| **Year 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autumn | **Number: Place Value (within 10/20)**<br>I can count from 0 to 10 forwards and backwards, from any given number<br>I can count, read and write numbers to 10 in numerals<br>I can count, read and write numbers 1-10 in words<br>I can count one more and one less than a given number (up to 10)<br>I can recognise one to one correspondence to compare groups<br>I can use the language of: equal to, more than, less than (fewer), most, least<br>I can begin to use the < > = symbols to compare numbers and groups of objects<br>I can order numbers 0 – 10 | | | **Number: Addition and Subtraction**<br>I can read, write and interpret mathematical statements involving addition (+)<br>I can represent and use number bonds to 10.<br>I can read, write and interpret mathematical statements involving subtraction (–)<br>I can represent and use subtraction facts within 10 to take away/find less and then find the difference.<br>I can read, write and interpret mathematical statements involving equals (=) signs | | | Geometry: Shape | **Number: Place Value (within 20)**<br>I can count from 0 to 20 forwards and backwards, from any given number<br>I can count, read and write numbers 11-20 in numerals<br>I can count, read and write numbers 11-20 in words<br>I can identify which digit is tens and ones<br>I can recognise how many tens and ones are in any given number from 11-20<br>I can count one more and one less than a given number (up to 20)<br>I can use one to one correspondence to compare groups<br>I can use the language of: equal to, more than, less than (fewer), most, least<br>I can use the < > = symbols to compare groups of objects and numbers within 20<br>I can order numbers 0 – 20 | | | **Number: Addition and Subtraction**<br>I can add by counting on.<br>I can represent and use number bonds I know.<br>I can add by making 10 (apply number bond knowledge e.g. 9 + 7 = 9 + 1 + 6).<br>I can represent and use subtraction facts within 20 to take away/find less and then find the difference.<br>I can read, write and interpret mathematical statements involving equals (=) signs to compare number sentences.<br><br>**Children to be secure at mental addition and subtraction before crossing the tens boundary.** | |
| | **Fluency**<br>Subitising<br>**Representations and structure**<br>Part part whole, bar model, number tracks and number lines<br>Place value counters, tens frame, counting object e.g. teddy bears, bead strings. | | | **Fluency**<br>Automaticity of number bonds within 10.<br>**Representations and structure**<br>Part part whole, tens frame, bar model, number track, number lines.<br>Counting objects, numicon, bead strings. | | | | **Fluency**<br>Subitising<br>**Representations and structure**<br>Part part whole, bar model, number track and number lines<br>Place value counters, tens frame, base 10, numicon, bead strings. | | | **Fluency**<br>Automaticity of number bonds within 10 and 20.<br>**Representations and structure**<br>Part part whole, tens frame, bar model, number track, number lines.<br>Counting objects, numicon, bead strings. | |

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| Spring | Consolidate | **Number: Addition and Subtraction**<br>I can add by counting on.<br>I can represent and use number bonds I know.<br>I can add by making 10 (apply number bond knowledge e.g. 9 + 7 = 9 + 1 + 6).<br>I can represent and use subtraction facts within 20 to take away/find less and then find the difference.<br>I can read, write and interpret mathematical statements involving equals (=) signs to compare number sentences.<br><br>**Children to be secure at mental addition and subtraction before crossing the tens boundary.** | | | **Number: Place Value (within 50)**<br>I can count from 0 to 50 forwards and backwards, from any given number<br>I can count, read and write numbers 0-50 in numerals<br>I can count, read and write numbers 0-50 in words<br>I can identify which digit is tens and ones<br>I can recognise how many tens and ones are in any given number from 0-50<br>I can represent numbers to 50<br>I can count one more and one less than a given number (up to 50)<br>I can use the language of: equal to, more than, less than (fewer), most, least<br>I can use the < > = symbols to compare groups of objects and numbers within 50<br>I can order numbers 0 – 50<br>I can recognise and create repeating patterns:<br>- I can count in 2s<br>- I can count in 5s | | | Measurement: Length and Height | | Measurement: Weight<br><br>And Volume | |
| | | **Fluency**<br>Automaticity of number bonds within 10 and 20.<br>**Representations and structure**<br>Part part whole, tens frame, bar model, number track, number lines.<br>Counting objects, numicon, bead strings. | | | **Representations and structure**<br>Part part whole, bar model, number track, number lines, hundred square, place value chart<br>Place value counters, tens frame, base 10, numicon, bead strings. | | | | | | | |

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| Summer | Consolidate | **Number: Multiplication and Division**<br>I can count in 2s and 5s (recap from Spring).<br>I can count in 10s.<br>I can make equal groups.<br>I can add equal groups.<br>I can make doubles.<br>I can make equal groups (grouping/sharing). | | | **Number: Fractions**<br>I can recognise, find and name a half of shape.<br>I can recognise, find and name a half of objects and quantities.<br>I can recognise, find and name a quarter of shape.<br>I can recognise, find and name a quarter of objects and quantities.<br><br>**I can combine halves and quarters to make a whole.** | | Geometry: Position and Direction | **Number: Place Value (100)**<br>I can count from 0 to 100 forwards and backwards, from any given number<br>I can count, read and write numbers 0-100 in numerals<br>I can count, read and write numbers 0-100 in words<br>I can identify which digit is tens and ones<br>I can recognise how many tens and ones are in any given number from 0-100<br>I can use the language of: equal to, more than, less than (fewer), most, least<br>I can use the < > = symbols to compare groups of objects and numbers within 100<br>I can order numbers 0 – 100<br>I can count one more and one less than a given number (up to 100) | | Measurement: Money | Measurement: Time | |
| | | **Fluency**<br>Automaticity of skip counting in 2s, 5s and 10s.<br>**Representations and structure**<br>Hundred square, number lines, number tracks, sorting circles, tens frames, simple arrays e.g. donuts in rows.<br>Numicon, counting objects, sorting hoops. | | | **Fluency**<br>Can count ½, 2/2 and recognise that 2 halves make a whole.<br>**Representations and structure**<br>Bar model, shape, tangible objects, non-examples and examples | | | **Representations and structure**<br>Part part whole, bar model, number track, number lines, hundred square, place value chart<br>Place value counters, tens frame, base 10, numicon, bead strings. | | | | |

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| | | *equal groups of representations | (e.g. not two equal parts, compared to two equal parts) | | | | |