|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strand | First Visit | | Second Visit | | |
| Revise | Teach | | Revise | Teach |
| Number and Place Value | * count in multiples of 2, 5 and 10 from 0 * 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 | * count in steps of 2, 5 and 10 from 0, and in tens from any number, forward and backward * odd and even numbers * recognise the place value of each digit in a two-digit number (tens and ones) * identify, represent and estimate numbers using different representations, including the numberline * compare and order numbers from 0 – 100 * use place value and number facts to reason and solve problems | | * count in steps of 2, 5 and 10 from 0, and in tens from any number, forward and backward * odd and even numbers * recognise the place value of each digit in a two-digit number (tens and ones) * identify, represent and estimate numbers using different representations, including the numberline * use place value and number facts to solve problems * read and write numbers from 1 - 20 in numerals and words. | * count in steps of three from 0, forward and backward * compare and order numbers from 0 - 100 and use the symbols < > = to compare * describe and extend number sequences * read and write numbers to 100 in words and numerals |
| Vocabulary | hundred, value, digit, odd, even, tens, ones, partition, greater than, less than, equal to | | | | |
| Addition and Subtraction | * recall numberbonds for numbers up to 20 * add and subtract one-digit and two-digit numbers to 20, including zero | * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts from multiples of 10 * add and subtract numbers using concrete objects, pictorial representations, and mentally, including:   a two-digit number and ones  a two-digit number and tens   * show that addition of two numbers can be done in any order (commutativity) but that subtraction cannot * use knowledge of addition and subtraction to reason and solve problems | | * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts from multiples of 10 * add and subtract numbers using concrete objects, pictorial representations, and mentally, including:   a two-digit number and ones  a two-digit number and tens | * 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:   two two-digit numbers  three one-digit numbers   * recognise and use the inverse relationship between addition and subtraction and use this to check calculations * use knowledge of addition, subtraction and the inverse to reason and solve missing number problems. |
| Vocabulary | addition, subtraction, sum, total, partition, inverse, difference | | | | |
| Multiplication and Division | * count in multiples of 2, 5 and 10 from 0 | * recall and use multiplication and division facts for the 2 timestables * recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve problems * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs * understand and use arrays for multiplication and division * use reasoning to solve problems involving multiplication and division | | * recall and use multiplication and division facts for the 2 timestables * recognise and use the inverse relationship between multiplication and division and use this to check calculations * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs | * recall and use multiplication and division facts for the 2, 5 and 10 timestables * use repeated addition or subtraction to support multiplication and division calculations, including on a numberline * understand that multiplication of 2 numbers can do done in any order (commutativity) but that division cannot * use reasoning to solve problems involving multiplication and division * Use partitioning to multiply numbers up to 19 by 2, 5, 10 |
| Vocabulary | double, multiply, divide, share equally, sharing, group, groups of, lots of, product, times, array, row, column, halve, divided by, left over | | | | |
| 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. | * recognise, find, name and write fractions: 1/2. 1/4 and 3/4 of a shape, set of objects or quantity * write simple fractions for example, 1/2 of 6 = 3 * use knowledge of a range of fraction to reason and solve problems | | * recognise, find, name and write fractions: 1/2. 1/4 and 3/4 of a shape, set of objects or quantity * write simple fractions for example, 1/2 of 6 = 3 | * recognise, find, name and write fractions: 1/2. 1/4, 3/4 and 1/3 of a shape, set of objects, quantity or length * use knowledge of a range of fraction to reason and solve problems |
| Vocabulary | fraction, whole, equal, part, parts, half/halves, quarter(s), three-quarter, third(s), divide | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Measure | * recognise and know the value of different denominations of coins and notes * tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); capacity (litres/ml) using rulers, scales and measuring vessels * read relevant scales to the nearest numbered unit * 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 * 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 * use knowledge of a range of measures (including monetary) to reason and solve problems | * use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, practically * recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value * know the number of minutes in an hour and the number of hours in a day. | * use appropriate standard units to estimate and measure temperature * compare and order lengths, mass, capacity and record the results using >, < and = * 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 * use knowledge of a range of measures (including monetary) to reason and solve problems |
| Vocabulary | full, half, empty, container, weigh, weighs, heavy/heavier/heaviest, light/lighter/lightest, scale, minutes, hour, o’clock, half past, quarter past, past/to, cm, m, g, kg, l, ml, degrees, ruler, mass, coins, notes, pounds, pence, change, price, costs, amount, length, height, mass, capacity | | | |
| Geometry: Properties of Shape | * recognise and name common 2-D and 3-D shapes | * identify and describe the properties of 2-D shapes, including the number of sides and lines of symmetry * identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces | * identify and describe the properties of 2-D shapes, including the number of sides and lines of symmetry * 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 |
| Vocabulary | Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, shape, flat, curved, straight, round hollow, solid, corner (point/pointed) face, side, edge, symmetry/symmetrical, line of symmetry, fold, mirror line, reflection | | | |
| Geometry: Position and Direction | * describe position, direction and movement, including whole, half, quarter and three-quarter turns. | * use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). |  | * order and arrange combinations of mathematical objects in patterns and sequences |
| Vocabulary | left, right, forwards, backwards, turn, clockwise, anti-clockwise, half, quarter, three-quarter, straight line, corner, rotate, pattern, repeating pattern, sequence | | | |
| Statistics |  | * interpret and construct simple pictograms, tally charts, block diagrams and simple tables | * 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 |
| Vocabulary | count, tally, sort, vote, graph, block graph, pictogram, represent, group, set, list, table, label, title, most popular, most common, least popular, least common, category, compare | | | |