Fractions (incl. decimals and percentages |
| Year 1 | Pupils should be taught to:  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. | Pupils should be taught to:  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. | Pupils should be taught to:  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. | Pupils should be taught to: recognise, find and name a half as one of two equal parts of an object, shape or quantity  recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |
| Year 2 | Pupils should be taught to:  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. | Pupils should be taught to:  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 subtraction and use this to check calculations and solve missing number problems. | Pupils should be taught to:  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. | Pupils should be taught to: recognise, find, name and write fractions 1/3, 1/4, 2/4 and 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. |
| Year 3 | 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 three-digit number (hundreds, tens, ones)  compare and order numbers up to 1000  identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words  solve number problems and practical problems involving these ideas. | Pupils should be taught to:  add and subtract numbers mentally, including:   * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds   add and subtract numbers with up to three 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. | 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. | 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, 7/7 + 1/7 = 7/6] compare and order unit fractions, and fractions with the same denominators  solve problems that involve all of the above. |
| Year 4 | Pupils should be taught to  count in multiples of 6, 7, 9, 25 and 1000  find 1000 more or less than a given number  count backwards through zero to include negative numbers  recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)  order and compare numbers beyond 1000  identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000  solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | Pupils should be taught to:  add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate  estimate and use inverse operations to check answers to a calculation  solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. | Pupils should be taught to:  recall multiplication and division facts for multiplication tables up to 12 × 12  use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations  multiply two-digit and three-digit numbers by a one-digit number using formal written layout  solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | Pupils should be taught to: recognise and show, using diagrams, families of common equivalent fractions  count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number  add and subtract fractions with the same denominator  recognise and write decimal equivalents of any number of tenths or hundredths  recognise and write decimal equivalents to 1/4, 1/2, 3/4.  find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths  round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places  solve simple measure and money problems involving fractions and decimals to two decimal places. |

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|  | Measurement | Geometry - Properties of Shapes | Geometry - Position and Direction | Statistics |
| Year 1 | Pupils should be taught to:  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. | Pupils should be taught to: 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]. | Pupils should be taught to: describe position, direction and movement, including whole, half, quarter and three-quarter turns. |  |
| Year 2 | Pupils should be taught to:  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. | Pupils should be taught to:  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. | Pupils should be taught to: order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). | Pupils should be taught to: 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. |
| Year 3 | 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, a.m./p.m., 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]. | 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 two right angles make a half-turn, three make three quarters of a turn and four 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. |  | 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. |
| Year 4 | Pupils should be taught to:  Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares  estimate, compare and calculate different measures, including money in pounds and pence   * read, write and convert time between analogue and digital 12- and 24-hour clocks * solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | Pupils should be taught to: compare and classify geometric shapes, including quadrilaterals and triangles**,** based on their properties and sizes  identify acute and obtuse angles and compare and order angles up to two right angles by size  identify lines of symmetry in 2-D shapes presented in different orientations  complete a simple symmetric figure with respect to a specific line of symmetry. | Pupils should be taught to: describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon. | Pupils should be taught to: interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. |