MATHS CURRICULUM MAP - RECEPTION

AUT 1	**Numbers to 5**	**Numbers 6, 7 and 8**	
		Sorting	**Comparing Groups**
	ELG: Have a deep understanding of number to 10, including the composition of each number LO: I can identify and represent the component parts of 0-3 LO: I can identify and represent the component parts of 4 LO: I can identify and represent the component parts of	ELG: Have a deep understanding of number to 10, including the composition of each number ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. LO: I can sort up to 5 objects into different groups using my own criteria LO: I can identify and represent the component parts of 6 LO: I can identify and represent the component parts of 6	ELG: Have a deep understanding of number to 10, including the composition of each number ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. LO: I can compare 2 groups with quantities up to 7 using the language of more than and fewer than LO: I can convert two unequal groups into two that have the same number
	Ongoing: ELG: Subitise (recognise quantities without counting) up to 5. ELG: Verbally count beyond 20, recognising the pattern of the counting system. LO: I can subitise numbers 0 - 5 LO: I can count forwards and backward to 20		
AUT 2	**Numbers 9 and 10** **Change within 5 (1 more, 1 less)**	**Time**	**Combining and Partitioning**
	ELG: Have a deep understanding of number to 10, including the composition of each number LO: I can identify 1 more than a given number to 5 LO: I can identify 1 less than a given number to 5 LO: I can identify and represent component parts of 9 LO: I can identify and represent component parts of 10	**NO ELG or DM** LO: I can experience specific time durations (30 seconds, 1 minute) LO: I can begin to use time to sequence events LO: I can begin to understand different time durations	ELG: Have a deep understanding of number to 10, including the composition of each number ELG: Automatically recall number bonds up to 5 and some number bonds to 10 LO: I can combine 2 numbers to make a total (up to 10) LO: I can partition a number within 10 into 2 different parts LO: To find different number bonds to 5
	Ongoing: ELG: Subitise (recognise quantities without counting) up to 5. ELG: Verbally count beyond 20, recognising the pattern of the counting system. LO: I can subitise numbers 0 - 5 LO: I can count forwards and backward to 30		

SPR 1	**Addition and Subtraction**	**Pattern**	**Number Composition**	**Time**
	ELG: Have a deep understanding of number to 10, including the composition of each number ELG: Automatically recall number bonds up to 5 and some number bonds to 10 LO: I can automatically recall the number bonds to 5 and show them using an addition number sentence LO: I know what subtraction (reduction) means and the sign that represents it LO: I can use subtraction to systematically work out the number bonds totalling 10	DM: Continue, copy and create repeating patterns. LO: I can recognise an AB, ABB and ABBC pattern LO: I can complete and AB, ABB and ABBC pattern LO: I can create my own AB, ABB and ABBC pattern LO: I can create a pattern that is not an AB, ABB or ABBC pattern	ELG: Have a deep understanding of number to 10, including the composition of each number ELG: Automatically recall number bonds up to 5 and some number bonds to 10 LO: I can find all the combinations for a given number to 10 LO: I can record the number bonds for a number within 10 using the + and = sign LO: I can begin to recall number bonds within 10	**NO ELG** LO: I can name the days of the week LO: I can use time words to order my day LO: I can order the days of the week
	Ongoing: ELG: Subitise (recognise quantities without counting) up to 5. ELG: Verbally count beyond 20, recognising the pattern of the counting system. ELG: Automatically recall number bonds up to 5 and some number bonds to 10 LO: I can subitise numbers 0 – 5 and begin to see combinations up to 10 LO: I can count forwards and backward to 30 LO: I can automatically recall number bonds to 5			

SPR 2	**Subtraction**	**One more/ One less**	**Adding on and Counting back**	**Doubling**
	ELG: Have a deep understanding of number to 10, including the composition of each number ELG: Automatically recall number bonds up to 5 and some number bonds to 10 LO: I know what subtraction (reduction) means and the sign that represents it (RECAP) LO: I can use my knowledge of number bonds to help me work out subtraction equations within 10	ELG: Have a deep understanding of number to 10, including the composition of each number LO: I can identify 1 more than a given number to 10 LO: I can identify 1 less than a given number to 10	ELG: Have a deep understanding of number to 10, including the composition of each number LO: I can use a first then and now story to represent an equation LO: I can hold one number in my head when adding to 10 LO: I can explain that when I add I go forwards on a number track LO: I can explain that when I takeaway I move backwards on a number track	ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. LO: I can explain what 'doubling' means LO: I can find doubles to 10
	Ongoing: ELG: Subitise (recognise quantities without counting) up to 5. ELG: Verbally count beyond 20, recognising the pattern of the counting system ELG: Automatically recall number bonds up to 5 and some number bonds to 10 LO: I can subitise numbers 0 – 5 and begin to see combinations up to 10 LO: I can count forwards and backward to 30 LO: I can automatically recall number bonds to 5 and some to 10			
SUM 1	**Sharing**	**Odds and Evens**	**Greater than and less than**	
	ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally LO: I can identify equal groups LO: I can make equal groups LO: I can share a quantity equally between 2 LO: I can share a quantity equally between 3	ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally LO: I know that an even number can be shared between 2 LO: I know that an odd number cannot be shared between 2 LO: I can identify that odd numbers will always have an extra one left over when making a number pattern	ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally LO: I can use the greater than, less than and equal to symbols to compare numbers and quantities	
	Ongoing: ELG: Subitise (recognise quantities without counting) up to 5. ELG: Verbally count beyond 20, recognising the pattern of the counting system. ELG: Automatically recall number bonds up to 5 and some number bonds to 10 LO: I can subitise numbers 0 – 5 and begin to see combinations up to 10 LO: I can count forwards and backward to 30 LO: I can automatically recall number bonds to 5 and some to 10			
SUM 2	**Counting in 2s**	**Shape**	**Measure**	**Number Bonds**
	ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. LO: I can explain what a 'pair' is LO: I can count in 2s LO: I know that when I count in 2s from 0 I will always say an even number	DM: Select, rotate and manipulate shapes to develop spatial reasoning skills. LO: I can name some 2D shapes LO: I can name some 3D shapes LO: I know the difference between 2D and 3D shapes LO: I can begin to describe some properties of a 2D shape LO: I can begin to describe some properties of a 3D shape	DM: Compare length, weight and capacity LO: I can compare different lengths LO: I can use non- standard units of measure to find the length of an object LO: I can compare different weights using a bucket scale LO: I can use vocabulary full, half full and empty to describe the capacity of a container	ELG: Automatically recall number bonds up to 5 and some number bonds to 10 LO: I can recall number bonds within 10
	Ongoing: ELG: Subitise (recognise quantities without counting) up to 5. ELG: Verbally count beyond 20, recognising the pattern of the counting system. ELG: Automatically recall number bonds up to 5 and some number bonds to 10 LO: I can subitise numbers 0 – 5 and begin to see combinations up to 10 LO: I can count forwards and backward to 30 LO: I can automatically recall number bonds to 5 and some to 10			

MATHS CURRICULUM MAP – YEAR 1

AUT 1	**1:1 Comparison of Quantities and measure**	**1:2 Introduction to Whole and Parts**	**1:3 Composition of numbers 0-5**	**1:4 Composition of numbers 6-10**
	1NPV–1 Count within 100, forwards and backwards, starting with any number. 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = LO: I can explain that items can be compared using length and height LO: I can explain that items can be compared using weight/mass and volume/capacity LO: I can count a set of objects LO: I can compare sets of objects LO: I can use equality and inequality symbols to compare sets of objects LO: I can use equality and inequality symbols to compare expressions	1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. LO: I can explain what a whole is LO: I can explain that a whole can be split into parts LO: I can explain that a whole can represent a group of objects LO: I can identify a part of a whole group LO: I can explain what a part-whole model is LO: I can use a part-whole model to represent a whole partitioned into two parts LO: I can use a part-whole model to represent a whole partitioned into more than two parts	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. LO: I can explain that numbers can represent how many objects there are in a set LO: I can explain that ordinal numbers show a position and not a set of objects LO: I can partition numbers one to five in different ways LO: I can partition the numbers one to five in a systematic way. LO: I can find a missing part when I know one part and the whole LO: I can show one more and one less than a number using representations. I can describe this accurately. LO: I can show one more and one less than a number using representations. I can describe this accurately. LO: I can use a bar model to represent a whole partitioned into two parts	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. LO: I can count a set of objects and match the number to the numeral (7) and number name (seven) LO: I can explain that the numbers 6 to 9 are made up of 5 and a bit. LO: I can explain that the numbers 6 to 9 are made up of 5 and a bit. LO: I can explain that the number ten is made up of five and five LO: I can explain where six, seven, eight and nine lie on a number line. LO: I can explain what odd and even numbers are and the difference between them LO: I can explain how even and odd numbers can be partitioned LO: I can partition numbers six to ten in different ways LO: I can partition the numbers six to ten in a systematic way LO: When a whole is partitioned into two parts, if I know the whole and one part, I can find a missing part

AUT 2	**1:5 Additive Structures: Introduction to aggregation and partitioning**	**1:6 Additive Structures: Introduction to augmentation and reduction**	**Geometry: Shape**
	1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts LO: I can combine two or more parts to make a whole LO: I can explain that addends can be presented in any order. This is called the commutative law LO: I can explain that addends can be presented in any order. This is called the commutative law LO: I can explain that the = sign can be used to show that the whole and the sum of the parts are equal LO: I can add parts to find the value of the whole and write the equation LO: I can find the missing addend in an equation LO: I can partition a whole into two parts and can represent this with a subtraction equation LO: I can make addition and subtraction stories and write equations to match	1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts LO: I can represent a 'First Then Now' story with an addition equation LO: I can represent a 'First Then Now' story with an addition equation LO: I can represent a 'First Then Now' story with a subtraction equation LO: I can represent a 'First Then Now' story with a subtraction equation LO: I can represent different types of stories with a subtraction calculation LO: I can make addition and subtraction stories and write equations to match LO: I can work out the missing part of the addition story and equation if I know the other two parts LO: I can work out the missing part of the subtraction story and equation if I know the other two parts LO: I can explain that addition and subtraction are inverse operations (reverse operations) LO: I can explain that addition and subtraction are inverse operations (reverse operations)	1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. LO: I can recognise and name 3-D shapes LO: I can sort 3-D shapes LO: I can recognise and name 2-D shapes LO: I can sort 2-D shapes LO: I can identify and create patterns with 3-D and 2-D shapes

SPR 1	**1:7 Addition and Subtraction: Strategies within 10**	**1:8 Composition of Numbers: Multiples of 10 up to 100**
	1NF–1 Develop fluency in addition and subtraction facts within 10. 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. LO: I can explain that addition is commutative LO: I can find pairs of numbers to 10 LO: I can find pairs of numbers to 10 LO: I can add and subtract one from any number LO: I can explain what the difference is between consecutive numbers LO: I can explain what happens when I add or subtract 2 from an odd number and an even number LO: I can explain what the difference is between consecutive odd numbers and consecutive even numbers LO: I can explain what happens when zero is added or subtracted to a number LO: I can explain what happens when you add or subtract a number from itself LO: I can double numbers and can explain what doubling means LO: I can halve numbers and can explain what halving means LO: I can use my knowledge of doubles and halves to calculate near doubles and halves LO: I can use my knowledge of doubles and halves to solve problems efficiently LO: I can use my knowledge and strategies to add the pairs five and three, and six and three.	2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning. 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10 LO: I can explain that one ten is equivalent to ten ones LO: I can represent multiples of ten using their numerals LO: I can represent multiples of ten using their numerals and names LO: I can represent multiples of ten in an expression or an equation LO: I can estimate the position of multiples of ten on a 0-100 number line LO: I can explain what happens when you add and subtract ten to a multiple of ten LO: I can use my knowledge of facts and unitising to add and subtract multiples of ten LO: I can add and subtract multiples of ten using names
SPR 2	**1:9 Composition of Numbers: 20 – 100**	**1:10 Composition of Numbers: 11 – 19**
	2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning. 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. LO: I can count a large group of objects by counting groups of tens and the extra ones LO: I can count a large group of objects by using my knowledge of unitising by counting tens and ones LO: I can represent a number from 20-99 in different ways LO: I can explain and mark the position of numbers 20-99 on a number line LO: I can explain that numbers 20-99 can be represented as a length LO: I can compare two, two digit numbers LO: I can partition a two digit number into tens and ones LO: I can add two, two digit numbers by partitioning into tens and ones	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = 2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning. 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. LO: I can explain that the digits in numbers 11-19 tell me about their quantity LO: I can explain that the digits in the numbers 11-19 tell me about their position on a number line LO: I can identify the quantity shown in a representation of numbers 11-19 LO: I can use my knowledge of ‘10 and a bit’ to solve problems LO: I can use my knowledge of ‘10 and a bit’ to solve problems LO: I can explain why a number is odd or even within numbers 11-19 LO: I can explain why a number is odd or even within numbers 20-99 LO: I can double and halve numbers 6-9 and can explain what doubling and halving is LO: I can use my knowledge of addition facts within 10 to add within 20 LO: I can use my knowledge of subtraction facts within 10 to subtract within 20 LO: I can use my knowledge of addition and subtraction facts within 10 to add and subtract within 20

SUM 1	**Measurement Length and Height**	**Measurement Weight and Volume**	**2:1 Counting Unitising and Coins**
	NC: compare, describe and solve practical problems for: ♣ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] measure and begin to record the following: ♣ lengths and heights LO: I can compare lengths & heights LO: I can measure lengths (non-standard units) LO: I can introduce the ruler LO: I can measure length LO: I can solve adding and subtracting length problems	NC: Compare, describe and solve practical problems for ♣ mass/weight [for example, heavy/light, heavier than, lighter than] ♣ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] NC: Measure and begin to record the following: ♣ mass/weight ♣ capacity and volume LO: I can measure mass LO: I can compare mass LO: I can solve weight and mass problems LO: I can measure capacity LO: I can compare capacity	1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. LO: I can count efficiently in groups of two LO: I can count efficiently in groups of ten LO: I can count efficiently in groups of five LO: I can count efficiently by counting in groups of two, five and ten. LO: I can explain the value of a 1p coin in pence LO: I can recognise and explain the value of a 2p, 5p and 10p coin LO: I can explain that a single coin can be worth several pennies LO: I can use my knowledge of the value of coins to solve problems LO: I can calculate the total value of the coins in a set of 2p coins LO: I can calculate the total value of the coins in a set of 5p coins LO: I can compare sets of 2p, 5p and 10p coins LO: I can calculate the total value of the coins in a set of 10p coins LO: I can use my knowledge to work out how many coins are needed to make a total value of 10p LO: I can use my knowledge to work out how many coins are needed to make a total value of 20p LO: I can use my knowledge of the value of coins to solve problems LO: I can recognise and explain the value of a £5, £10, £20 note LO: I can explain that a single note can be worth several pounds LO: I can use my knowledge of the value of notes to solve problems
SUM 2	**Fractions**	**Geometry: Position and Direction**	**Measurement: Time**
	NC: recognise, find and name a half as one of two equal parts of an object, shape or quantity NC: recognise, find and name a quarter as one of four equal parts of an object, shape or quantity LO: I can find a half LO: I can find a whole LO: I can find half of a quantity LO: I can find a quarter LO: I can find a quarter of a quantity	1G–1 Recognise common 2D and 3D shapes presented in different orientations, LO: I can describe turns 1 LO: I can describe turns 2 LO: I can describe position (1) LO: I can describe position (2)	NC: sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] NC: recognise and use language relating to dates, including days of the week, weeks, months and years NC: tell the time to the hour and half past the hour and draw the hands on a clock face to show these time LO: I can order before and after LO: I can order before and after LO: I can identify dates LO: I can tell tine to the hour LO: I can tell time to the half hour LO: I can write the time LO: I can compare the time

MATHS CURRICULUM MAP – YEAR 2

AUT 1

1.11 Addition and Subtraction: Bridging 10

2AS–1 Add and subtract across 10
3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice

LO: I can add 3 addends

LO: I can use a 'First.. Then… Now" story to add 3 addends

LO: I can explain that addends can be added in any order

LO: I can add 3 addends efficiently

LO: I can add 3 addends efficiently by finding two addends that total 10

LO: I can add two numbers that bridge through 10

LO I can subtract two numbers that bridge through 10

1.12: Addition and Subtraction: Subtraction as Difference

2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?

LO: I can compare numbers and describe how many more or less there in each set

LO: I can calculate the difference

LO: I can use my knowledge of subtraction to solve problems in a range of contexts

LO:I can explain what the difference is between consecutive numbers

LO:I can calculate difference when the information is presented in a pictogram

LO:I can calculate difference when the information is presented in a bar chart

1.13: Addition and Subtraction: two digit and single digit numbers

2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number

LO:I can add and subtract one from a 2 digit number

LO:I can add and subtract one from a 2 digit number that crosses a tens boundary

LO:I can add and subtract one from any 2 digit number

LO:I can use my number facts to add a single digit number to a 2 digit number

LO:I can use my number facts to subtract a single digit number from a 2 digit number

LO:I can use a part whole model when adding and subtracting

LO:I can use my number bonds to ten to add a single digit number to a 2 digit number

LO:I can use my number bonds to ten to subtract a single digit number from a 2 digit number

LO:I can use my knowledge of 'ten' to add a single digit number to a 2 digit number

LO:I can use my knowledge of 'ten' to subtract

LO:I can use my knowledge of 'ten' to subtract

LO:I can solve addition and subtraction problems

1.14: Addition and Subtraction: two digit numbers and multiples of ten

2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two=--digit number

LO:I can find ten more or ten less than a 2 digit number

LO:I can find ten more or ten less than a 2 digit number

LO:I can add and subtract ten to/from a 2 digit number

LO:I can explain the patterns I notice when adding and subtracting ten

LO:I can use my knowledge of adding and subtracting ten to solve problems

LO:I can use my number facts to add a multiple of ten to a 2 digit number

LO:I can use my number facts to subtract a multiple of ten from a 2 digit number

LO:I can partition a two digit number into parts in different ways (two and three parts)

LO:I can use my knowledge of adding and subtracting multiples of ten to solve problems

2.2: Structures: multiplication representing equal groups

2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
LO:I can explain that objects can be grouped in different ways

LO:I can describe how objects have been grouped

LO:I can represent equal groups as repeated addition

LO:I can represent equal groups as repeated addition and multiplication

LO:I can represent equal groups as multiplication

LO:I can explain and represent multiplication when a group contains zero or one items

LO:I can identify and explain each part of a multiplication equation

LO:I can use knowledge of multiplication to calculate the product

AUT 2

2.3 Times tables: groups of 2 and commutativity (1)

2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
LO:I can represent the two times table in different ways

LO:I can use knowledge of the two times table to solve problems

LO:I can explain the relationship between adjacent multiples of two

LO:I can explain that factor pairs can be written in any order

2.4 Times tables: groups of 10 & of 5, factors of 0 & 1

2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
LO:I can represent counting in tens as the ten times table

LO:I can represent the ten times table in different ways

LO:I can explain the relationship between adjacent multiples of ten

LO:I can represent counting in fives as the five times table

LO:I can represent the five times table in different ways

LO:I can explain the relationship between adjacent multiples of five

LO:I can explain how groups of five and ten are related

LO:I can explain the relationship between multiples of five and ten

LO:I can use knowledge of the relationships between the five and ten times tables to solve problems

LO:I can explain how a factor of zero or one affect the product

LO:I can represent multiplication equations in different ways

LO:I can use knowledge of the two, five and ten times tables to solve problems

LO:I can explain what each factor represents in a multiplication story

Properties of Shape

2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.
LO:I can learn that a polygon is a 2D shape with straight sides that meet at vertices

LO:I can describe polygons and find different ways to sort them

LO:I can learn that polygons can be sorted and named according to the number of sides and vertices

LO:I can discuss, and compare by direct comparison, the shape and size of polygons

LO:I can discuss, and compare by direct comparison, the vertices of polygons

LO:I can investigate how polygons can be joined and folded to form 3-dimensional shapes

LO:I can describe 3-dimensional shapes and find different ways to sort them

LO:I can discuss, and compare by direct comparison, the shape and size of 3-dimensional shapes

SPR 1	**Time**	**2.5 Commutativity (part 2) doubling and halving**	**2.6 Structures: quotitive and partitive division**	
	NC: compare and sequence intervals of time ♣ 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 LO: I can tell the time to the hour (recap) LO: I can tell the time to the half hour (recap) LO: I can find quarter past and quarter to LO: I can tell the time to 5 minutes **LO: I can write the** time (recap) LO: I can find durations of time LO: I can compare durations of time	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. **LO:** I can explain how a multiplication equation with two as a factor is related to doubling **LO:** I can double two-digit numbers **LO:** I can multiply efficiently when one of the factors is two **LO:** I can explain how halving and doubling are related **LO:** I can explain the relationship between factors and products **LO:** I can halve two-digit numbers **LO:** I can use knowledge of doubling, halving and the two times table to solve problems	2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). **LO:** I can explain that objects can be grouped equally **LO:** I can identify and explain when objects cannot be grouped equally **LO:** I can explain the relationship between division expressions and division stories **LO:** I can calculate the number of equal groups in a division story **LO:** I can use their knowledge of skip counting and division to solve problems relating to measure **LO:** I can skip count using the divisor to find the quotient **LO:** I can use their knowledge of division to solve problems **LO:** I can explain that objects can be shared equally **LO:** I can use skip counting to solve a sharing problem **LO:** I can skip count using the divisor to find the quotient **LO:** I can solve a variety of division problems, explaining their understanding	
SPR 2	**1.15 Addition: two digit and two digit numbers**	**1.16: Subtraction: two digit and two digit numbers**	**Money**	**Fractions**
	2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. **LO:** I can explain the strategies I use to add **LO:** I can add a 2 digit number to a 2 digit number **LO:** I can add a 2 digit number to a 2 digit number when not crossing ten **LO:** I can add a 2 digit number to a 2 digit number when crossing ten	2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. **LO:** I can explain the strategies I use to subtract **LO:** I can subtract a 2 digit number from a 2 digit number **LO:** I can partition the subtrahend to help me subtract **LO:** I can subtract a 2 digit number from a 2 digit number when not crossing ten **LO:** I can subtract a 2 digit number from a 2 digit number when not crossing ten **LO:** I can subtract a 2 digit number from a 2 digit number when crossing ten **LO:** I can subtract efficiently by using my knowledge of 2 digit numbers	NC: 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 ♣ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change LO: I can recognise coins and notes (recap) LO: I can count money - pence LO: I can count money - pounds (notes and coins) LO: I can select money LO: I can make the same amount LO: I can compare money LO: I can find the total LO: I can find the difference LO: I can find change LO: I can solve two-step problems	NC: Recognise, find, name and write fractions 1/3, ¼, 2/4 and 3/4 of a length, shape, set of objects or quantity NC: write simple fractions. LO: I can identify whether something has or has not been split into equal parts LO: I can name the fraction 'one-half' in relation to a fraction of a length, shape or set of objects LO: I can name the fraction 'one-quarter' in relation to a fraction of a shape LO: I can name the fraction 'one-third' in relation to a fraction of a shape LO: I can read and write the fraction notation ½, ⅓ and ¼ and relate this to a fraction of a shape LO: I can find ¼ and ¾ of a shape

SUM 1	Fractions	Length and Height	Mass, Capacity and Temperature
	NC: Recognise, find, name and write fractions 1/3, ¼, 2/4 and 3/4 of a length, shape, set of objects or quantity NC: write simple fractions. LO: I can find half of numbers LO: I can find ⅓ or ¼ of a number LO: I can find ¼ and ¾ of a quantity LO: I can recognise the equivalence of 2⁄4 and ½	NC: choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ♣ compare and order lengths, mass, volume/capacity and record the results using >, < and = LO: I can compare lengths and height (recap) LO: I can measure length (cm) LO: I can measure length (m) LO: I can compare lengths LO: I can order lengths LO: I can complete the four operations with length LO: **I can** problem solve with length	NC: choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ♣ compare and order lengths, mass, volume/capacity and record the results using >, < and = LO: I can measure mass LO: I can compare mass LO: I can measure mass in grams LO: I can measure mass in kilograms LO: I can **m**easure capacity (recap) LO: I can compare volume LO: I can complete the 4 operations with mass LO: I can complete the 4 operations with volume LO: I can read temperature on a scale

SUM 2	Position and Direction	Multiplication and Division – Doubling, halving, quotitive and partitive division
	NC: Order and arrange combinations of mathematical objects in patterns and sequences ♣ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) LO: I can describe position LO: I can problem solve with position LO: I can describe movement LO: I can describing turns LO: I can make patterns with shapes	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). **LO:** I can identify the patterns and relationships between the 5 and 10 times tables **LO:** I can explain the patterns and relationships between the 5 and 10 times tables **LO:** I can use their knowledge of the 5 and 10 times tables to solve problems **LO:** I can identify and explain relationships between the 5 and the 10 times tables **LO:** I can use their knowledge of the 5 and 10 times tables to solve problems **LO:** I can explain how times table facts can help to find the quotient (10 times table) **LO:** I can explain how times table facts can help to find the quotient (5 times table) **LO:** I can explain how times table facts can help to find the quotient (2 times table) **LO:** I can explain how a division equation with 2 as a divisor is related to halving **LO:** I can explain each part of a division equation and know how they can be interchanged **LO:** I can use knowledge of divisibility rules when the divisor is 2 to solve problems **LO:** I can use knowledge of divisibility rules when then divisor is 10 to solve problems **LO:** I can use knowledge of divisibility rules when the divisor is 5 to solve problems **LO:** I can explain how a dividend of zero affects the quotient **LO:** I can explain how the quotient is affected when the divisor is equal to the dividend LO: I can explain how a divisor of one affects the quotient