Number and Place Value			
	What knowledge, understanding and skills will we gain?	**What impact will our learning have?**	**What do the adaptations/resources look like for VI/additional needs?**
Pre-Stage 1A	• Recites some number names in sequence • Say and use number names in familiar contexts • Count reliably up to 5 by removing from a set one by one • Identify one more, one less from a number 1-5 • Count on to 5 and back to 1. • Estimate and then count up to 5 objects in a group.	**ALL:** Will repeat some numbers **MOST:** Will recite some numbers with prompts **SOME:** Will recite some numbers by rote **ALL:** Will repeat some number names in context **MOST:** Will use some numbers in context with prompts **SOME:** Will use number names in familiar contexts **ALL:** Will count 5 objects with hand under hand support **MOST:** Will count 5 objects with prompts **SOME:** Will count 5 objects and more independently **ALL:** Will join in with one more/one less up to 5 **MOST:** Will identify one more/one less up to 5 **SOME:** Will identify one more/one less up to 5 and beyond **ALL:** Will count to 5 and back to 1 through repetition **MOST:** Will count to 5 and back with support **SOME:** Will count to 5 and over and back independently **ALL:** With support will estimate and count up to 5 objects **MOST:** Will estimate and count up to 5 objects **SOME:** Will estimate and count up to and beyond 5 objects	Number songs Group counting Counting objects – insect counters, dinosaur counters, transport counters, penguins Large numerals Tactile number lines Tactile counting cards
Pre-Stage 1B	• Recites numbers in order to 10. • Uses some number names accurately. • Shows an interest in numerals in the environment • Knows that numbers identify how many objects are in a set. • Count reliably objects up to 10 (using 1:1 correspondence) and beginning to count beyond 10. • Recognises that anything can be counted including steps, claps and jumps. • Identify one more/one less than a number 1-9. • Count on to 10 and back to 1.	**ALL:** Will repeat numbers to 10 **MOST:** Will recite numbers with prompts **SOME:** Will recite numbers to 10 and beyond **ALL:** Will repeat some number names accurately **MOST:** Will use some numbers accurately **SOME:** Will use number names accurately **ALL:** With support will apply numbers to a set **MOST:** Will use numbers to count a set **SOME:** Will reliably count a set of objects **ALL:** With support will count objects to 10 **MOST:** Will count objects to 10 **SOME:** Will reliably count up to 10 objects and beyond **ALL:** With support will count a range of actions **MOST:** Will count a range of actions **SOME:** Will perform and count a range of actions	Number songs Group counting Counting objects – insect counters, dinosaur counters, transport counters, penguins Large numerals Tactile number lines Tactile counting cards Number displays Action songs Movement counting Braille number cards

	• Estimate and then count up to 10 objects in a group.	**ALL:** Will join in with one more/one less up to 9 **MOST:** Will identify one more/one less up to 9 **SOME:** Will identify one more/one less up to 9 and beyond **ALL:** Will count to 10 and back to 1 through repetition **MOST:** Will count to 10 and back with support **SOME:** Will count to 10 and over and back independently **ALL:** With support will estimate and count up to 10 objects **MOST:** Will estimate and count up to10 objects **SOME:** Will estimate and count up to and beyond 10 objects	
Pre Stage 1C	• Read, write, count and order numbers to 20. • Select the correct numeral to represent 1-5 and then 1-10 objects. • Recognises numerals 1-5. • Count objects reliably 1-20. • Count an irregular arrangement of up to 10 objects. • Say which number is 1 more/1 less than a given number to 20. • Estimate the number of a group of objects up to 20 and then check by counting.	**ALL:** Will read, write and count some numbers within 20. **MOST:** Will read, write, count and order numbers within 20. **SOME:** Will read, write, count and order numbers beyond 20 **ALL:** Will recognise and match numerals 1-5 to objects. **MOST:** Will recognise and match numerals 1-10 to objects. **SOME:** Will recognise and match numerals to 10 and beyond to objects. **ALL:** Will join in with one more/one less up to 20. **MOST:** Will identify one more/one less up to 20. **SOME:** Will identify one more/one less up to 20 and beyond. **ALL:** With support will estimate and count up to 20 objects **MOST:** Will estimate and count up to20 objects **SOME:** Will estimate and count up to and beyond 20 objects	Group counting Counting objects – insect counters, dinosaur counters, transport counters, penguins Large numerals Tactile number lines Tactile counting cards Number displays Number sets Braille number cards

Stage 1	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Read and write numbers to 100 in numerals • Read and write numbers from 1 to 20 in numerals and words • Begin to recognise the place value of numbers beyond 20 (tens and ones) • Use the language of: equal to, more than, less than (fewer), most, least • Identify odd and even numbers linked to counting in twos from 0 and 10 • Solve problems and practical problems involving all of the above	**ALL:** Will count within 100 with support. **MOST:** Will count forwards and backwards within 100 **SOME:** Will count forwards and backwards from any number within 100 **ALL:** Will read and write numerals within 100 with support. **MOST:** Will read and write numerals within 100 **SOME:** Will read and write numbers to 100 and beyond **ALL:** Will develop an understanding of place value. **MOST:** Will recognise the place value of numbers within 20 **SOME:** Will recognise the place value of numbers beyond 20 **ALL:** Will develop an understanding and use of maths vocabulary. **MOST:** Will be able to use maths vocabulary **SOME:** Will be able to use extended maths vocabulary **ALL:** Will be able to count in 2s with support. **MOST:** Will count in 2s beyond 10 **SOME:** Will count in 2s to 20	Group counting Counting objects – insect counters, dinosaur counters, transport counters, penguins Large numerals Tactile number lines Tactile counting cards Number displays Number sets Braille number cards Hundred square
Stage 2	• Read and write numbers to at least 100 in numerals and in words • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0 up to 100; use and = signs • Round numbers to at least 100 to the nearest 10	**ALL:** Can read and write numbers to 50 in numerals and words and round to the nearest 10. **MOST:** Can read and write numbers to 100 in numerals and words and round to the nearest 10. **SOME:** Can read and write numbers up to and beyond 100 in numerals and words and round to the nearest 10. To be able to estimate numbers using a range of representations.	Enlarged number cards Brailed numbers / number words Sloped desks Large squared paper Thick pens Deinnes equipment
	• Recognise the place value of each digit in a two-digit number (tens, ones) • Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13)	**ALL:** To recognise the place value of each digit in a two- digit number. **MOST:** To be able to partition two-digit numbers into tens and ones. **SOME:** Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13)	

	• Describe and extend simple sequences involving counting on or back in different steps	**ALL:** Describe and extend simple sequences involving counting on in consistent steps. **MOST:** Describe and extend simple sequences involving counting on and back in consistent steps. **SOME:** Describe and extend simple sequences involving counting on and back in different steps.	
	• Use place value and number facts to solve problems	**ALL:** Understand and use simple number facts to solve problems; e.g., when adding tens to a number, the units will stay the same. **MOST:** Understand and use facts about place value and number to solve a range of problems. **SOME:** Understand and use facts about place value and numbers to solve a range of increasingly complex problems.	Enlarged number cards Brailed numbers / number words Sloped desks Large squared paper Thick pens Deinnes equipment
Stage 3	• Compare and order numbers up to 1000 • Read and write numbers up to 1000 in numerals and in words • Find 1, 10 or 100 more or less than a given number • Round numbers to at least 1000 to the nearest 10 or 100 • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16) • Identify, represent and estimate numbers using different representations (including the number line)	**ALL:** Compare and order numbers up to 1000, read and write numerals for numbers up to 1000. Write numbers up to 100 in words. Find 1, 10 or 100 more than a given number. **MOST:** Find 1, 10 or 100 more or less than a given numbers. Round numbers up to 1000 nearest 10 or 100. Understand place value for 3 digit numbers. **SOME:** Read and write numbers up to 1000 in numerals and in words. Identify, represent and estimate numbers up to 1000 using a range of representations and partitioning in different ways. to the	Enlarged number cards Brailed numbers / number words Sloped desks Large squared paper Thick pens Deinnes equipment Enlarged number lines Brailed number lines

	• Count up and down in tenths • Read and write numbers with one decimal place • Identify the value of each digit to one decimal place • Compare and order numbers with one decimal place	**ALL: ALL:** Recognise how to calculate a tenth. Read and write numbers to one decimal place. **MOST:** Count in tenths. Identify the value of each digit to one decimal place. **SOME:** Count up and down in tenths. Compare and order numbers with one decimal place.	Enlarged number cards Brailed numbers / number words Sloped desks Large squared paper Thick pens
	• Read Roman numerals from I to XII	**ALL:** Read Roman numerals I to V (1-5) **MOST:** Read Roman numerals I to VIII (1-8) **SOME:** Read Roman numerals I to XII (1-12)	Brailed roman numerals Enlarged roman numerals
	• Solve number problems and practical problems involving	**ALL:** Solve problems including missing number problems, using place value and addition and subtraction. **MOST:** Solve problems including missing number problems, using number facts and more complex addition and subtraction. **SOME:** Solve number problems and practical problems involving multiplication and division, including missing number problems, using whole numbers relating them to each other in multiples.	Enlarged number cards Brailed numbers / number words Sloped desks Large squared paper Thick pens Deinnes equipment
Stage 4	• Count backwards through zero to include negative numbers • Count up and down in hundredths • Read and write numbers to at least 10 000 • Recognise the place value of each digit in a four-digit number • Partition numbers in different ways (e.g. 2.3 = 2+0.3 & 1+1.3)	**ALL:** **MOST:** **SOME:**	

	• Identify, represent and estimate numbers using different representations (including the number line) • Order and compare numbers beyond 1000 • Find 0.1, 1, 10, 100 or 1000 more or less than a given number • Round any number to the nearest 10, 100 or 1000		
	• Read and write numbers with up to two decimal places Round decimals (one decimal place) to the nearest whole number Identify the value of each digit to two decimal places Order and compare numbers with the same number of decimal places up to two decimal places	**ALL:** **MOST:** **SOME:**	
	• Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value	**ALL:** **MOST:** **SOME:**	
	• Solve number and practical problems that involve all of the above and with increasingly large positive numbers. .	**ALL:** **MOST:** **SOME:**	

Number: Addition and Subtraction			
	What knowledge, understanding and skills will we gain?	**What impact will our learning have?**	**What do the adaptations/resources look like for VI/additional needs?**

Pre-Stage 1A	• Know that a group of things changes in quantity when something is added or taken away. • Count everyday objects and talk about how many altogether • Select a number of objects form a group up to 5 when asked e.g. Please give me 1. • Use some language of quantities e.g. more, a lot • Use everyday words in practical activities about adding e.g. adding, together, all. • Use words such as more, less when comparing a group or practical objects. • Remove everyday objects from a set of 5 and talk about less and take away. • Take part in number rhymes and number songs e.g. Five little specked frogs.	**ALL:** To have an understanding or more/less. **MOST:** To identify if there is more or less **SOME:** To explain how a quantity has changed **ALL:** Understand to stop counting. Understands more/less. **MOST:** Select objects from a group over 5. Can use the vocabulary of more/less. **SOME:** Select objects from a group over 10. Can use maths vocabulary appropriately.	Number songs Group counting Counting objects – insect counters, dinosaur counters, transport counters, penguins Large numerals Tactile number lines Tactile counting cards
Pre-Stage 1B	• Count two sets of objects to 10 and talk about the joining to find a total. • Separate a group of 3 or 4 objects in different ways, recognising that the total is still the same. • Compare 2 groups of objects, saying when they have the same number. • Use maths words when talking about addition e.g. add, more, total, sum • Find 1 more or less from a group of up to 5 objects and then 10 objects. • Find 1 more than a number from 1-10. • Take everyday objects away from a set of 10. • Find 1 less from a given number of objects 1-10. • Talk about less and difference.	**ALL:** Will count two sets of objects **MOST:** Can count two sets and add them together **SOME:** Can count two sets and talk about adding them together **ALL:** Will share a group of objects and count and compare **MOST:** Will share a group of objects and count to check the total and compare **SOME:** Will share a group of objects and count to check the total of objects over 5 and compare **ALL:** Will count two sets of objects **MOST:** Can count two sets and add them together **SOME:** Can count two sets and talk about adding them together	

Pre Stage 1C	• Using quantities and objects, add and subtract practically two single digit numbers. • Recognise that addition involves the combining of two groups or sets. • Count on or back to find an answer. • Find the total number of objects in 2 groups by counting all of them. • Add by counting on from the largest number to 10. • Add a number of objects to 10. • Know that subtraction is taking away and finding out how many are left. • In practical activities count back from the largest number. • Compare two sets of objects to find the smallest set. • Begin to use the language of more/fewer to compare two sets of objects. • Begin to understand the signs for + and =. • Begin to make comparisons between two quantities using simple mathematical vocabulary e.g. subtract, take away, minus. • Use the language of more/fewer to compare two sets of objects.	**ALL:** To explore addition **MOST:** To show an understanding of addition **SOME:** To carry out addition using two groups or sets **ALL:** To count on **MOST:** To show an understanding of addition **SOME:** To carry out addition using two groups or sets	
Stage 1	• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Represent and use number bonds and related subtraction facts within 10 • Add and subtract single-digit numbers to 20, including zero (using concrete objects and pictorial representations)	**ALL:** **MOST:** **SOME:**	
	• Represent and use number bonds and related subtraction facts within 20 • Add and subtract two-digit numbers to 20, including zero (using concrete objects and pictorial representations)	**ALL:** **MOST:** **SOME:**	

	• Recall number bonds within 10.	**ALL:** **MOST:** **SOME:**	
	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9	**ALL:** **MOST:** **SOME:**	
Stage 2	• Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact e.g. doubles and near doubles, calculate mentally, use a jotting) • Select a mental strategy appropriate for the numbers involved in the calculation • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • Understand subtraction as take away and difference (how many more, how many less/fewer) • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	**ALL:** To use number bonds to 10 to aid addition and subtraction. To use concrete objects to add and subtract a two-digit number and ones. To know a range of vocabulary for subtraction. **MOST:** To use doubles and near doubles to aid addition and subtraction. To use concrete objects to add and subtract a two-digit number and ones and two two-digit numbers. **SOME:** To use a wide range of mental strategies to aid addition and subtraction. To use pictorial representations to add and subtract. To use the inverse relationship to check calculations.	
	• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	**ALL:** To recall addition and subtraction facts to 20.	

		MOST: To recall and use addition and subtraction facts to 20. **SOME:** To derive related facts up to 100 and use in addition and subtraction.	
	• Solve problems with addition and subtraction including with missing numbers: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods	**ALL:** Use concrete apparatus to solve addition and subtraction number problems. **MOST:** Use pictorial representations to solve number, **SOME:**	
Stage 3	• Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • Select a mental strategy appropriate for the numbers involved in the calculation • Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context • Derive and use addition and subtraction facts for multiples of 100 totalling 1000 • Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers	**ALL:** **MOST:** **SOME:**	
	• Recall/use addition/subtraction facts for 100 • Derive and use addition and subtraction facts for 100	**ALL:** **MOST:** **SOME:**	

	• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	**ALL:** **MOST:** **SOME:**	
Stage 4	• Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • Select a mental strategy appropriate for the numbers involved in the calculation • Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place) • Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place • Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate • Estimate; use inverse operations to check answers to a calculation	**ALL:** Know and are able to use the appropriate strategy to work out written and mental calculations involving addition and subtraction. Show confidence using addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place). Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place. **MOST:** Independently add and subtract numbers with up to four digits both mentally and in formal written methods. Know and use the columnar method in print or partition hundreds, tens and units in Braille. **SOME:** Be able to mentally add and subtract decimals to one decimal place in numbers with up to three digits. Estimate their answers. Use the inverse operation to check their calculations	
	• Recall and use addition and subtraction facts for 100 • Recall and use +/- facts for multiples of 100 totalling 1000	**ALL:** Recall and use addition and subtraction facts for 100 using apparatus. **MOST:** Recall and use addition and subtraction facts for 100 without apparatus. Recall and use +/- facts for multiples of 100 totalling 1000 with apparatus. **SOME:** Recall and use +/- facts for multiples of 100 totalling 1000 without apparatus.	
	• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why • Solve addition and subtraction problems involving missing numbers	**ALL:** Select the correct method to use to solve addition in context and using apparatus and/or verbal support to find the answer. **MOST:** Select the correct method to use to solve addition and subtraction problems in context without using apparatus to find the answer. Solve addition and subtraction	

		problems involving missing numbers using apparatus and/or verbal support. **SOME:** Independently (without apparatus), solve addition and subtraction problems involving missing numbers. explain their reasoning verbally and in writing, using key vocabulary. d subtraction problems in	

Number: Multiplication and Division			
	What knowledge, understanding and skills will we gain?	**What impact will our learning have?**	**What do the adaptations/resources look like for VI/additional needs?**
Pre-Stage 1A	• Find and match pairs e.g. snap pictuire cards. • Talk about groups of objects as part of play e.g. I have 2 socks and Sam has 2 socks. That is four altogether.	**ALL:** **MOST:** **SOME:**	
Pre-Stage 1B	• Count on in 2s to 10 and back. • Model doubles and halves in practical situations e.g. lining up in pairs, sorting animals into two fields. We had four. Sam had 2 and I had 2.	**ALL:** **MOST:** **SOME:**	
Pre Stage 1C	• Count in 2s, 5s and 10-s from zero. • Begin to recognise the double of all numbers to at least 10 using apparatus. • Begin to understand repeating addition using apparatus. • Share groups of objects e.g. a pizza into four pieces, 10 grapes between 5 people.	**ALL:** **MOST:** **SOME:**	

Stage 1	• Recall and use doubles of all numbers to 10 and corresponding halves • Count in multiples of twos, fives and tens	**ALL:** **MOST:** **SOME:**	
	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	**ALL:** **MOST:** **SOME:**	
Stage 2	• Understand multiplication as repeated addition • Understand division as sharing and grouping and that a division calculation can have a remainder • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Understand the connection between the 10 multiplication table and place value • Describe and extend simple sequences involving counting on or back in different steps • Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10) • Derive and use halves of simple two-digit even numbers (numbers in which the tens are even) • Calculate mathematical statements for multiplication using repeated addition) and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	**ALL:** **MOST:** **SOME:**	
	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	**ALL:** **MOST:** **SOME:**	

	• Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, Number – fractions including problems in contexts	**ALL:** **MOST:** **SOME:**	
Stage 3	• Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • Understand that division is the inverse of multiplication and vice versa • Understand how multiplication and division statements can be represented using arrays • Understand division as sharing and grouping and use each appropriately • Count from 0 in multiples of 4, 8, 50 and 100 • Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer • Derive and use doubles of all numbers to 100 and corresponding halves • Derive and use doubles of all multiples of 50 to 500 • 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 • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	**ALL:** **MOST:** **SOME:**	
	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	**ALL:** **MOST:** **SOME:**	

	• Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	**ALL:** **MOST:** **SOME:**	
Stage 4	• Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • Recognise and use factor pairs and commutativity in mental calculations • Count in multiples of 6, 7, 9, 25 and 1000 • Use partitioning to double or halve any number, including decimals to one decimal place • Use place value, known and derived facts to multiply and divide mentally, including: - multiplying by 0 and 1 - dividing by 1 - multiplying together three numbers • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer • Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps • Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	**ALL:** Know and use the appropriate strategy to solve multiplication and division problems. Recognise and use factor pairs and commutativity in mental calculations. Count in multiples of 6, 7, 9, 25 and 1000 from 0. Use partitioning to double or halve any number. Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by and multiplying together three numbers. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout with some verbal support. Divide numbers up to 3 digits by a one-digit number using the formal written method of short division where there are no remainders and with some verbal support. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer. Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps. **MOST:** Use partitioning to double or halve decimal numbers to one decimal place. Independently multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Divide numbers up to 3 digits by a one-digit number using the formal written method of short division,	

		including where the answers have remainders and with verbal support **SOME:** Independently divide numbers up to 3 digits by a one-digit number using the formal written method of short division where answers have remainders. Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	
	• Recall multiplication and division facts for multiplication tables up to 12 × 12	**ALL:** Recall multiplication and division facts for most multiplication tables up to 12 × 12. **MOST:** Recall multiplication and division facts for all multiplication tables up to 12 × 12 with some use of counting on at times. **SOME:** Quickly recall multiplication and division facts for multiplication tables up to 12 × 12.	
	• Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including interpreting remainders), integer scaling problems and harder correspondence problems such as n objects	**ALL:** Solve problems involving multiplying and dividing. Use the distributive law to multiply two digit numbers by one digit. Solve division problems without remainders. **MOST:** Solve division problems with remainders in the answers. **SOME:** Solve integer scaling problems and harder correspondence problems such as n objects.	

Number: Fractions and Decimals

	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
Pre-Stage 1A	• Share objects as part of play • Use coins in play	**ALL:** **MOST:** **SOME:**	
Pre-Stage 1B	• Talk about what happens when groups of objects are shared • Use everyday language related to money • Recognise coins 1p, 2p, 5p 10p	**ALL:** **MOST:** **SOME:**	
Pre Stage 1C	• Begin to recognise one half e.g. orange, a group of animals • Talk about sharing and grouping in practical situations • Find and name a half of one of two equal parts of an object, shape or quantity • Find ways of making the equivalent of 2p, 5p and 10p i.e. 1p + 1p = 2p • Match coins to coin values e.g. 1p, 2p, 5p, 10p	**ALL:** **MOST:** **SOME:**	
Stage 1	• Understand that a fraction can describe part of a whole • Understand that a unit fraction represents one equal part of a whole • Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure) • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure)	**ALL:** **MOST:** **SOME:**	
	• Find different ways of making monetary totals e.g. 10p = 5p + 5p or 2p + 2p + 1p + 5p • Recognise and know the value of coins and notes. • Find and add equivalents for amounts up to £2. • Find totals and pay in pence and pounds.	**ALL:** **MOST:** **SOME:**	

Stage 2	• Understand and use the terms numerator and denominator • Understand that a fraction can describe part of a set • Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be • Recognise, find, name and write fractions 1/3 , 1/4 , ¾ and 2/4 of a length, shape, set of objects or quantity • Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of and • Count on and back in steps of ½ and ¼	**ALL:** **MOST:** **SOME:**	
	• Combine values to make a given amount e.g. 59p. • Find totals, pay with coins and give change. • Find different combinations of coins that equal the same amount of money. • Begin to use £ and pence notation	**ALL:** **MOST:** **SOME:**	
Stage 3	• Show practically or pictorially that a fraction is one whole number divided by another (e.g. 3/4 can be interpreted as 3 ÷ 4) • Understand that finding a fraction of an amount relates to division • Recognise that tenths arise from dividing objects 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	**ALL:** **MOST:** **SOME:**	

	• Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] • Compare and order unit fractions, and fractions with the same denominators (including on a number line) • Count on and back in steps of ½, ¼ and 1/3		
	• Solve problems that involve all of the above	**ALL:** **MOST:** **SOME:**	
Stage 4	• Understand that a fraction is one whole number divided by another (e.g. 3/4 can be interpreted as 3 ÷ 4) • Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators • Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten • Count on and back in steps of unit fractions • Compare and order unit fractions and fractions with the same denominators (including on a number line) • Recognise and show, using diagrams, families of common equivalent fractions • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to 1/4 , 1/2 , 3/4 • Add and subtract fractions with the same denominator (using diagrams)	**ALL:** Understand that a fraction is one whole number divided by another. Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators. Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Count on and back in steps of unit fractions. Compare unit fractions and fractions with the same denominators (including on a number line). Recognise and write decimal equivalents of any number of tenths. Recognise and write decimal equivalents to 1/4 , 1/2 , 3/4. **MOST:** Order unit fractions and fractions with the same denominators (including on a number line). Recognise and show, using diagrams, families of common equivalent fractions. Recognise and write decimal equivalents of any number of hundredths. **SOME:** Add and subtract fractions with the same denominator (using diagrams).	
	• Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	**ALL:** Solve problems involving fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number. **MOST:** With support (verbal or using apparatus), solve problems involving	

	• Solve simple measure and money problems involving fractions and decimals to two decimal places	increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number. **SOME:** Independently solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	

Geometry: Position and Direction			
	What knowledge, understanding and skills will we gain?	**What impact will our learning have?**	**What do the adaptations/resources look like for VI/additional needs?**
Pre-Stage 1A	• Use everyday actions to describe own actions e.g. stop, go, turn around • Move forwards, backwards and turn	**ALL:** **MOST:** **SOME:**	
Pre-Stage 1B	• Use positional language to talk about the position of people and objects e.g. I am in front of Jack • Follow and give simple instructions to others e.g. Stop, Go, Forward, Turn	**ALL:** **MOST:** **SOME:**	
Pre Stage 1C	• Use everyday language to describe positions, directions and movement e.g. forwards, backwards and turn • Describe the relative position of objects and shapes e.g. between, in front of, behind • Talk about things that turn e.g. a bike, clock, washing machine • Use everyday language to describe movement including programmable toys	**ALL:** **MOST:** **SOME:**	
Stage 1	• Describe movement, including whole, half, quarter and three-quarter turns • Describe position and direction	**ALL:** **MOST:** **SOME:**	

Stage 2	• 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 anti-clockwise)	**ALL:** **MOST:** **SOME:**	
Stage 3	• Describe positions on a square grid labelled with letters and numbers	**ALL:** **MOST:** **SOME:**	
Stage 4	• Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon • Describe movements between positions as translations of a given unit to the left/right and up/down	**ALL:** **MOST:** **SOME:**	

Geometry: Properties of Shape			
	What knowledge, understanding and skills will we gain?	**What impact will our learning have?**	**What do the adaptations/resources look like for VI/additional needs?**

Pre-Stage 1A	• Show an interest in shapes in the environment • Show awareness of similarities in shapes in the environment • Begin to categorise objects according to shape • Talk about 3D structures in the environment	**ALL:** **MOST:** **SOME:**	
	• Talk about simple patterns	**ALL:** **MOST:** **SOME:**	
Pre-Stage 1B	• Begin to use mathematical names for flat 2D shapes • Begin to use mathematical names for solid 3D shapes • Begin to talk about shapes of everyday objects e.g. round, ball • Select a particular named shape • Talk about shapes and the way in which they are being used • Use 2D and 3D shapes appropriately for tasks e.g. making pictures, using boxes to make objects	**ALL:** **MOST:** **SOME:**	
	• Talk about shapes and arrange shapes in different ways e.g. shapes that can be joined together	**ALL:** **MOST:** **SOME:**	
Pre Stage 1C	• Recognise, name and find simple 2D and 3D shapes e.g. circles, squares, cubes, cones • Talk about and describe everyday objects and shapes using mathematical language • Begin to use mathematical terms to describe shapes e.g. straight, round etc.	**ALL:** **MOST:** **SOME:**	
	• Create and describe simple patterns e.g. red, blue, red, blue or square, triangle, square, triangle etc. • Use familiar objects and common shapes to create patterns and build objects.	**ALL:** **MOST:** **SOME:**	

Stage 1	• Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles • Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres	**ALL:** **MOST:** **SOME:**	
	• Continue patterns and describe repeating patterns (abab, aabbaabb etc.). • Recognise and create repeating patterns with objects and shapes	**ALL:** **MOST:** **SOME:**	
Stage 2	• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • 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] • Identify shapes in different positions and orientations	**ALL:** **MOST:** **SOME:**	
	• Order and arrange combinations of objects in patterns and sequences	**ALL:** **MOST:** **SOME:**	
Stage 3	• Draw/create 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	**ALL:** **MOST:** **SOME:**	
	• 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	**ALL:** **MOST:** **SOME:**	

	• Identify whether angles are greater than or less than a right angle		
Stage 4	• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • Identify lines of symmetry in 2-D shapes presented in different orientations • Complete a simple symmetric figure with respect to a specific line of symmetry • Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines • Recognise shapes that tessellate	**ALL:** **MOST:** **SOME:**	
	• Identify acute and obtuse angles and compare and order angles up to two right angles by size	**ALL:** **MOST:** **SOME:**	

Measurement

	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
Pre-Stage 1A	• Talk about objects in the environment. • Begin to use language of size, mass and capacity. • Begin to categorise objects according to size, mass and capacity. • Anticipate specific time based events such as meal time or home time. • Become aware of past and future eg before, after, soon.	**ALL:** **MOST:** **SOME:**	
Pre-Stage 1B	• Use words such as longer and shorter to compare quantities. Find a range of short and long objects. • Use language of long, short, longer than, shorter than to describe the size of objects.	**ALL:** **MOST:** **SOME:**	
	• Use words such as heavier and lighter to compare quantities. • Find a range of heavy and light objects. • Use words such as most or least to compare quantities.	**ALL:** **MOST:** **SOME:**	
	• Find containers to fill and empty. • Use language such as full/empty, more/less to describe the capacity of containers. • Name and talk about familiar time based events eg the start of the school.	**ALL:** **MOST:** **SOME:**	
	• Name and talk about familiar time based events eg the start of the school. • Use everyday words to describe the passing of time eg first, now, next, later	**ALL:** **MOST:** **SOME:**	
Pre Stage 1C	• Use everyday language to describe and compare objects of different length and height. Eg long/short, longer/shorter, tall/short, double/half. • Order two or three items by length or height.	**ALL:** **MOST:** **SOME:**	

	• Measure and record length and height using own units. Identify longest/ shortest.		
	• Use everyday language to describe and compare objects of different size and mass eg heavy/light, heavier than/lighter than. • Order two or three items by weight. • Measure and record mass using own units. Identify heaviest/lightest.	**ALL:** **MOST:** **SOME:**	
	• Use everyday language to describe and compare objects of different capacity. Eg full/empty, fuller that/ emptier than. • Measure and record capacity using own units. Identify half full, quarter, more/less, empty.	**ALL:** **MOST:** **SOME:**	
	• Use everyday language to describe the passage of time eg quicker, slower, earlier, later. • Order and sequence familiar events eg routines of the day.	**ALL:** **MOST:** **SOME:**	
Stage 1	• Measure and begin to record: - lengths and heights, using non-standard and then manageable standard units (m/cm) - mass/weight, using non-standard and then manageable standard units (kg/g) - capacity and volume using non-standard and then manageable standard units (litres/ml) - time (hours/minutes/seconds) within children's range of counting competence	**ALL:** **MOST:** **SOME:**	
	• Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - 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) - time (for example, quicker, slower, earlier, later)	**ALL:** **MOST:** **SOME:**	

	• Recognise and use language relating to dates, including days of the week, weeks, months and years • Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	**ALL:** **MOST:** **SOME:**	
	• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	**ALL:** **MOST:** **SOME:**	
Stage 2	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (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 = • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change and measures (including time)	**ALL:** **MOST:** **SOME:**	
	• 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.	**ALL:** **MOST:** **SOME:**	
	• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change and measures (including time)	**ALL:** **MOST:** **SOME:**	
Stage 3	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	**ALL:** **MOST:** **SOME:**	

	• Solve problems involving money and measures and simple problems involving passage of time.		
	• Continue to estimate and measure temperature to the nearest degree (°C) using thermometers	**ALL:** **MOST:** **SOME:**	
	• Understand perimeter is a measure of distance around the boundary of a shape • Measure the perimeter of simple 2-D shapes	**ALL:** **MOST:** **SOME:**	
	• 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/read time with increasing accuracy to the nearest minute • Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, 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]	**ALL:** **MOST:** **SOME:**	
	• Solve problems involving money and measures and simple problems involving passage of time.	**ALL:** **MOST:** **SOME:**	
Stage 4	• Estimate, compare and calculate different measures, including money in pounds and pence.	**ALL:** **MOST:** **SOME:**	
	• Order temperatures including those below 0°C	**ALL:** **MOST:** **SOME:**	
	• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	**ALL:** **MOST:** **SOME:**	

	• Know area is a measure of surface within a given boundary • Find the area of rectilinear shapes by counting squares		
	• Convert between different units of measure [e.g. kilometre to metre; hour to minute]	**ALL:** **MOST:** **SOME:**	
	• Read, write and convert time between analogue and digital 12- and 24-hour clocks	**ALL:** **MOST:** **SOME:**	
	• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures.	**ALL:** **MOST:** **SOME:**	

Number: Statistics			
	What knowledge, understanding and skills will we gain?	**What impact will our learning have?**	**What do the adaptations/resources look like for VI/additional needs?**
Pre-Stage 1A	• Sort and tidy away objects and toys, putting them in the right containers.	**ALL:** **MOST:** **SOME:**	
Pre-Stage 1B	• Sort and group from a mixed group of objects eg all the cups, all the bears. • Use words such as greater and smaller to compare quantities	**ALL:** **MOST:** **SOME:**	
Pre Stage 1C	• Sort objects into groups according to given criteria eg 2 sets • Identify which set an object belongs to eg the spoon goes in the spoon set.	**ALL:** **MOST:** **SOME:**	

	• Talk about the group of objects eg I collected all the cups, they are all the same colour. • Identify the smallest and biggest group of objects.		
Stage 1	• Sort objects, numbers and shapes to a given criterion and their own • Present and interpret data in block diagrams using practical equipment • Ask and answer simple questions by counting the number of objects in each category • Ask and answer questions by comparing categorical data	**ALL:** **MOST:** **SOME:**	
Stage 2	• Compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects • 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.	**ALL:** **MOST:** **SOME:**	
Stage 3	• Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects • Interpret and present data using bar charts, pictograms and tables.	**ALL:** **MOST:** **SOME:**	
	• 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.	**ALL:** **MOST:** **SOME:**	
Stage 4	• Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties and sizes	**ALL:** **MOST:** **SOME:**	

	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.		
	• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	**ALL:** **MOST:** **SOME:**	