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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
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| 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
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| 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
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 | * 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.
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| 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
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| 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]
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| 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
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| 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.
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| 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 |