



## St John's Maths Progression Grid 2025-26

Big Idea	Aspect	Year 1	Year 2
Number – Place Value	Numbers to 10	<ul style="list-style-type: none"><li>☑ Sort objects into groups by characteristics.</li><li>☑ The last number counted of a group is the total. Begin to count objects that have been sorted into groups from one to 10.</li><li>☑ Count objects that have been sorted into groups from one to 10.</li><li>☑ One object can be represented by another. Identify and represent numbers using concrete objects and pictorial representations.</li><li>☑ Zero comes before one. Find consecutive and non-consecutive missing numbers in sequences counting forwards.</li><li>☑ Zero comes before one. Find consecutive and non-consecutive missing numbers in sequences counting backwards.</li><li>☑ One more is the number after. Identify one more than a given number within 10.</li><li>☑ One less is the number before. Identify one less than a given number within 10.</li><li>☑ Match one object with another.</li><li>☑ Equal means the same in amount, size or number. More than means greater in amount or size. Less than means smaller in amount or size. Most means the biggest number or amount of something. Least means the smallest number or amount of something. Compare groups of objects using the language of equal to, more, more than, greater than, less, less than and fewer.</li><li>☑ The less than sign (&lt;) shows that the value to the left of it is lower than the value to the right of it. The greater than sign (&gt;) shows that the value to the left of it is higher than the value to the right of it. Use &lt;, &gt; and = signs to compare numbers within 10.</li><li>☑ Compare numbers using the language: 'greatest, largest, smallest, more than, less than, least, most' and 'equal to'. Justify the order of numbers using their counting, sorting and grouping knowledge.</li><li>☑ Order three groups of objects and use the language 'greatest and smallest'.</li><li>☑ Know that, when comparing numbers, they should compare the highest place value column first (tens), then move onto the ones if the tens are equal. Order numbers within 10 using the language 'greatest, largest, smallest, more than, less than, least, most' and 'equal to'. Justify the order of numbers using their place value knowledge.</li> <li>☑ Ordinal numbers give the position on a list 1st, 2nd, 3rd and so on. Use ordinal numbers to compare position.</li></ul>	



		<ul style="list-style-type: none"> <li>☑ Use a number line to 10 to: * Count to 10 * See one more/one less * See greater than/less than statements * Order numbers</li> </ul>	
	<b>Numbers to 20</b>	<ul style="list-style-type: none"> <li>☑ Find consecutive and non-consecutive missing numbers in sequences, counting forwards and backwards, including numbers 11 to 20.</li> <li>☑ Represent numbers 11 to 20 in different ways.</li> <li>☑ 10 and 20 have just 10s and no ones. 11 to 19 have one 10 and some ones. Partition number 11 to 19 into a 10 and ones.</li> <li>☑ One more is one more one, not one more 10. Identify one more and one less than a given number within 20.</li> <li>☑ Use vocabulary of comparison such as: greater than, less than and equal to compare groups of objects including those greater than 10.</li> <li>☑ The less than sign (&lt;) shows that the value to the left of it is lower than the value to the right of it. The greater than sign (&gt;) shows that the value to the left of it is higher than the value to the right of it. Use &lt;, &gt; and = signs to compare numbers within 20.</li> <li>☑ Order up to three groups of objects within 20.</li> <li>☑ Order up to three abstract digits from 0 to 20.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Consolidate finding consecutive and non-consecutive missing numbers in sequences, counting forwards and backwards, including numbers 11 to 20.</li> <li>☑ 10 and 20 have just 10s and no ones. 11 to 19 have one 10 and some ones. Consolidate partitioning number 11 to 19 into a 10 and ones.</li> </ul>
	<b>Numbers beyond 20</b>	<ul style="list-style-type: none"> <li>☑ Count to 50, beginning with 0 or 1, or from any given number.</li> <li>☑ Count forwards and backwards to and from 50 from any given number.</li> <li>☑ Know that one 10 is equal to 10 ones. Represent numbers to 50 and partition a two digit number into 10s and ones.</li> <li>☑ Identify one more or less than a given number, using numbers to 50.</li> <li>☑ Equal means the same in amount, size or number. More than means greater in amount or size. Less than means smaller in amount or size. Most means the biggest number or amount of something. Least means the smallest number or amount of something. Use the language of equal to, more than, less than (fewer), most and least in various mathematical contexts.</li> <li>☑ The less than sign (&lt;) shows that the value to the left of it is lower than the value to the right of it. The greater than sign (&gt;) shows that the value to the left of it is higher than the value to the right of it. Use &lt;, &gt; and = signs to compare numbers within 50.</li> <li>☑ Know that, when comparing numbers, they should compare the highest place value column first (10s), then move onto the ones if the tens are equal. Order numbers within 50 using the language 'largest, smallest, more than, less than, least, most' and 'equal to', and justify the order of numbers using their place value knowledge.</li> <li>☑ Count in multiples of two from 20 to 50.</li> <li>☑ Count in multiples of five from 20 to 50.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Consolidate counting to 50, beginning with zero or one, or from any given number.</li> <li>☑ Know that one 10 is equal to 10 ones. Consolidate represent numbers to 50 and partition a two digit number into 10s and ones.</li> <li>☑ Consolidate using &lt;, &gt; and = signs to compare numbers within 50.</li> <li>☑ Read and write numbers to at least 100 in numerals and words.</li> <li>☑ Place value refers to the amount a digit is worth due to its position in a number. For example, the digit 2 in 25 is worth 20 (two tens). Recognise the place value of each digit in a two-digit number (ones and tens).</li> <li>☑ Partition numbers in a variety of ways, not just as 10s and ones. For example, 58 is made up of five 10s and eight ones or four 10s and 18 ones, or two 10s and 38 ones.</li> <li>☑ Explore how 10s and ones can be partitioned and recombined to make a total.</li> <li>☑ Use concrete, pictorial and abstract representations correctly in a place value chart.</li> <li>☑ The less than sign (&lt;) shows that the value to the left of it is lower than the value to the right of it. The greater than sign (&gt;) shows that the value to the left of it is higher than the value to</li> </ul>



		<ul style="list-style-type: none"> <li>☐ Count to 100, beginning with zero or one, or from any given number.</li> <li>☐ Group in 10s to identify how many 10s and ones are within numbers up to 100.</li> <li>☐ Use &lt;, &gt; and = signs and language to begin comparing numbers up to 100.</li> <li>☐ When comparing three or more numbers, inequality symbols, such as &lt; and &gt;, should not be used. Compare numbers and amounts using &lt;, &gt; and = signs and language 'more than, less than' and 'equal to'.</li> <li>☐ Order sets of objects and numbers from smallest to largest and largest to smallest, using the language 'most, bigger, biggest, larger, largest, smaller, smallest' and 'least'.</li> <li>☐ Identify one more or less than a given number, using numbers to 100.</li> </ul>	<p>the right of it. Compare a variety of groups of objects using the language 'equal to, more, more than, greater than, less, less than, fewer' and the symbols &lt;, &gt; and =.</p> <ul style="list-style-type: none"> <li>☐ Use &lt;, &gt; and = signs to write number sentences.</li> <li>☐ Compare and order numbers from zero up to 100.</li> <li>☐ Consolidate counting in multiples of two.</li> <li>☐ Consolidate counting in multiples of five.</li> <li>☐ Consolidate count in multiples of 10.</li> <li>☐ Count in multiples of three.</li> </ul>
Statistics	Construct, read and interpret		<ul style="list-style-type: none"> <li>☐ Information, also known as data, can be recorded in tally charts. These charts make information easier for others to read and understand. A tally chart is a method of collecting information quickly and uses lines, called tally marks, to represent information. Tally marks are written in groups of five. Construct simple tally charts.</li> <li>☐ Information, also known as data, can be recorded in pictograms. These charts make information easier for others to read and understand. A pictogram uses pictures or symbols to show information. Construct simple pictograms.</li> <li>☐ Interpret simple pictograms. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>☐ Construct more complex pictograms where part symbols are used.</li> <li>☐ Interpret more complex pictograms.</li> </ul>
	<b>Problems (Statistics)</b>		<ul style="list-style-type: none"> <li>☐ The words most, least, fewer, altogether and total can be used in questions about data. Most means the group with the biggest number or amount. Least means the group with the smallest number or amount. Altogether, or the total, is the whole of something. Ask and answer questions about totalling and comparing categorical data for simple block diagrams.</li> </ul>
Geometry – Shape, Position and Direction	Shape	<ul style="list-style-type: none"> <li>☐ Common 3-D shapes are: cuboids, cubes, cylinders, pyramids, cones and spheres. Recognise and name common 3-D shapes, including cuboids, cubes, cylinders, pyramids, cones and spheres, in different orientations and sizes, and relate them to everyday objects.</li> <li>☐ Sort and group 3-D shapes according to simple properties, including type, size and colour.</li> <li>☐ Common 2-D shapes are: squares, rectangles, circles, triangles, pentagons, hexagons and octagons. Recognise and name common 2-D shapes, including rectangles, squares, circles and</li> </ul>	<ul style="list-style-type: none"> <li>☐ Know that 2-D shapes are actually flat. Recognise and name 2-D and 3-D shapes in different orientations and proportions, and differentiate between them.</li> <li>☐ Count sides of 2-D shapes by marking each side as they count.</li> <li>☐ Know that a vertex is where two lines meet at a point and that more than one vertex are called vertices. The word vertex should be used in place of the</li> </ul>



		<p>triangles, in different orientations and sizes, and relate them to everyday objects.</p> <p>☐ Sort and group 2-D shapes according to simple properties, including type, size and colour.</p>	<p>word corner. Identify and count vertices of 2-D shapes.</p> <p>☐ Draw 2-D shapes.</p> <p>☐ A shape has symmetry in a vertical line if a line can be drawn down the middle of it and the left side is a mirror image of the right. Explore shapes being halved along their vertical line of symmetry.</p> <p>☐ Recognise and sort 2-D shapes, including a circle, square, triangle, rectangle, pentagon, hexagon and octagon, using a range of different orientations.</p> <p>☐ Create patterns with 2-D shapes.</p> <p>☐ A three-dimensional (3-D) shape has three measurements and can be held. These are common 3-D shapes: cuboids, cubes, spheres, cones, cylinders, pyramids, triangular-based pyramid, square-based pyramid and triangular prism. The flat surface of a 3-D shape is called a face. The faces of a cuboid can be rectangles and squares. The faces on a cube are squares. Two of the faces on a cylinder are circles. One of the faces on a pyramid may be a circle, square or rectangle. Identify and describe 2-D shapes of faces on 3-D shapes.</p> <p>☐ An edge is where two faces meet or where a face and a curved surface meet. Identify edges on 3-D shapes.</p> <p>☐ A vertex is where two or more edges meet. Identify vertices on 3-D shapes.</p> <p>☐ 3-D shapes can be sorted in different ways e.g. faces, shapes of faces, edges, vertices, if they roll, if they stack... Compare and sort 3-D shapes and everyday objects.</p>
	<b>Pattern and Symmetry</b>	<p>☐ Complete and make simple patterns with 2-D and 3-D shapes.</p>	<p>☐ Create patterns with 3-D shapes.</p>
	<b>Position, Direction and Coordinates</b>	<p>☐ Position and movement can be described using these words: top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down and turn Describe position and movement, including whole, half, quarter and three quarter turns.</p> <p>☐ Direction can be described using these words: forwards, backwards, left and right. Describe direction and movement, including forwards, backwards, left and right.</p>	<p>☐ Direction can be described using these words: forwards, backwards, left and right. Consolidate describing direction and movement including forwards, backwards, left and right.</p> <p>☐ Position can be described using these words: top, in between, bottom, above and below. Consolidate describing position, including top, in between, bottom, above and below.</p>



		<ul style="list-style-type: none"><li>Position can be described using these words: top, in between, bottom, above and below. Describe position, including top, in between, bottom, above and below.</li></ul>	<ul style="list-style-type: none"><li>Solve problems involving position.</li><li>Direction can be described using these words: forwards, backwards, up, down, left and right. Give and then write directions for routes, including recording routes on 2-D grids.</li><li>Describe turns using the language full, half, quarter, three quarter turns, clockwise and anticlockwise.</li><li>Describe and record directions involving movement and turns.</li><li>Describe and create patterns that involve direction and turns using the language clockwise, anticlockwise, quarter, half and three quarters.</li></ul>
Measurement – Measuring and Calculating	Length and Height	<ul style="list-style-type: none"><li>Length is a measure of how long something is from end to end. Height is a measure of how high something is from head to foot or top to base. Compare, describe and solve practical problems for lengths and heights (long or short; longer or shorter; tall or short and double or half).</li><li>Length is a measure of how long something is from end to end. Height is a measure of how high something is from head to foot or top to base. Measure and begin to record lengths and heights, using pictorial representations, numbers or words.</li><li>Measure and begin to record lengths and heights, using a ruler.</li></ul>	<ul style="list-style-type: none"><li>Length is a measure of how long something is from end to end. Height is a measure of how high something is from head to foot or top to base. Consolidate comparing, describing and solving practical problems for lengths and heights (long or short; longer or shorter; tall or short and double or half).</li><li>Length is a measure of how long something is from end to end. Height is a measure of how high something is from head to foot or top to base. Non-standard units used must be of equal length. Consolidate measuring and recording lengths and heights, using pictorial representations, numbers or words.</li><li>Consolidate measuring and recording lengths and heights, using a ruler.</li><li>Measure from zero, rather than the end of the ruler or tape measure. Measure both length and height to the nearest cm with a ruler and tape measure.</li><li>Measure larger objects using metres.</li><li>Compare lengths in the same unit of objects using comparison language (such as longer than, shorter than, taller than, longest, shortest and tallest) and symbols.</li><li>Order given lengths, as well as ordering objects by measuring each length using the language 'shorter, shortest, longer and longest' to describe the order.</li></ul>



	<p><b>Problems (Measurement)</b></p>	<p>☐ Solve simple problems that involve all Y1 elements of measurement, using concrete objects, pictorial representations and number lines.</p>	<p>☐ Solve one-step and two-step problems relating to length</p> <p>☐ Solve problems involving mass.</p> <p>☐ Solve problems involving volume.</p>
	<p><b>Volume and Capacity</b></p>	<p>☐ Compare the volume in a container by describing whether it is full, nearly full, empty or nearly empty.</p> <p>☐ Capacity is how much a container can hold. Volume is the space that water takes up in a container. Measure and begin to record capacities and volumes, using pictorial representations, numbers or words.</p> <p>☐ Compare capacity using non-standard units of measure including the vocabulary of more, less and equal to, and the symbols &lt;, &gt; and =.</p>	<p>☐ Consolidate comparing the volume in a container by describing whether it is full, nearly full, empty or nearly empty.</p> <p>☐ Capacity is how much a container can hold. Volume is the space that water takes up in a container. Consolidate measuring and recording capacities and volumes, using pictorial representations, numbers or words.</p> <p>☐ Capacity is how much a container can hold. Volume is the space that water takes up in a container. Compare the volume of containers using &lt;, &gt; and =, including the use of language: quarter, half and three quarters full.</p> <p>☐ Measure and estimate the volume of containers using millimetres (ml).</p> <p>☐ Capacity and volume can be measured in litres (l) or millilitres (ml). There are 1000 ml in 1 l. Recognise the difference between measuring in millilitres and litres and when it is more efficient to use litres to measure liquid rather than millilitres.</p>
	<p><b>Time</b></p>	<p>☐ Events can be sequenced using these words: before, after, now, next, first, morning, afternoon and evening. Describe, sort and order events using sequencing language, such as before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>☐ There are seven days in a week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. There are twelve months in a year: January, February, March, April, May, June, July, August, September, October, November and December. The past refers to events that have already happened, the present refers to events that are happening now and the future refers to events that haven't happened yet. Recognise and use language relating to dates, including days of the week, weeks, months and years and talk about events using today, yesterday and tomorrow.</p> <p>☐ The hour hand is the shorter hand on a clock, and the minute hand is the longer hand. On an analogue clock, the minute hand points to 12 when it is an o'clock time. Tell the time to the hour using an analogue clock.</p> <p>☐ At half past the hour, the minute hand has travelled half way around the clock and is pointing at the six, while the hour hand is half way between the hours. Tell the time, to the half hour,</p>	<p>☐ The hour hand is the shorter hand on a clock and the minute hand is the longer hand. On an analogue clock, the minute hand points to 12 when it is an o'clock time. Consolidate telling the time to the hour using an analogue clock.</p> <p>☐ At half past the hour, the minute hand has travelled half way around the clock and is pointing at the six, while the hour hand is half way between the hours. Consolidate telling the time, to the half hour using an analogue clock, understanding the language 'half past'.</p> <p>☐ Read and write times, using o'clock and half past, from analogue clocks.</p> <p>☐ The hour hand moves along with the minute hand. Therefore, when the time is quarter past the hour, the hour hand will be just past the hour and when the time is quarter to, the hour hand will be just before the hour. Read and draw the times 'quarter to' and 'quarter past'.</p> <p>☐ An analogue clock face can be divided into 60 minutes, using the numbers from one to 12 on the face. Once the minute hand gets past six, the time is</p>



		<p>using an analogue clock, understanding the language 'half past'.</p> <ul style="list-style-type: none"><li>☐ Time can be measured using hours, minutes and seconds. Measure and begin to record time (hours, minutes and seconds), using pictorial representations, numbers or words.</li><li>☐ When someone wins a race, the length of time will be shorter. If someone takes longer, the length of time will be larger. Compare amounts of time using the language faster, slower, earlier and later.</li></ul>	<p>described as 'to' the next hour, rather than 'past' the hour. A clock face often shows five minute intervals as well. Read and show analogue time to five minute intervals.</p> <ul style="list-style-type: none"><li>☐ Consolidate measuring and recording time (hours, minutes and seconds), using pictorial representations, numbers or words.</li><li>☐ There are 24 hours in a day and 60 minutes in an hour. Use clocks to convert minutes to hours and minutes.</li><li>☐ Duration is how long something lasts. Identify the start and end time of an event and use the times to work out the duration.</li></ul>
	<b>Weight and Mass</b>	<ul style="list-style-type: none"><li>☐ Mass or weight is the measure of the amount of something and how heavy it is. Hold and describe objects using vocabulary such as heavy, light, heavier than, lighter than, then use scales to check. Investigate to see if larger objects are always heavier than smaller objects.</li><li>☐ Mass or weight is the measure of the amount of something and how heavy it is. Measure and begin to record masses or weights, using pictorial representations, numbers or words.</li><li>☐ When using non-standard units of measure the units must stay the same. Use non-standard units and balance scales to weigh objects and compare whether they are heavier or lighter.</li></ul>	<ul style="list-style-type: none"><li>☐ Mass, or weight, is the measure of the amount of something and how heavy it is. Consolidate holding and describing objects using vocabulary, such as heavy, light, heavier than and lighter than, then use scales to check. Investigate to see if larger objects are always heavier than smaller objects.</li><li>☐ Mass or weight is the measure of the amount of something and how heavy it is. Consolidate measuring and recording masses or weights, using pictorial representations, numbers or words.</li><li>☐ Compare mass using &lt; and &gt; and order objects based on their masses.</li><li>☐ Feel the mass of gram weights and use grams when reading weighing scales.</li><li>☐ Mass can be measured in kilograms (kg) or grams (g). There are 1000g in 1kg. Feel the mass of a 1kg, weight and use kilograms when reading weighing scales.</li></ul>
	<b>Money</b>	<ul style="list-style-type: none"><li>☐ Recognise and know the value of different denominations of coins, including 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2.</li><li>☐ Recognise and know the value of different denominations of notes.</li><li>☐ Begin to count in 1p, 2p, 5p and 10p coins.</li></ul>	<ul style="list-style-type: none"><li>☐ Consolidate the recognition of different denominations of coins, including 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 and know their value.</li><li>☐ Consolidate the recognition of different denominations of notes and know their value.</li><li>☐ Count in 1p, 2p, 5p and 10p coins.</li><li>☐ Count in £1 and £2 coins and £5, £10 and £20 notes.</li></ul>



			<ul style="list-style-type: none"> <li>☐ Count in pounds and pence.</li> <li>☐ Select coins to make an amount.</li> <li>☐ Find different combinations of coins that equal the same amounts of money.</li> <li>☐ Compare two different values in either pounds or pence.</li> <li>☐ Add money using different methods such as, count on, partitioning and regrouping.</li> <li>☐ Find the difference between two amounts of money including the use of the strategies of counting on and counting back.</li> <li>☐ Change is the money returned to someone when they have paid for an item with an amount that is greater than the price. 100p=£1 Find change from a given amount converting £1 into 100p when necessary.</li> <li>☐ Solve simple problems in a practical context, involving addition and subtraction of money of the same unit and giving change.</li> </ul>
	<b>Temperature</b>		<ul style="list-style-type: none"> <li>☐ The temperature is higher when it is warmer. A thermometer measures temperature and temperature is measured in degrees Celsius or Centigrade (°C). 0°C is the freezing point of water and 100°C is the boiling point of water. Read temperature on different thermometer scales.</li> </ul>
Number – Fractions	Recognising, finding and making fractions	<ul style="list-style-type: none"> <li>☐ Make a half.</li> <li>☐ Make a whole.</li> <li>☐ A half is one of two equal parts of a whole object or shape. Recognise, find and name a half as one of two equal parts of an object or shape.</li> <li>☐ A half is one of two equal parts of a quantity. Recognise, find and name a half as one of two equal parts of a quantity.</li> <li>☐ A quarter is one of four equal parts of a whole object or shape. Recognise, find and name a quarter as one of four equal parts of an object or shape.</li> </ul>	<ul style="list-style-type: none"> <li>☐ A whole is one object or one quantity. A fraction is part of an object, shape or quantity that has been split into equal parts or groups. Recognise equal and unequal parts of real life objects and pictorial representations of a variety of shapes and quantities.</li> <li>☐ Halving is splitting a whole into two equal parts. The numerator of a fraction is the top number and shows how many parts of a whole there are. The denominator of a fraction is the bottom number and shows into how many equal parts the item or number is divided. Explore halves in different contexts and use the <math>\frac{1}{2}</math> notation alongside half or halves.</li> <li>☐ Halving is the same as dividing by two. Find half of a set of objects or quantity.</li> <li>☐ One quarter is equal to one part out of four equal parts. Recognise a quarter, explore splitting wholes into quarters and see that a quarter is half of</li> </ul>



		<ul style="list-style-type: none"> <li>☐ A quarter is one of four equal parts of a quantity. Recognise, find and name a quarter as one of four equal parts of a quantity.</li> </ul>	<p>a half.</p> <ul style="list-style-type: none"> <li>☐ Find quarters of shapes, objects and quantities.</li> <li>☐ One third is equal to one part out of three equal parts. Recognise a third, explore splitting wholes into thirds.</li> <li>☐ Find thirds of shapes, objects and quantities.</li> <li>☐ The numerator of a fraction is the top number and shows how many parts of a whole there are. Unit fractions have a numerator of 1. The denominator of a fraction is the bottom number and shows into how many equal parts the item or number is divided. Recognise a unit fraction as one equal part of a whole.</li> <li>☐ The numerator and the denominator are the same when the fraction is equivalent to one whole. Non-unit fractions have a numerator greater than 1. Recognise <math>\frac{2}{3}</math> and <math>\frac{3}{4}</math> as non-unit fractions. See fractions where the whole is shaded and how these fractions are written.</li> <li>☐ A fraction is part of an object, shape or quantity that has been split into equal parts or groups. The top number of a fraction shows the number of parts we are dealing with and the bottom number shows the number of equal parts into which something has been split. A quarter (<math>\frac{1}{4}</math>) is one of four equal parts of a whole object, shape or quantity. A half (<math>\frac{1}{2}</math>) is one of two equal parts. Two-quarters (<math>\frac{2}{4}</math>) is two of four equal parts. A third (<math>\frac{1}{3}</math>) is one of three equal parts. Recognise, find, name and write the fractions <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and <math>\frac{1}{3}</math> of a length, shape, set of objects or quantity.</li> </ul>
	<b>Equivalence</b>		<ul style="list-style-type: none"> <li>☐ Explore the equivalence of two quarters and one half of the same whole and demonstrate that they are the same.</li> </ul>
	<b>Counting and calculating with fractions</b>		<ul style="list-style-type: none"> <li>☐ Find three quarters of a quantity.</li> <li>☐ Count up in halves, thirds and quarters from any number up to 10.</li> <li>☐ Solve simple problems involving fractions.</li> </ul>
<b>Number – Multiplication and Division</b>	<b>Times Tables</b>	<ul style="list-style-type: none"> <li>☐ Revise counting in multiples of two, up to 50.</li> <li>☐ Revise counting in multiples of five, up to 50.</li> <li>☐ Count in multiples of 10.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Mentally calculate mathematical statements for multiplication within the two times tables.</li> <li>☐ Mentally calculate mathematical statements for multiplication within the five times tables.</li> </ul>



			<input type="checkbox"/> Mentally calculate mathematical statements for multiplication within the 10 times tables.
	<b>Multiplication</b>	<input type="checkbox"/> Explore making equal groups and write statements, such as 'there are __ groups of __.' <input type="checkbox"/> Add equal groups to find a total, counting equal groups of two, five and 10, and explore this within 50. <input type="checkbox"/> In an array, a row is across and a column is down. Make arrays. <input type="checkbox"/> Double is two groups of a number or amount. Doubling is adding the same number to itself. Double small quantities, using concrete objects and pictorial representations.	<input type="checkbox"/> Make equal groups and write statements, such as 'there are __ groups of __.' <input type="checkbox"/> Redistribute from unequal to equal groups. <input type="checkbox"/> Consolidate adding equal groups to find a total, counting equal groups of two, five and 10, and explore this within 50. <input type="checkbox"/> In an array, a row is across and a column is down. Consolidate making arrays. <input type="checkbox"/> Make equal groups. <input type="checkbox"/> Add equal groups, connecting this to repeated addition. <input type="checkbox"/> Know and recognise the multiplication symbol and that multiplication is repeated addition. Link repeated addition and multiplication together. <input type="checkbox"/> Use the multiplication symbol and work out the total from pictures. Interpret a multiplication word problem by drawing images to help solve it. <input type="checkbox"/> An array is an arrangement of objects, numbers or pictures in columns and rows. See, using arrays, that multiplication facts are commutative. <input type="checkbox"/> Double is two groups of a number or amount. Doubling is adding the same number to itself. Consolidate doubling small quantities, using concrete objects and pictorial representations. <input type="checkbox"/> Consolidate making groups of an equal amount from a given total.
	<b>Division</b>	<input type="checkbox"/> Make groups of an equal amount from a given total. <input type="checkbox"/> Share concrete objects into equal groups, observe that sometime the number of objects cannot be shared equally.	<input type="checkbox"/> Consolidate sharing concrete objects into equal groups, observe that sometime the number of objects cannot be shared equally. <input type="checkbox"/> Know and recognise the division symbol. Divide by sharing objects into equal groups with concrete objects then pictorial representations.



			<ul style="list-style-type: none"><li>☐ Know and recognise the division symbol. Divide by making equal groups, then count on to find the total number of groups.</li><li>☐ Use grouping and sharing to be able to solve simple division problems.</li><li>☐ Explore odd and even numbers and their structure using concrete manipulatives.</li><li>☐ Division is the opposite of multiplication. Use grouping or sharing to answer questions and use the five times table to support division by five.</li><li>☐ Grouping and counting in 10s is more efficient than sharing into 10 equal groups. Use grouping and sharing, depending on the context of the problem, to divide by 10.</li></ul>
Number – Addition and Subtraction	Addition	<ul style="list-style-type: none"><li>☐ Whole is all of something. Parts or groups are amounts which, when added together, makes up the whole of something. Separate a whole number of items into two parts (groups).</li><li>☐ Count the items in two parts or groups to make a whole.</li><li>☐ Altogether is when everything, every item in a part or group, is added together. Separate a whole number of items into two parts (groups) and count the items in two parts to demonstrate how many there are altogether.</li><li>☐ A number can be partitioned into two or more parts. Count the items in two parts to find how many there are altogether.</li><li>☐ '+' represents add or plus and '=' represents is equal to (equals). Create a number sentence using '+' and '='.</li><li>☐ Adding two numbers in a different order gives the same answer. Add two numbers within 10 and recognise that addition is commutative.</li><li>☐ Break numbers into different parts.</li><li>☐ Partition numbers into parts systematically.</li><li>☐ Explore number bonds to 10 through a variety of representations, including fingers.</li><li>☐ Compare numbers bonds using the '=', '&lt;' and '&gt;' symbols.</li></ul>	<ul style="list-style-type: none"><li>☐ Demonstrate knowledge of all number bonds to 10.</li><li>☐ Identify multiples of 10 bonds to 100, recognising the link between single digit bonds and 10s bonds.</li><li>☐ Consolidate adding numbers within 20 using knowledge of number bonds.</li><li>☐ Consolidate using number bonds to 10 to find number bonds to 20.</li><li>☐ Find number bonds to 100 with tens and ones.</li><li>☐ Add three one digit numbers, using commutativity to increase efficiency.</li></ul>



		<ul style="list-style-type: none"><li>☐ Adding parts together gives a total. Use '+' and '=' accurately when solving simple additions within 10.</li><li>☐ Know that they are adding to what they already have and should not include their start number when counting on. Add by counting on.</li><li>☐ Find all number bonds of numbers within 10.</li><li>☐ Count on from a given part to the whole to find the missing part.</li><li>☐ Know that they are adding to what they already have and should not include their start number when counting on. Add by counting on.</li><li>☐ Consolidate exploring number bonds to 10 through a variety of representations, including fingers.</li><li>☐ Use number bonds to 10 to find number bonds to 20.</li><li>☐ Add numbers within 20 using knowledge of number bonds.</li></ul>	
	<b>Subtraction</b>	<ul style="list-style-type: none"><li>☐ When nothing is taken away, the whole remains the same. Use the language of subtraction in real life contexts.</li><li>☐ The '-' symbol represents taking away. When nothing is taken away, the whole remains the same. Complete subtraction number sentences using the '-' symbol.</li><li>☐ Break apart a number into two parts, using concrete and pictorial representations to support.</li><li>☐ Count backwards to subtract by 'putting the start number in our head and counting backwards'.</li><li>☐ Find the difference by counting back, counting on or making both amounts to visually show how many more/less.</li><li>☐ Know that when nothing is taken away, the start number remains the same, or when the whole group is taken away, there will be nothing left. Recognise and use the subtraction symbol within 20, not crossing 10.</li><li>☐ Use the strategy of partitioning to make ten to support subtraction crossing 10.</li></ul>	<ul style="list-style-type: none"><li>☐ Consolidate using the strategy of partitioning to make ten to support subtraction crossing 10.</li></ul>



		<ul style="list-style-type: none"> <li>☐ 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 are one digit numbers. One digit numbers are made up of one digit or number. Two digit numbers are made up of two digits, such as 12 or 20. Subtract one digit and two digit numbers within 20, crossing 10.</li> </ul>	
	<b>Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>☐ Addition (+) is putting two or more numbers or objects together to give a larger number (the total). Subtraction (–) is removing or taking away numbers or objects. What is left is the difference between the two numbers. The equals sign (=) shows that things on both sides of it have the same value. Read, write and interpret simple mathematical statements involving addition (+), subtraction (–) and equals (=) signs.</li> <li>☐ Use concrete manipulatives and draw images to complete inequality and 'equal to' statements, involving comparing a simple statement to an integer.</li> <li>☐ Compare two calculations, both addition and subtraction, using the symbols &lt;, &gt; and =.</li> <li>☐ Addition and subtraction are inverse operations. Addition is commutative but subtraction is not. Explore addition and subtraction fact families for numbers within 20.</li> <li>☐ The less than sign (&lt;) shows that the value to the left of it is lower than the value to the right of it. The greater than sign (&gt;) shows that the value to the left of it is higher than the value to the right of it. Use &lt;, &gt; and = signs to compare numbers within 20.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Identify, using +, - and = symbols, number facts within 20.</li> <li>☐ Addition is the opposite of subtraction. Discuss and share strategies, including using the inverse to check addition and subtraction calculations.</li> <li>☐ Find missing values in number sentences with familiar number within 20 using structure and spotting patterns.</li> <li>☐ Use related number facts of 10s and ones' to solve addition and subtraction calculations.</li> <li>☐ Recognise the pattern of digits when add and subtract one.</li> <li>☐ Explore, on a 100 square, where the 10s digit changes when the ones digit stays the same.</li> <li>☐ Add and subtract 10s from a given number within 100.</li> </ul>
	<b>Problems (Addition and Subtraction)</b>		<ul style="list-style-type: none"> <li>☐ Apply their increasing knowledge of mental and written methods to solve simple problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</li> </ul>
	<b>Addition Methods</b>		<ul style="list-style-type: none"> <li>☐ 10 ones is the same as one 10. Add two digits and one digit including crossing 10.</li> <li>☐ Add the ones first when using the column method. Add two digit numbers not crossing 10, including column method.</li> <li>☐ Add two digit numbers crossing 10, using partitioning and exchange.</li> </ul>
	<b>Subtraction Methods</b>		<ul style="list-style-type: none"> <li>☐ 10 ones is the same as one 10. Subtract one digit from two digits, including crossing ten.</li> <li>☐ Subtract a two digit number from a two digit number, without crossing ten.</li> </ul>



			Subtract a two digit number from a two digit number crossing ten.
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