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| Strand | First Visit | | Second Visit | | |
| Revise | Teach | | Revise | Teach |
| Number and Place Value | * 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 * order numbers from 0 - 100 and use the symbols < > = to compare | * 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 * solve number problems and practical problems involving these ideas | | * count in multiples of 2, 5 and 10 * read and write numbers to 100 in words and numerals | * count from 0 in multiples of 4, 8, 50 and 100 * read and write numbers up to 1000 in numerals and in words |
| Vocabulary | thousand, hundred, value, digit, odd, even, tens, ones, partition, greater than, less than, equal to, compare, numeral, estimate, multiples | | | | |
| Addition and Subtraction | * 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, * show that addition of two numbers can be done in any order (commutativity) but that subtraction cannot | * add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds * use an expanded column method to add and subtract two 2-digit numbers | | * recognise and use the inverse relationship between addition and subtraction and use this to check calculations | * Use a compact method to add and subtract * 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 |
| Vocabulary | addition, subtraction, sum, total, partition, inverse, difference, expanded, take away, less than, more than | | | | |

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| Multiplication and Division | * count in steps of three from 0, forward and backward * 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 * 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 partitioning to multiply numbers up to 19 by 2, 5, 10 | * See non-negotiables for timestables to teach each term * write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental methods * use knowledge of timestables, multiplication and division to reason and solve problems | * write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental methods * use knowledge of timestables, multiplication and division to reason and solve problems | * See non-negotiables for timestables to teach each term * write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, 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. |
| 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, 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 | * 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 show, using diagrams, equivalent fractions with small denominators | * recognise, find and write fractions of a discrete set of objects: 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 5 + 7 1 = 7 6] * compare and order unit fractions, and fractions with the same denominators * recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators * use knowledge of fractions to reason and solve problems |
| Vocabulary | fraction, whole, equal, part, parts, half/halves, quarter(s), three-quarter, third(s), divide, tenth(s), denominator, numerator, | | | |

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| Measure | * 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, thermometers and measuring vessels * read relevant scales to the nearest numbered unit * 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 | * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) * 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 * measure the perimeter of simple 2-D shapes | * compare and sequence intervals of time * recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value * tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) and use these sills so solve problem and reason * estimate and read time with increasing accuracy to the nearest minute; | * add and subtract amounts of money to give change, using both £ and p in practical contexts * 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] |
| Vocabulary | container, weigh, weights, scale, minutes, hour, o’clock, half past, quarter past, past/to, mm, cm, m, g, kg, l, ml, degrees, ruler, mass, coins, notes, pounds, pence, change, price, costs, amount, length, height, mass, capacity, Roman numerals, digital. Analogue, | | | |
| Geometry: Properties of Shape | * 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 | * identify the names and properties of an increasing range of 2D and 3D shapes (hexagon, octagon, parallelogram, and a range of prisms etc) * draw 2-D shapes and make 3-D shapes using modelling materials * 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 and draw 2-D shapes and make 3-D shapes using modelling materials | * recognise 3-D shapes in different orientations and describe them * identify horizontal and vertical lines and pairs of perpendicular and parallel lines |
| Vocabulary | Cube, cuboid, pyramid, sphere, cone, cylinder, prism, circle, triangle, square, hexagon, octagon, rectangle, parallelogram, rhombus, shape, flat, curved, straight, round, corner, (vertex) vertices, face, side, edge, symmetry/symmetrical, line of symmetry, mirror line, reflection, perpendicular, parallel, angle, right angle, turn, quarter turn, greater than, less than | | | |
| Statistics | * 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 | * 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, pictograms and tables. |  | |
| 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, greater, fewer | | | |