

Child's Name \_\_\_\_\_

| Skill area |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                         |                                                                                                                                                         |                                                   |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                               |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome    | Number and Place Value (NPV)                                                                                                                                                                                                                                  | Addition and Subtraction (AS)                                                                                                                                                                                                                                           | Multiplication and Division (MD)                                                                                                                        | Fractions, Decimals, Ratio and Percentages (FDRP) | Measures (MEA)                                                                                                                                                                                                                                                                      | Geometry (GEO) Statistics (STA)                                                                                                                                                                                                                               |
|            | Recite the numbers in order counting to 100, forwards and backwards, beginning with 0 or 1, or from any given number.<br>Example:<br>1, 2, 3, 4, 5, ...<br>100, 99, 98, 97, 96, ...<br>47, 48, 49, 50, 51, ...<br>Week 1; 5                                   | Subitise numbers to 6.<br>Week 1; 2                                                                                                                                                                                                                                     | Find doubles to double 5 using fingers to help.<br>Example:<br>Double 2 is 4.<br>Double 3 is 6.<br>Double 5 is 10.<br>Week 3<br>Autumn 1 Progress check |                                                   | Compare, measure and begin to record lengths and heights using uniform non-standard units.<br>Example:<br>The toy snake is 10 cubes long.<br>The pencil is 6 cubes long.<br>The snake is longer than the pencil.<br>The bear is 8 blocks high.<br>Week 8<br>Autumn 2 Progress check | Recognise, name and sort common 2D shapes. For example, rectangles (including squares), circles and triangles.<br>Example:<br>It has three sides, it is a triangle.<br>It is symmetrical, it is a square.<br>Week 4<br>Autumn 1 Progress check                |
|            | Estimate a set of objects and count to check how many (up to 50).<br>Week 1; 5<br>Autumn 1 Progress check                                                                                                                                                     | Given a number, identify one more and one less, any number up to 20.<br>Example:<br>1 more than 10 is 11, 1 less than 10 is 9.<br>1 more than 13 is 14, 1 less than 13 is 12.<br>1 more than 19 is 20, 1 less than 19 is 18.<br>Week 1; 3; 5<br>Autumn 1 Progress check |                                                                                                                                                         |                                                   | Measure and begin to record lengths and heights, beginning to use standard units, e.g. cm, m.<br>Example:<br>The bear is 23cm high.<br>My hand is 11 cm long.<br>The school hall is 16 metres long.<br>Week 8                                                                       | Describe position, direction and movement, including whole, half, quarter and three-quarter turns.<br>Example:<br>Make a half turn to the right.<br>Raise your left hand up in the air.<br>The teddy is under the table.<br>Week 8<br>Autumn 2 Progress check |
|            | Identify and represent numbers using objects and pictorial representations including the number line, images, sounds and actions up to 20, matching the number to the object or image (one-to-one correspondence).<br>Week 1; 5; 7<br>Autumn 1 Progress check | Begin to know number bonds to 5, 6 and 7.<br>Example:<br>$5 = 5 + 0$ , $4 + 1$ , $3 + 2$<br>$6 = 6 + 0$ , $5 + 1$ , $4 + 2$ , $3 + 3$<br>$7 = 7 + 0$ , $6 + 1$ , $5 + 2$ , $3 + 4$<br>Week 2; 7<br>Autumn 1 & 2 Progress check                                          |                                                                                                                                                         |                                                   | Recognise and know the value of different denominations of coins.<br>Example:<br>1p, 2p, 5p, 10p, 20p, 50p and £1<br>Week 10                                                                                                                                                        |                                                                                                                                                                                                                                                               |
|            | Read and write numbers from 1 to 20 in numerals and words.<br>Example:<br>1 one, 2 two, 3 three, 4 four<br>Week 5                                                                                                                                             | Know bonds to 10 and use known addition facts for 10 to solve subtractions.<br>Example:<br>$7 + 3 = 10$ , $10 - 3 = 7$<br>$8 + 2 = 10$ , $10 - 8 = 2$<br>$9 + 1 = 10$ , $10 - 1 = 9$<br>Week 2; 7<br>Autumn 1 & 2 Progress check                                        |                                                                                                                                                         |                                                   | Find different combinations of small amounts up to 20p.<br>Week 10<br>Autumn 2 Progress check                                                                                                                                                                                       |                                                                                                                                                                                                                                                               |

Child's Name \_\_\_\_\_

| Outcome |                                                                                                                                                                                                                                                                                                            | (NPV) | (AS)                                                                                                                                                                                                                                                                                                      | (MD) | (FDRP) | (MEA) | (GEO) | (STA) |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|-------|-------|-------|
|         | Understand and use 0 to represent the empty set.<br><i>Week 5</i>                                                                                                                                                                                                                                          |       | Find the missing number in number sentences.<br>Example:<br>$4 + \square = 5$ $6 + \square = 10$ $4 + \square = 10$<br><i>Week 2; 7</i><br><i>Autumn 1 Progress check</i>                                                                                                                                 |      |        |       |       |       |
|         | Compare and order numbers up to 20 and say a number between two numbers up to 20; begin to understand ordinal numbers.<br>Example:<br>14, 15, 16      5, 6, 7      11, 12, 13<br><i>Week 5; 6; 10</i><br><i>Autumn 1 &amp; 2 Progress check</i>                                                            |       | <b>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</b><br>Example:<br>$2 + 3 = 5$ $9 + 1 = 10$ $6 - 2 = 4$<br><i>Week 2; 7; 9</i>                                                                                                         |      |        |       |       |       |
|         | Recognise and understand that teen numbers are 10 and some 1s and begin to use this knowledge to compare numbers.<br>Example:<br>$13 = 10 + 3$ , one 10 and three 1s.<br>$16 = 10 + 6$ , one 10 and six 1s.<br>$17 = 10 + 7$ , one 10 and seven 1s.<br><i>Week 6; 10</i><br><i>Autumn 2 Progress check</i> |       | Use number facts and concrete objects to solve simple word problems.<br>Example:<br>10 hedgehogs are going to sleep for the winter. 8 are asleep. How many are still awake?<br>There are 4 boys and 3 girls. How many children altogether?<br><i>Week 7; 10</i><br><i>Autumn 1 &amp; 2 Progress check</i> |      |        |       |       |       |
|         |                                                                                                                                                                                                                                                                                                            |       | Understand that you do not need to count the first number when adding.<br>Example:<br>Work out $8 + 3$ by counting on from 8 without having to count the 8 itself.<br><i>Week 9</i>                                                                                                                       |      |        |       |       |       |
|         |                                                                                                                                                                                                                                                                                                            |       | <b>Add 1-digit and 2-digit numbers to 20, including adding 1, 2 and 3 by counting on.</b><br>Example:<br>$9 + 1$ $13 + 2$ $8 + 3$<br><i>Week 9</i><br><i>Autumn 2 Progress check</i>                                                                                                                      |      |        |       |       |       |
|         |                                                                                                                                                                                                                                                                                                            |       | <b>Subtract 1-digit and 2-digit numbers to 20, including subtracting 1, 2 and 3 by counting back.</b><br>Example:<br>$10 - 1$ $15 - 2$ $17 - 3$<br><i>Week 9</i><br><i>Autumn 2 Progress check</i>                                                                                                        |      |        |       |       |       |

Child's Name \_\_\_\_\_

| Skill area                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                           |                                                                                                                                                                                   |                                                                                                                                                   |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number and Place Value (NPV)                                                                                                                                                                                                  | Addition and Subtraction (AS)                                                                                                                                                                                                                                                                                                                                                                     | Multiplication and Division (MD)                                                                                                          | Fractions, Decimals, Ratio and Percentages (FDRP)                                                                                                                                 | Measures (MEA)                                                                                                                                    | Geometry (GEO)                                                                                                                                                                                                                                                                | Statistics (STA)                                                                                                                                                                                                                                        |
| Locate 2-digit numbers on a bead string.<br>Week 10; 11<br>Spring 1 Progress check                                                                                                                                            | <b>Represent and use number bonds and related subtraction facts within 20.</b><br>Example:<br>$19 + 1 = 20$ , $20 - 1 = 19$<br>$12 + 4 = 16$ , $16 - 12 = 4$<br>$16 + 5 = 21$ , $21 - 5 = 16$<br>Week 2; 7; 12; 13; 17; 19; 20<br>Spring 1 & 2 Progress check                                                                                                                                     | Find doubles to double 10.<br>Example:<br>Double 4 is 8.<br>Double 7 is 14.<br>Double 10 is 20.<br>Week 12; 17<br>Spring 2 Progress check | Divide shapes into halves and quarters and recognise that a half is one of two equal pieces and that a quarter is one of four equal pieces.<br>Week 16<br>Spring 2 Progress check | Measure and record lengths and heights using uniform non-standard units and begin to use standard units.<br>Week 8; 18<br>Spring 2 Progress check | <b>Recognise, name and sort common 3D shapes. For example, cuboids (including cubes), pyramids and spheres.</b><br>Example:<br>It has flat faces, it is a cuboid.<br>It rolls, it is a cylinder.<br>It has eight corners, it is a cube.<br>Week 14<br>Spring 1 Progress check | Sort objects in a variety of ways, including using Carroll and Venn diagrams.<br>Example:<br>Carroll: sort children in the class - like cheese / don't like cheese.<br>Venn: sort shapes - is red / is a triangle / is both / is neither.<br>Week 4; 14 |
| <b>Use the language of equal to, more than, less than (fewer), most, least</b> to compare numbers.<br>Example:<br>$10 - 4 = \square$<br>$10 = \square + 2$<br>$\square + 7 = 10$<br>Week 2; 12<br>Spring 1 & 2 Progress check | <b>Solve missing number problems and understand a symbol being used for an unknown.</b><br>Example:<br>$10 - 4 = \square$<br>$10 = \square + 2$<br>$\square + 7 = 10$<br>Week 2; 12<br>Spring 1 & 2 Progress check                                                                                                                                                                                |                                                                                                                                           | Read $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{3}{4}$ .<br>Week 16                                                                                                                 | Consolidate knowledge of days of the week and the seasons and begin to know months of the year.<br>Week 14; 18<br>Spring 1 Progress check         |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                         |
| <b>Count, read and write numbers to 100 in numerals.</b><br>Example:<br>1, 2, 3, 4, ...<br>Week 5; 13                                                                                                                         | Use number facts to solve problems in number stories.<br>Example:<br>There are five frogs sitting on a log.<br>Two more frogs jump on. How many are sitting on the log now?<br>There are ten cubes in it, how many must the other tub have?<br>There are six aliens in a spaceship, then two aliens leave. How many aliens in the spaceship now?<br>Week 7; 12; 17<br>Spring 1 & 2 Progress check |                                                                                                                                           |                                                                                                                                                                                   | <b>Compare, describe and solve practical problems for time.</b><br>Week 14; 18                                                                    |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                         |

| Outcome |                                                                                                                                                                                                                                                                              | (NPV)                                                                                                                                                                                                             | (AS) | (MD) | (FDRP) | (MEA)                                                                                                                                                                                                                                                                                                              | (GEO) | (STA) |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
|         | Estimate a quantity by choosing an appropriate range; count a quantity by grouping in 10s and 5s.<br>Example:<br>How many leaves are there? 10 to 19, 20 to 29, 30 to 39, 40 to 49, 50 or more?<br>Count: 10, 20, 30, 8 there are 38 leaves.<br>Week 5; 15                   | Know number bonds to 5, 6 and 7 and derive related subtraction facts.<br>Example:<br>$5 - 1 = 4$ $6 - 3 = 3$ $7 - 5 = 2$<br>Week 7; 12; 17; 19<br>Spring 1 Progress check                                         |      |      |        | Measure and begin to record time.<br>Example:<br>What will we be doing at 6 o'clock?<br>How many hours in a day?<br>How many times can you write your name in 1 minute?<br>Week 18                                                                                                                                 |       |       |
|         | Begin to see 2-digit numbers as some 10s and some 1s.<br>Example:<br>$52 = 50 + 2$ , five 10s and two 1s.<br>$64 = 60 + 4$ , six 10s and four 1s.<br>$23 = 20 + 3$ , two 10s and three 1s.<br>Week 6; 11; 20<br>Spring 2 Progress check                                      | Add 1-digit and 2-digit numbers to 20, including adding a 1-digit number to a 2-digit number by counting on.<br>Example:<br>$44 + 4$ $74 + 3$ $83 + 6$<br>Week 9; 13; 19<br>Spring 1 & 2 Progress check           |      |      |        | Sequence events in chronological order using language. For example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.<br>Example:<br>What day comes after Friday?<br>When do you go to sleep?<br>What did you do yesterday morning?<br>Week 18<br>Spring 2 Progress check |       |       |
|         | Given a number, identify one more and one less, any number up to 100.<br>Example:<br>1 more than 56 is 57, 1 less than 56 is 55.<br>1 more than 24 is 25, 1 less than 24 is 23.<br>1 more than 41 is 42, 1 less than 41 is 40.<br>Week 11; 19; 20<br>Spring 1 Progress check | Subtract 1-digit and 2-digit numbers to 20, including subtracting a 1-digit number from a 2-digit number by counting back.<br>Example:<br>$28 - 3$ $68 - 4$ $37 - 6$<br>Week 9; 19<br>Spring 1 & 2 Progress check |      |      |        | Begin to tell the time to the hour and half past the hour on digital and analogue clocks and draw the hands on a clock face to show these times.<br>Example:<br>Three o'clock<br>12 o'clock<br>7:00<br>Week 18<br>Spring 2 Progress check                                                                          |       |       |
|         | Count in multiples of 2s to 20.<br>Example:<br>2, 4, 6, 8, 10, 12, 14, 16, 18, 20<br>Week 15; 16<br>Spring 1 & 2 Progress check                                                                                                                                              | Begin to know number bonds to 8 and 9.<br>Example:<br>$8 = 8 + 0$ , $7 + 1$ , $6 + 2$ , $5 + 3$ , $4 + 4$<br>$9 = 9 + 0$ , $8 + 1$ , $7 + 2$ , $6 + 3$ , $5 + 4$<br>Week 12; 17<br>Spring 1 & 2 Progress check    |      |      |        |                                                                                                                                                                                                                                                                                                                    |       |       |
|         | Count in multiples of 5s to 50.<br>Example:<br>5, 10, 15, 20, 25, 30, 35, 40, 45, 50<br>Week 15; 16<br>Spring 1 & 2 Progress check                                                                                                                                           | Add by putting the larger number first.<br>Example:<br>Work out $3 + 16$ by putting 16 first and counting on 3.<br>Week 13; 19                                                                                    |      |      |        |                                                                                                                                                                                                                                                                                                                    |       |       |
|         |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                   |      |      |        |                                                                                                                                                                                                                                                                                                                    |       |       |

Child's Name \_\_\_\_\_

|         | (NPV)                                                                                                                                                                                                                                                     | (AS) | (MD) | (FDRP) | (MEA) | (GEO) | (STA) |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|--------|-------|-------|-------|
| Outcome | <b>Count in multiples of 10s</b> from 10 to 100, and back again, recognising that the multiples end in 0.<br>Example:<br>10, 20, 30, 40, 50, 60, 70, 80, 90, 100<br>100, 90, 80, 70, 60, 50, 40, 30, 20, 10<br>Week 15; 16<br>Spring 1 & 2 Progress check |      |      |        |       |       |       |
|         | <b>Count on and back in multiples of 10s</b> , to and from any number up to 100.<br>Example:<br>14, 24, 34, 44, 54, ...<br>75, 65, 55, 45, 35, ...<br>9, 19, 29, 39, 49, ...<br>Week 15; 20                                                               |      |      |        |       |       |       |

| Skill area |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                     |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome    | Number and Place Value (NPV)                                                                                                                                                                                                                                                                                                                                           | Addition and Subtraction (AS)                                                                                                                                                                                                            | Multiplication and Division (MD)                                                                                                                                                                                                                                                                                                                                                                                                | Fractions, Decimals, Ratio and Percentages (FDRP)                                                                                                                                                                                                                                                                                  | Measures (MEA)                                                                                                                                                                                                                                                                  | Geometry (GEO)                                                                                                                                                                                                                                                                                      |
|            |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                 | Statistics (STA)                                                                                                                                                                                                                                                                                    |
|            | <p>Compare and order 2-digit numbers and say a number between two numbers.</p> <p>Example:<br/>29, 68, 73, 82, 91<br/>69, 70, 71 and 72 all come between 68 and 73.<br/>89 is bigger than 78 because it has more 10s.</p> <p>Week 5; 6; 10; 26; 30<br/>Summer 2 Progress check</p>                                                                                     | <p>Solve 1-step problems that involve addition or subtraction using concrete objects and pictorial representations.</p> <p>Week 7; 12; 17; 22; 25; 29</p>                                                                                | <p>Know doubles to double 10 and find related halves.</p> <p>Example:<br/>Double 6 is 12, half of 12 is 6.<br/>Double 8 is 16, half of 16 is 8.<br/>Double 9 is 18, half of 18 is 9.</p> <p>Week 12; 17; 25; 27<br/>Summer 2 Progress check</p>                                                                                                                                                                                 | <p>Recognise, find and name a quarter as one of four equal parts of an object or shape.</p> <p>Week 16; 25</p>                                                                                                                                                                                                                     | <p>Compare, describe and solve practical problems, e.g. by direct comparisons, for length and heights, weight and capacity.</p> <p>Example:<br/>Which holds more, the jug or the bottle?<br/>Which snake is the shortest?</p> <p>Week 8; 18; 24<br/>Summer 1 Progress check</p> | <p>Identify and continue a repeating pattern of shapes.</p> <p>Week 28<br/>Summer 2 Progress check</p>                                                                                                                                                                                              |
|            | <p>Say the number 1 or 10 more or 1 or 10 less than any number up to 100.</p> <p>Example:<br/>1 more than 33 is 34, 1 less is 32.<br/>10 more than 33 is 43, 10 less than 33 is 23.<br/>10 more than 58 is 68, 10 less than 58 is 48.<br/>10 more than 21 is 31, 10 less than 21 is 11.</p> <p>Week 11; 15; 16; 20; 21; 23; 30<br/>Summer 1 &amp; 2 Progress check</p> | <p>Find 10 more than any number to 90 by counting on in 10s rather than counting on in 1s.</p> <p>Example:<br/><math>28 + 10 = 38</math><br/><math>41 + 10 = 51</math><br/><math>50 + 10 = 60</math></p> <p>Week 15; 20; 21; 30</p>      | <p>Begin to multiply by 2, 5 and 10 by counting in 2s, 5s and 10s, using repeated addition and spotting patterns.</p> <p>Example:<br/><math>2, 4, 6, 8, 10: 2 + 2 + 2 + 2 = 10</math><br/><math>10, 20, 30, 40, 50: 10 + 10 + 10 + 10 = 50</math><br/><math>5, 10, 15, 20, 25, 30, 35, 40, 45, 50: 5 + 5 + 5 + 5 + 5 + 5 = 30</math><br/><math>5 + 5 = 10</math></p> <p>Week 15; 16; 25; 27; 30<br/>Summer 2 Progress check</p> | <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Example:<br/><math>\frac{1}{2}</math> of 6 <math>\frac{1}{2}</math> of 8<br/><math>\frac{1}{2}</math> of 12 <math>\frac{1}{2}</math> of 3 is <math>1\frac{1}{2}</math></p> <p>Week 16; 25; 27<br/>Summer 1 Progress check</p> | <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Example:<br/>1p, 2p, 5p, 10p, 20p, 50p, £1 £2, £5, £10, £20, £50</p> <p>Week 10; 25<br/>Summer 1 Progress check</p>                                                                       | <p>Identify and describe with reference to their properties common 2D and 3D shapes.</p> <p>Week 28<br/>Summer 2 Progress check</p>                                                                                                                                                                 |
|            | <p>Identify patterns on a 100-square.</p> <p>Example:<br/>The numbers down each column go up in 10s.<br/>In the numbers along the diagonal (bottom left to top right), the 1s digits go up in 1s and the 10s digits go down in 1s.</p> <p>Week 11; 20; 21; 30<br/>Summer 2 Progress check</p>                                                                          | <p>Find 10 less than any number to 100 by counting back in 10s rather than counting back in 1s.</p> <p>Example:<br/><math>27 - 10 = 17</math><br/><math>32 - 10 = 22</math><br/><math>93 - 10 = 83</math></p> <p>Week 15; 20; 21; 30</p> | <p>Count in 2s, 5s and 10s to solve grouping problems.</p> <p>Example:<br/>Show three towers of five cubes.<br/>5, 10, 15. There are 15 cubes.<br/>Show five towers of two cubes.<br/>2, 4, 6, 8, 10. There are 10 cubes.<br/>Show six towers of ten cubes.<br/>10, 20, 30, 40, 50, 60. There are 60 cubes.</p> <p>Week 27</p>                                                                                                  | <p>Begin to halve odd numbers to 10.</p> <p>Example:<br/>Half of 3 is <math>1\frac{1}{2}</math>.<br/>Half of 7 is <math>3\frac{1}{2}</math>.<br/>Half of 9 is <math>4\frac{1}{2}</math>.</p> <p>Week 27<br/>Summer 2 Progress check</p>                                                                                            | <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Example:<br/>List the months from January to December.<br/>When is your birthday?<br/>What month comes after July?</p> <p>Week 14; 18; 28</p>                      | <p>Read and interpret a simple pictogram.</p> <p>Example:<br/>Display a pictogram showing the different pets in the class.<br/>How many children have a rabbit? Which pet is the least popular? Which pet is the most common? How many more children have a dog than have a cat?</p> <p>Week 28</p> |

| Outcome |  | (NPV)                                                                                                                                                                                                                                                                                  | (AS)                                                                                                                                                                                                                   | (IMD)                                                                                                                                                                                                                                                                                                                                                                                      | (FDRP) | (MEA)                                                                                                                                                                                                                                         | (GE0) | (STA) |
|---------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
|         |  | Locate 2-digit numbers on a 1-100 grid and beaded line.<br>Week 11; 26; 30<br>Summer 2 Progress check                                                                                                                                                                                  | Know pairs of numbers which make the numbers to 9 and derive related subtraction facts.<br>Example:<br>$9 - 5 = 4$<br>$9 - 4 = 5$<br>$9 - 8 = 1$<br>Week 17; 22                                                        | Solve 1-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.<br>Example:<br>There are three sticks of five cubes.<br>How many cubes? $3 \times 5 = 15$ .<br>Use 1p coins. Double 3p is 6p.<br>Share seven apples between two children.<br>$3\frac{1}{2}$ apples each.<br>Week 27 |        | Tell the time to the hour and half past the hour on digital and analogue clocks and draw the hands on a clock face to show these times.<br>Example:<br>Half past three<br>Half past four<br>6:30<br>Week 18; 28<br>Summer 2<br>Progress check |       |       |
|         |  | Count in multiples of 2s to 20 and beyond, spotting patterns.<br>Example:<br>..., 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, ...<br>The numbers always end in 0, 2, 4, 6, 8<br>Week 15; 16; 27; 30<br>Summer 1 Progress check                                                         | Bridge 10 when adding pairs of 1-digit numbers.<br>Example:<br>$8 + 7$ as $8 + 2 + 5$<br>$9 + 2$ as $9 + 1 + 1$<br>$6 + 7$ as $6 + 4 + 3$<br>Week 19; 22; 29<br>Summer 1 Progress check                                |                                                                                                                                                                                                                                                                                                                                                                                            |        | Measure and begin to record mass/weight.<br>Example:<br>An apple weighs the same as three blocks.<br>An orange weighs the same as four blocks.<br>The orange weighs more than the apple.<br>Week 24                                           |       |       |
|         |  | Count in multiples of 5s to 50 and beyond and know that multiples of 5 end in 0 or 5.<br>Example:<br>..., 30, 35, 40, 45, 50, 55, 60, 65, 70, ...<br>Week 15; 16; 27; 30<br>Summer 1 Progress check                                                                                    | Sort additions into those you 'just know' and those you work out.<br>Example:<br>Just know: $4 + 2$ , $10 + 10$<br>Work out: $19 + 7$ , $13 - 7$<br>Week 22                                                            |                                                                                                                                                                                                                                                                                                                                                                                            |        | Measure and begin to record capacity.<br>Example:<br>The saucepan holds more water than the mug.<br>It takes four yoghurt pots to fill the bottle with sand.<br>The watering can holds the most water.<br>Week 24                             |       |       |
|         |  | Identify 10s and 1s in 2-digit numbers, and say how many 10s and 1s in a given 2-digit number.<br>Example:<br>$58 = 50 + 8$ , five 10s and eight 1s.<br>$95 = 90 + 5$ , nine 10s and five 1s.<br>$26 = 20 + 6$ , two 10s and six 1s.<br>Week 21; 26; 30<br>Summer 1 & 2 Progress check | Add 1-digit and 2-digit numbers to 20, including using number facts to add 1-digit numbers to 2-digit numbers.<br>Example:<br>Use $5 + 2$ to work out $45 + 2$ or $85 + 2$ .<br>Week 22; 29<br>Summer 2 Progress check |                                                                                                                                                                                                                                                                                                                                                                                            |        | Find change from 10p and 20p using counting up and number facts.<br>Example:<br>$10p - 3p$<br>$10p - 8p$<br>$20p - 17p$<br>Week 29<br>Summer 2<br>Progress check                                                                              |       |       |



Child's Name \_\_\_\_\_

| Outcome |  | (NPV) | (AS)                                                                                                                                                                                                                                    | (MD) | (FDRP) | (MEA) | (GEO) | (STA) |
|---------|--|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|-------|-------|-------|
|         |  |       | <b>Subtract 1-digit and 2-digit numbers to 20</b> , including using number facts to subtract 1-digit numbers from 2-digit numbers.<br>Example:<br>Use 5 – 2 to work out 45 – 2 or 85 – 2.<br>Week 22; 29<br>Summer 1 & 2 Progress check |      |        |       |       |       |
|         |  |       | <b>Add 1-digit and 2-digit numbers to 20</b> , including adding three small numbers using pairs to 10 and doubles.<br>Example:<br>5 + 5 + 8      7 + 9 + 3      6 + 4 + 6<br>Week 22; 23; 29<br>Summer 1 Progress check                 |      |        |       |       |       |