

Strand	Early Years	Year 1	Year 2	Year 3
Place Value	<p><b>End Points</b> Match and sort, compare amounts, compare size, Representing 1, 2 and 3, Comparing 1,2 and 3, Composition of 1,2 and 3, circles and triangles, positional language. Representing numbers to 5, 1 more or less. Introducing zero, comparing numbers to 5, Composition of 4 and 5, 6,7 and 8. Counting to 9 and 10, comparing numbers to 10, Deepening understanding, patterns and relationships.</p> <p><b>ELG: Have a deep understanding of number to 10, including the composition of each number;</b> - Subitise (recognise quantities without counting) up to 5; <b>ELG: Verbally count beyond 20, recognising the pattern of the counting system;</b> - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p>	<p><b>End points</b> • Sort objects and Count objects. • Count objects from a larger group. • Represent objects. • Recognise numbers as words. • Count on from any number within 10. • Count one more. • Count backwards within 10 including Count one less. • Compare groups by matching. (incorporate Fewer, more, same. Less than, greater than, equal to) • Compare numbers. • Order objects and numbers. Count forwards and backwards and write numbers to 20 in numerals and words. • Numbers from 11 to 20. • Tens and ones. • Count one more and one less. • Compare groups of objects. • Compare numbers. • Order groups of objects. • Order numbers.</p>	<p><b>End Points</b> • Numbers to 20. • Count objects to 100 by making 10s. • Recognise tens and ones. • Use a place value chart. • Partition numbers to 100. • Write numbers to 100 in words. • Flexibly partition to 100. • Write numbers to 100 in expanded form. • 10s on the number line to 100. • 10s and 1s on the number line to 100. • Estimate numbers on a number line. Compare objects. • Compare numbers. • Order objects and numbers. • Count in 2s, 5s &amp; 10s. • Count in 3s.</p>	<p>Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</p> <p>Compare and order numbers up to 1,000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1,000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas</p>
	<p><b>Key vocabulary</b> Number; zero; numbers to 20; count, forwards, backwards; how many, more, fewer, equal, group; order, largest, smallest, less; even, odd</p>	<p><b>Key vocabulary</b> Numbers to 100; place value; digit, integer; symbol; compare; equal to, more, less, greater than, fewer, less than, greatest, smallest; first, second, third...last; ones, tens, partition, exchange; order, largest, smallest, biggest, least, most.</p>	<p><b>Key vocabulary</b> 2-digit; base 10; pattern; sequence; Numbers to one hundred Hundreds Partition, recombine Hundred more/less</p>	
Addition and Subtraction	<p><b>End Points</b> combining 2 amounts, making pairs, bonds to 10, Build numbers beyond 10</p>	<p><b>End Points</b> • Introduce parts and wholes and the part-whole model. • Write number sentences. • Fact families – Addition facts. • Number bonds within 10 -</p>	<p><b>End Points</b> Bonds to 10. • Fact families – Addition and subtraction bonds to 20. • Related facts. • Bonds to 100 (tens). • Add and subtract 1s. • Add by making 10. • Add three 1-digit</p>	<p>Number - addition and subtraction - add and subtract numbers with up to 3 digits, using formal</p>

	<p>Adding more, taking away, compose and decompose. Doubling</p> <p><b>ELG: 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.</b></p>	<p>systematically. • Number bonds to 10. • Addition: Add together. • Addition: Add more (including add 1 or 2 more) • Addition problems. • Find a part. • Subtraction: Find a part. • Fact families – 8 facts. • Subtraction: Take away/ cross out (how many left?). (including subtract 1 or 2) • Take away (how many left?). • Subtraction on a number line.</p> <p>Add by counting on. • Find and make number bonds. • Add by making 10. • Subtraction – Not crossing 10. • Subtraction – Crossing 10 (1). • Subtraction – Crossing 10 (2). • Related Facts. • Compare Number Sentences.</p>	<p>numbers. • Add to the next 10. • Add across a 10. • Subtract across 10. • Subtract from a 10. • Subtract a 1-digit number from a 2-digit number – across a 10. • 10 more and 10 less. • Add and subtract 10s. • Add two 2-digit numbers – not across a 10. • Add two 2-digit numbers – across a 10. • Subtract two 2-digit numbers – not across a 10. • Subtract two 2-digit numbers – across a 10. • Mixed addition and subtraction. • Compare number sentences. • Missing number problems.</p>	<p>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</p>
	<p><b>Key vocabulary</b></p> <p>One more, one less, altogether, how many are left? Same, different, number bond, part-whole, add, take-away</p>	<p><b>Key vocabulary</b></p> <p>Number bonds, part, whole; plus; fact family, addition sentence, number sentence; how many more; number line; commutative; addition, more, make, sum, total, add together, altogether; calculation; Inverse equals, is the same as (including equals sign); subtract, , subtraction, take away, minus; difference,between, what is the difference? how many more?, how many less? how much more is?</p>	<p><b>Key vocabulary</b></p> <p>Bar model; operation, inverse operation; column; exchange; bridge; method;</p>	
<b>Measure</b>	<p><b>End Points</b></p> <p>compare size, mass and capacity, exploring patterns.</p> <p>Time</p> <p>length and height</p> <p>spatial awareness, patterns</p>	<p><b>End Points</b></p> <p>Compare lengths and heights. • Measure length (1). • Measure length (2).</p> <p>Introduce weight and mass. • Measure mass. • Compare mass. • Introduce capacity. • Measure capacity. • Compare capacity</p> <p>Recognising coins. • Recognising notes. • Counting in coins.</p> <p>Before and after. • Dates. • Time to the hour. • Time to the half hour. • Writing time. • Comparing time.</p>	<p><b>End Points</b></p> <p>Recognising coins &amp; notes • Count money – pence. • Count money – pounds (notes and coins). • Count money – notes and coins. • Select money. • Make the same amount. • Compare money. • Find the total. • Find the difference. • Find change. • Two-step problems</p> <p>Measure length (cm). • Measure length (m). • Compare lengths. • Order lengths. • Four operations with lengths.</p> <p>Compare mass. • Measure mass in grams. • Measure mass in kilograms. • Compare capacity. • Millilitres. • Litres. • Temperature.</p>	<p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - 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</p>

			O'clock and half past. • Quarter past and quarter to. • Telling time to 5 minutes. • Minutes in an hour, hours in a day. • Find durations of time. • Compare durations of time.	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]
	<p><b>Key vocabulary</b></p> <p>Now, before, soon, later, after, next, fastest; time, yesterday, today, tomorrow, day, week, weekend, month, year; Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter; birthday, holiday; Morning, afternoon, evening, night, midnight bedtime, dinner/lunch time, playtime; length, height, breadth, tall, short, long, tallest, shortest, longest, longer/shorter, taller/shorter, wider/narrower, weigh, weight, heavy, heavier, heaviest, light, lighter, lightest, balance</p>	<p><b>Key vocabulary</b></p> <p>Length, measure, measuring; ruler, cm; mass; balance, scale; volume, full, half full, quarter full, empty; capacity; holds, Container; money; value; coin; note; amount; 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10; hour, o'clock, half past, clock, watch, hands; hour, minute, second; before, after next, last now, soon, early, late quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly old, older, oldest, new, newer, newest</p>	<p><b>Key vocabulary</b></p> <p>Change, total; distance; metres; g/kg; ml/l; temperature, thermometer, degrees Celsius, increase, decrease, warmer, colder; quarter past/to, 5 past, 10 past, twenty to etc, start, duration, end, interval, how long...? When did it start /end /finish...?, seconds;</p>	
<b>Multiplication and Division</b>	<p><b>End Points</b> Sharing and grouping, even and odd,</p> <p><b>ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b></p>	<p><b>End Points</b> Count in 10s. • Make equal groups. • Add equal groups. • Make arrays. • Make doubles. • Make equal groups – grouping. • Make equal groups – sharing.</p>	<p><b>End Points</b> Recognise equal groups. • Make equal groups. • Add equal groups. • Multiplication sentences using the x symbol. • Multiplication sentences from pictures. • Use arrays. • 2 times-table. • 5 times-table. • 10 times-table. • Make equal groups – sharing. • Make equal groups – grouping. • Divide by 2. • Odd and even numbers. • Divide by 5. • Divide by 10.</p>	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
	<p><b>Key vocabulary</b></p> <p>Double, half, halve, halving, pairs, twice as many, share, equal, unequal, group, left over</p>	<p><b>Key vocabulary</b></p> <p>How many altogether? How many are there?; groups, groups of, equal groups, unequal groups; row, column, array; number sentence; double, doubles; equal groups of 2, equal groups of 5, equal groups of 10; share, sharing, equally, odd, even,</p>	<p><b>Key vocabulary</b></p> <p>Times-table; facts; multiples; repeated addition; lots of; of; multiply; multiplied by; times; commutative; twos, fives, tens, threes; array; go into; divide, divide between, division, dividing; grouping, sharing;</p>	

				objects are connected to m objects
<b>Fractions</b>	<b>End Points</b>	<b>End Points</b>  Halving shapes or objects. • Halving a quantity. • Find a quarter of a shape or object. • Find a quarter of a quantity.	<b>End Points</b>  Make equal parts. • Recognise half. • Find half. • Recognise quarter. • Find a quarter. • Recognise a third. • Find a third. • Unit fractions. • Non-unit fractions. • Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ . • Find three quarters. • Count in fractions.	Number - fractions - 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, compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above
	<b>Key vocabulary</b>  Half, halve, halving	<b>Key vocabulary</b>  Whole, parts, equal parts, the same; split; groups; share; equally; quarter; four equal parts One half, two halves A quarter, two quarters	<b>Key vocabulary</b>  Two quarters, three quarters, one third, two thirds; unit fraction, numerator, denominator, vinculum; equivalence, equivalent.	
<b>Geometry (Position and Direction)</b>	<b>End Points</b> Spatial reasoning 1, match, rotate, manipulate,  visualize and build.  spatial mapping (4), mapping.	<b>End Points</b> Describe turns. • Describe Position	<b>End Points</b> Describing movement. • Describing turns. • Describing movement and turns. • Making patterns with shapes.	

	<b>Key vocabulary</b> On, next to, over, under, around, through.	<b>Key vocabulary</b> Turn, full, half, quarter, three quarter; direction; movement, move; position; left, right, up, down; top, bottom, middle, above, below, between; in front, behind	<b>Key vocabulary</b> Direction, forwards, backwards; right angle; rotation, Clockwise, anticlockwise	
<b>Statistics</b>	<b>End Points</b>	<b>End Points</b>	<b>End Points</b> Make tally charts. • Draw pictograms (1-1). • Interpret pictograms (1-1). • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10). • Block diagrams.	- 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
	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b> Count, tally, tally chart, table; data, represent, sort; pictogram, symbol; block diagram, axis; label, title, scale; most popular, most common, least popular, least common; Venn diagram, Carrol diagram.	
<b>Geometry (Shape)</b>	<b>End Points</b>  <b>Shapes with 4 sides</b>  <b>3D Shapes</b>	<b>End Points</b>  Recognise & name 3D shapes. • Sort 3D shapes. • Recognise & name 2D shapes. • Sort 2D shapes. • Patterns with 3D & 2D shapes	<b>End Points</b>  Recognise 2D and 3D shapes. • Count sides on 2D shapes. • Count vertices on 2D shapes. • Draw 2D shapes. • Lines of symmetry. • Use lines of symmetry to complete shapes. • Sort 2D shapes. • Count faces on 3D shapes. • Count edges on 3D shapes. • Count vertices on 3D shapes. • Sort 3D shapes. • Make patterns with 2D & 3D shapes	Geometry - properties of shapes - 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
	<b>Key vocabulary</b>  Shape, circle, triangle, rectangle, square, side, straight, curved, cylinder, cube, cuboid, cone, sphere, pyramid, face, same, different, pattern.	<b>Key vocabulary</b>  Polygon, 2D, 3D, group, sort, corner (point, pointed) Face, side, edge Make, build, draw.	<b>Key vocabulary</b>  Pentagon, hexagon, octagon, quadrilateral; prism; vertices, vertex; rotate; Symmetry, symmetrical, line of symmetry; horizontal, vertical; Fold; pattern, repeating pattern.	



- identify horizontal and vertical lines and pairs of perpendicular and parallel lines