



Fluency Development (Key Instant Recall Facts and Skills)

Key Skills

Autumn	Spring	Summer
Counting forwards and backwards Counting in 10s Doubling and halving Partitioning numbers Recall of 10 times table facts	Counting forwards and backwards Counting in 10s and 5s Doubling and halving Partitioning numbers One more, One less Recall of 10 and 5 times tables Mental addition and subtraction	Counting forwards and backwards Counting in 10s, 5s and 2s Doubling and halving Partitioning numbers One more, One less Recall of 2, 5, 10 times tables Mental addition and subtraction Compare numbers (<, > or =) Order numbers

Key Instant Recall Facts

Autumn 1	Spring 1	Summer 1
Year 1 - I know number bonds for each number to 6 Year 2 - I know number bonds to 20.	Year 1 - I know doubles and halves of numbers to 10. Year 2 - I know doubles and halves of numbers to 20.	Year 1 - I know days of the week, months of the year and seasons Year 2 - I know addition and subtraction facts for multiples of 10 to 100
Autumn 2	Spring 2	Summer 2
Year 1 - I can count forward and backward in steps of 2,5 and 10 Year 2 - I know the multiplication and division facts for the 10 times table.	Year 1 - I know number bonds to 10. Year 2 - I know the multiplication and division facts for the 5 times table.	Year 1 - I know number bonds for each number to 10. Year 2 - I know the multiplication and division facts for the 2 times table.

** Ensure revision of previous KIRFs. See KIRF progression map at the end of this document**

Topic Progression

Autumn 1	Spring 1	Summer 1
<p>Number (Application of measure throughout) Place Value, Positioning and Counting (3 weeks) Y1 - Numbers to 20 Y2 - Numbers to 100</p> <p>Number (Application of measure throughout) Addition and Subtraction (4 weeks) Y1 - Numbers within 20 (incl. money) Y2 - Numbers within 100 (incl. money)</p> <p>(7 weeks)</p>	<p>Number (3 weeks) (Application of measure throughout) Both - Multiplication and Division</p> <p>Geometry (3 weeks) Y1 - Shape Y2 - Properties of Shape</p> <p>(6 Weeks)</p>	<p>Number (3 weeks) (Application of time throughout) Both - Fractions</p> <p>Measure (Application of number (PV, A&S and M&D) throughout) Y1 - Weight and Volume Year 2 - Mass, Capacity and Temperature (2 weeks)</p> <p>(5 Weeks)</p>
Autumn 2	Spring 2	Summer 2
<p>Number Addition and Subtraction (3 weeks) (Application of measure throughout) Y1 - Numbers within 20 Y2 - Numbers within 100</p> <p>Measure (Application of number (PV, A&S) throughout) Both - Money (2 weeks)</p> <p>Number (2 weeks) Y1 - Place Value to 50 and Multiplication Y2 - Multiplication and Division</p> <p>(7 Weeks)</p>	<p>Measure (1 week) Both - Length and Height</p> <p>Measure (3 weeks) (Application of fractions throughout) Both - Time</p> <p>Number (2 weeks) (Application of time throughout) Both - Fractions</p> <p>(6 Weeks)</p>	<p>Geometry (2 weeks) Both - Position and Direction</p> <p>Number/ Statistics (1 weeks) (Application of measure throughout) Year 1 - Place Value to 100 Year 2 - Statistics</p> <p>Consolidation and Retrieval (4 weeks)</p> <p>(7 weeks)</p>

Strand	Year 1			Year 2		
	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps
Number and Place Value	Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10.	Count within 100, forwards and backwards, starting with any number.	(within 10) Sorting up to 10 objects Count objects to 10 Count objects from a group of 10 Represent up to 10 objects Represent numbers to 10 Count forwards to 10 Count backwards from 10 Count one more for numbers within 10 Count one less for numbers within 10 Counting activity One to one correspondence Compare up to 10 objects Introduce $<$, $>$ and $=$ for numbers within 10 Compare numbers within 10 Comparing activity Order up to 10 objects	Know that 10 ones are equivalent to 1 ten. Know that multiples of 10 are made up from a number of tens, for example, 50 is 5 tens.	2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	Counting forwards and backwards within 20 Tens and ones within 20 Counting forwards and backwards within 50 Tens and ones within 50 Compare numbers within 50 Count objects to 100 Read and write numbers to 100 in numerals and words Represent numbers to 100 activity Represent numbers to 100 Tens and ones using a part-whole Tens and ones using addition Use a place value Chart Compare objects Compare numbers Order objects and numbers Count in 2s Count in 5s Count in 10s
	Play games that involve moving along a numbered track, and understand that larger numbers are further along the track.	Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$	Order numbers up to 10 Ordinal numbers The number line from 0 to 10 (within 20) Count forwards and backwards and write numbers to 20 Numbers from 11 to 20 Tens and ones	Place the numbers 1 to 9 on a marked, but unlabelled, 0 to 10 number line. Estimate the position	2NPV-2 Reason about the location of any two-digit number in the linear number system, including	

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			<p>Tens and ones</p> <p>Count one more one less</p> <p>Compare groups of objects</p> <p>Compare numbers</p> <p>Order groups of objects</p> <p>Order numbers</p> <p>(within 50)</p> <p>Counting to 50 by making 10s activity</p> <p>Numbers to 50</p> <p>Counting forwards and backwards within 50</p> <p>Tens and ones</p> <p>Represent numbers to 50</p> <p>One more one less activity</p> <p>One more one less</p> <p>Compare objects within 50</p> <p>Compare numbers within 50</p> <p>Order numbers within 50</p> <p>(within 100)</p> <p>Counting to 100 by making 10s activity</p> <p>Counting to 100</p> <p>Counting forwards and backwards within 100</p> <p>Introducing the 100 square activity</p> <p>Partitioning numbers</p> <p>Comparing numbers (1)</p> <p>Comparing numbers (2)</p> <p>Ordering numbers</p> <p>One more, one less</p>	<p>of the numbers 1 to 9 on an unmarked 0 to 10 number line.</p> <p>Count forwards and backwards to and from 100.</p>	<p>identifying the previous and next multiple of 10</p>	

Strand	Year 1			Year 2		
	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps
Number Facts/ Addition and Subtraction	Begin to experience partitioning and combining numbers within 10.	Develop fluency in addition and subtraction facts within 10.	(within 10) Introducing parts and wholes (single object) Parts and wholes activity (groups of objects) Part-whole model (with images) Part-whole model Addition symbol Fact families - addition facts	Develop fluency in addition and subtraction facts within 10.	2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	Fact families - addition and subtraction bonds to 20 Check calculations Compare number sentences Know your bonds Related facts Bonds to 100 (tens) Add and subtract 1s 10 more 10 less
	Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers.	Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition - adding together Addition - adding more Addition - adding more Addition - using bonds Finding a part Subtraction - taking away - crossing out Subtraction - taking away - using the symbol	Learn and use number bonds to 10, for example: $8 + ? = 10$ Partition numbers within 10, for example: $5 = 2 + 3$	2AS-1 Add and subtract across 10, for example: $8 + 5 = 13$ $13 - 5 = 8$	Add and subtract 10s Add by making 10 Add a 2-digit and 1-digit number - crossing ten Add a 2-digit and 1-digit number - crossing ten Subtraction - crossing 10 Subtract a 1-digit number from a 2-digit number - crossing ten Subtract a 1-digit number from a 2-digit number - crossing ten Add two 2-digit numbers - not crossing ten - add ones and add tens Add two 2-digit numbers - crossing ten - add ones and add tens
	Devise and record number stories, using pictures, numbers and symbols (such as arrows).	Read, write and interpret equations containing addition ($+$), subtraction ($-$) and equals ($=$) symbols, and relate additive expressions and equations to real-life contexts.	Subtraction - find a part Fact families - the 8 facts Subtraction - counting back Subtraction - finding the difference Subtraction - finding the difference Comparing addition and subtraction statements $a + b > c$	Solve missing addend problems within 10, for example: $4 + ? = 10$	2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	Subtract a 2-digit number from a 2-digit number - not crossing ten Subtract a 2-digit number from a 2-digit number - crossing ten subtract ones and subtract tens Mixed addition and subtraction activity Find and make number bonds Bonds to 100 (tens and ones) Add three 1-digit numbers

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	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps
			<p>Comparing addition and subtraction statements $a + b > c + d$</p> <p>(within 20) Add by counting on within 20 activity Add by counting on within 20 Add ones using number bonds activity Add ones using number bonds Find and make number bonds to 20 Add by making 10 activity Add by making 10 Subtraction - not crossing 10 Subtraction - not crossing 10 (counting back) Subtraction - crossing 10 (counting back) Subtraction - crossing 10 (1) Subtraction - crossing 10 (2)</p>	<p>Add and subtract within 10, for example: $6+3=9$ $6-2=4$ Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens.</p>	<p>2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</p>	
			<p>Add and subtract within 10. Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens.</p>	<p>2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>		

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	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps
Number Facts/ Multiplication and Division	Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly.	Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Count in 2s activity Count in 2s Count in 5s activity Count in 5s Count in 10s activity Count in 10s Make equal groups activity Make equal groups Add equal groups Make arrays activity Make arrays Make doubles Make equal groups - grouping activity Make equal groups - grouping Make equal groups - sharing activity Make equal groups - sharing	Count in multiples of 2, 5 and 10.	2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables	Make equal groups activity Make equal groups Redistribute from unequal to equal groups activity Add equal groups Make arrays Recognise equal groups Make equal groups Add equal groups Multiplication sentences Using the x symbol Multiplication sentences from pictures Use arrays Make doubles 2 times-table 5 times-table 10 times-table Make equal groups- sharing Make equal groups - sharing Make equal groups - grouping Make equal groups - grouping Sharing and grouping activity Divide by 2 Odd and even numbers Divide by 5 Divide by 10

Strand	Year 1			Year 2		
	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps
				Count in multiples of 2, 5 and 10 to find how many groups of 2, 5 or 10 there are in a particular quantity, set in everyday contexts.	2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	
Geometry: Shape	See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).	1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 3-D and 2-D shapes	Recognise common 2D and 3D shapes presented in different orientations.	2G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.	Recognise 2-D and 3-D shapes Make 2-D and 3-D shapes activity Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry (1) Sort 2-D shapes Make patterns with 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 3-D shapes

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	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps
	Select, rotate and manipulate shapes for a particular purpose, for example: <ul style="list-style-type: none"> • rotating a cylinder so it can be used to build a tower • rotating a puzzle piece to fit in its place 	1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.				
Measurement: Length/Height			Compare lengths activity Compare heights activity Compare lengths & heights Measuring lengths (non-standard units) activity Measure length (1) Introducing the ruler activity Measure length with ruler Adding length problems Subtracting length problems			Introduce capacity and volume Measure capacity Compare volume Millilitres Litres Four operations with mass Four operations with volume Temperature activity
Measurement: Weight/Volume			Introducing weight and mass activity Introducing weight and mass Measure mass Compare mass Weight and mass problems Introduce capacity and volume activity Introduce capacity and volume Measure capacity Compare capacity			Introduce weight and mass Measure mass Compare mass Measure mass in grams Measure mass in kilograms

	Year 1			Year 2		
Strand	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps
Measurement: money			Recognising coins Recognising notes Counting in coins activity Counting in coins			Recognising coins and notes Count money - pence Count money - pounds (notes and coins) Count money - notes and coins Select money Make the same amount Compare money Find the total Find the difference Find change Two-step problems
Measurement: Time			Before and after activity Before and after Dates Time to the hour activity Time to the hour Time to the half hour activity Time to the half hour Writing time Comparing time			Telling time to the hour Telling time to the half hour O'clock and half past Quarter past and quarter to Telling time to 5 minutes Writing time Hours and days Find durations of time Compare durations of time
Fractions			Making a half activity Making a whole activity Find a half (1) Find a half of a quantity activity Making a quarter activity Find a quarter (1) Find a quarter of a quantity activity			Working with parts and wholes activity Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of a half and 2 quarters Find three quarters Count in fractions Problem solving with fractions

Strand	Year 1			Year 2		
	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps	Previous Experience (Check and Consolidate)	Ready-to-Progress Criteria	Suggested Small Steps
Position and Direction			Describe turns activity Describe turns Describe position (1)			Describe position (1) Describe position (2) Problem solving with position Describe movement activity Describe movement Describe turns Describe movement and turns activity Describe movement and turns Making patterns with shapes
Statistics: Graphs and Charts						Make tally charts activity Make tally charts Draw pictograms (1-1) activity Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2, 5 and 10) activity Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) Block diagrams

Key: Introduced, Embedded, Focus

Subject area		Year One			Year Two		
		Previous Vocabulary	Year 1 Vocabulary	Stem Sentences	Previous Vocabulary	Year 2 Vocabulary	Stem Sentences
Number	Place Value and Counting	Number, Whole, More, Less/ fewer. Subitise Cardinal value, Counting	Digit Place Value Tens Ones Part Greater Fewer Zero (number names) Subitise Cardinal value Odd Even Infinite Quantity	Composition of Numbers <ul style="list-style-type: none"> One, two, three. There are three objects. The 5 represents all of the counters. The 2 represents the blue counters. The 3 represents the red counters. The whole is ___ and one part is ___, so the other part must be ___. One is less/fewer than three. <ul style="list-style-type: none"> Two is equal to two. Three is greater than one. < represents 'is less than.' = represents 'is equal to.' > represents 'is more/greater than.' One More/Less (Adding one gives one more; Subtracting one gives on less) <ul style="list-style-type: none"> The number before a given number is one less. The number after a given number is one more. One more than ___ is ___. One less than ___ is ___. Numbers 11-19 <ul style="list-style-type: none"> There is one ten and ___ ones. 	Number, Whole, More, Less/ fewer. Subitise Cardinal value, Counting, Digit, Place Value, Tens, Ones, Part, Greater, Fewer, Zero (number names), Subitise, Cardinal value, Odd, Even, Infinite, Quantity	Digit Appropriate number names Hundred Partition Odd Even Composed Composition Decomposed Infinite Ordinal Quantity	More than/ Fewer than <ul style="list-style-type: none"> Two is equal to two. Three is greater than one. < represents 'is less than.' = represents 'is equal to.' > represents 'is more/greater than.' One More/Less (Adding one gives one more; Subtracting one gives on less) <ul style="list-style-type: none"> The number before a given number is one less. The number after a given number is one more. One more than ___ is ___. One less than ___ is ___. Numbers 1-100 <ul style="list-style-type: none"> Ten ones are equal to <u>one</u> ten. We have <u>one</u> group of ten. We have <u>one</u> ten. Leading to: <ul style="list-style-type: none"> This is one <u>one</u>. This is ten <u>ones</u>. It is also one <u>ten</u>. Dual Counting: <ul style="list-style-type: none"> Ten, twenty, thirty, ... No tens, one ten, two tens, three tens, ... This is the number ____. The ____ represents ____ ten(s). All multiples of ten end with a <u>zero</u>. I know this a multiple of ten because ____ There are ____ groups of ten, so we write this as __zero.

Subject area	Year One			Year Two		
	Previous Vocabulary	Year 1 Vocabulary	Stem Sentences	Previous Vocabulary	Year 2 Vocabulary	Stem Sentences
			<ul style="list-style-type: none"> The 1 means one ten and the ___ means ___ one(s). Eleven, twelve, thirteen, ... One ten one, one ten two, one ten three, ... ___ is equal to ten plus ___. 			<p>Ten More/Less:</p> <ul style="list-style-type: none"> This is ___. Ten more than ___ is ___. This is ___. Ten less than ___ is ___. <p>Unitising</p> <ul style="list-style-type: none"> I know that ___ plus ___ is equal to ___, so I know that ___ tens plus ___ tens is equal to ___ tens. I know that ___ minus ___ is equal to ___, so I know that ___ tens minus ___ tens is equal to ___ tens. <p>Writing of 2 digit numbers</p> <ul style="list-style-type: none"> This is how we write the number <u>42</u>. We read from the left, forty two, forty two (pointing). This is the number ___. <p>We write the ___ then the ___.</p>
Addition	Part, Whole, Addition, Add, Total, Sum , Equal, Composition, Number sentence	Part Whole Addition Add Equal Total Sum Amount Inverse Calculation	<p>Introducing Part and Whole (A whole can be split into more than one part in lots of different ways.)</p> <ul style="list-style-type: none"> This is a whole ___ because I have all of it. This is not a whole ___ because I don't have all of it. OR This is not a whole ___ because I only have part of it. A whole can be split into two parts in lots of different ways. A whole is always bigger than a part of the whole. A part is always smaller than its whole. <p>Introducing Part and Whole with Objects</p> <ul style="list-style-type: none"> This is a whole group of ___ because I have all 	Part, Whole, Addition, Add, Total, Sum , Equal, Composition, Number sentence, Part, Whole, Addition, Add, Equal, Total, Sum , Amount, Inverse, Calculation	Associative Law Aggregation Augmentation Commutative Addend Inverse Bridge Regroup Column addition Triangular number	<p>Addition (Aggregation/ Combining Groups)</p> <ul style="list-style-type: none"> There are ___ and ___. We can write this as ___ plus ___. The ___ represents the ___. The ___ represents the ___ (e.g. objects in a problem) ___ is equal to ___ plus ___. ___ plus ___ is equal to ___. ___ and ___ are the addends. ___ is the sum. <p>Addition/ Subtraction (Augmentation and Reduction)</p> <ul style="list-style-type: none"> First, _____, Then, _____, Now, _____ If we change the order of the addends, the sum remains the same. E.g. At first, there is 1 child on the swings, then 3 more arrive At first, there are 3 children on the swings, then 1 more arrives.

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			<p>of them; none of them are missing.</p> <ul style="list-style-type: none"> This is not a whole group of ____ because I don't have all of them; some of them are missing. This is not a whole group of ____ because I only have part of it. There are 5 pencils in the whole group. There are 2 pencils in this part of the group. The 5 represents the number of pencils in the group. There are ____ objects. ____ is the whole. There are ____ and ____. ____ is a part and ____ is a part. <p>Leading to:</p> <ul style="list-style-type: none"> ____ is the whole; ____ is a part and ____ is a part. ____ is a part and ____ is a part; ____ is the whole. <p>Addition (Aggregation/ Combining Groups)</p> <ul style="list-style-type: none"> There are ____ and ____. We can write this as ____ plus ____. The ____ represents the ____. The ____ represents the ____ (e.g. objects in a problem) ____ is equal to ____ plus ____. ____ plus ____ is equal to ____. ____ and ____ are the addends. 			<ul style="list-style-type: none"> Subtraction is when we take away or find one part of a whole amount. We can use what we know about the parts and whole to find a missing number. <p>Inverse Operations</p> <ul style="list-style-type: none"> Addition and subtraction are ____ operations. Inverse means to do the opposite or reverse of something. <p>E.g. $5+3=8$ and $8-3=5$ First, ____ then, ____ now, ____ then, ____ now, ____.</p> <p>Addition of 3 Digits.</p> <ul style="list-style-type: none"> There are ____, ____ and ____. Altogether there are ____. When we add three numbers, the total will be the same whichever pair we add first. <p>Leading to:</p> <ul style="list-style-type: none"> If you change the order of the the addends, the sum remains <u>the same</u>. First, look for pairs of addends which sum to 10. ____ plus ____ is equal to 10, then 10 plus ____ is equal to ____. <p>Bridging Ten (Addition) E.g. $7+5=$</p> <ul style="list-style-type: none"> First, partition the <u>5</u> into ____ plus ____ Then ____ plus ____ is equal to ten and ten plus ____ is equal to ____. <p>Bridging Ten (Subtraction): E.g. $12-6=$</p> <ul style="list-style-type: none"> First, partition the <u>6</u> into ____ and ____ Then take away the ____ from the <u>12</u> to reach ten and we know that ten minus ____ is equal to ____.

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			<ul style="list-style-type: none"> ▪ ___ is the sum. 			<p>Subtracting From Ten: E.g. $12-6=$</p> <ul style="list-style-type: none"> • First, partition the <u>12</u> into <u>10</u> and ___. <p>Then take away the <u>6</u> from the <u>10</u> which leaves ___.</p> <p>Then add the other 2.</p> <p>___ + ___ = ___.</p> <p>Add and Subtract 2 Digit and Single Digit Numbers Add/Subtract One to or from a 2 Digit Number E.g. $34+1$</p> <p>___ is one more than ___.</p> <p>___ is equal to ___ plus one.</p> <p>___ plus one is equal to ___.</p> <p>The total of ___ and ___ is ___.</p> <p>E.g. $65-1$</p> <p>___ is one less than ___.</p> <p>___ is equal to ___ minus one. ___ minus one is equal to ___.</p> <p>The difference between ___ and ___ is 1.</p> <p>Using Known Facts to Subtract a Single Digit from a 2 Digit Number E.g. $24+3=$</p> <ul style="list-style-type: none"> • I know that ___ plus ___ is equal to ___ (single digit fact). <p>So ___ plus ___ is equal to ___ (related 2 digit plus single digit fact).</p> <p>E.g. $29-3=$</p> <ul style="list-style-type: none"> • I know that ___ minus ___ is equal to ___. <p>So ___ minus ___ is equal to ___.</p> <p>E.g. $57=$ ___ +3 To make a <u>7</u> digit in the ones, I need to add <u>4</u> to the <u>3</u>.</p> <p>Using Bonds to Ten</p>

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						<p>E.g. $14+6 =$</p> <ul style="list-style-type: none"> I know that ___ plus ___ is equal to ten, So I know that ten plus ___ is equal to ____. <p>E.g. $40-6 =$</p> <ul style="list-style-type: none"> I know that ten minus 6 is equal to 4, so I know that ___ minus ___ is equal to ____. <p>Bridging Multiples of Ten</p> <p>E.g. $18+3 =$</p> <ul style="list-style-type: none"> First, I partition the 3 into 2 plus 1. Then 18 plus 2 is equal to 20 And 20 plus 1 is equal to 21. <p>E.g. $21-3 =$</p> <ul style="list-style-type: none"> First, I partition the 3 into 1 and 2. <p>21 minus 1 is 20 And 20 minus 2 is equal to 18.</p> <p>Ten More/Less</p> <ul style="list-style-type: none"> When we find ten more, the tens digit changes and the ones digit remains the same. Ten more than ___ is ____. ___ is ten more than ____. When we find ten less, the tens digit changes and the ones digit remains the same. Ten less than ___ is ____. ___ is ten less than ____. <p>Adding/Subtracting Ten</p> <ul style="list-style-type: none"> We had ___ tens and ___ ones. Ten more/less gives us ___ tens and ___ ones. When we add ten, the tens digit changes and the ones digit remains the same. When we subtract ten, the tens digit changes and the ones digit remains the same. <p>E.g. $10 + 34 = 44$</p> <ul style="list-style-type: none"> One part is ten, the other part is ___ and the whole is ____. This can be recorded as ten plus 34 is equal to 44. or as 34 plus ten is equal to 44.

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						<p>Adding and Subtracting Ten from a 2 Digit Number</p> <ul style="list-style-type: none"> I know that ___ plus ___ is equal to ___ So I know that ___ tens plus ___ tens is equal to ___ tens. I know that ___ minus ___ is equal to ___ So I know that ___ tens minus ___ tens is equal to ___ tens. <p>Adding 2 Digit and Tens (Partitioning)</p> <ul style="list-style-type: none"> First, partition the 2 digit number into tens and ones, Then add the tens. Finally recombine the tens and ones. ___ tens and __ ones, plus ___ tens is equal to __ tens and __ ones. <p>Adding Two 2 digit Numbers (Partitioning)</p> <ul style="list-style-type: none"> First, partition the addends. Next, add the tens: ___ plus ___ is equal to ___. Then, add the ones: ___ plus ___ is equal to ___. Finally, recombine: ___ plus ___ is equal to ___. So ___ plus __ is ___. <p>Subtracting a Multiple of Ten from a 2 Digit Number</p> <ul style="list-style-type: none"> For a subtraction calculation where both numbers have the same ones digit, the difference is a multiple of ten. <p>Subtracting 2 Digit Number from a 2 Digit Number (No Crossing) E.g. 34-12=</p> <ul style="list-style-type: none"> We can subtract 10 and then subtract 2, <p>Subtracting 2 Digit Number from a 2 Digit Number (Crossing Tens): E.g. 65-38</p>

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	Previous Vocabulary	Year 1 Vocabulary	Stem Sentences	Previous Vocabulary	Year 2 Vocabulary	Stem Sentences
Subtraction	Part, Whole, Take away, Equal, Total, Amount, Number sentence	Part Whole Take away Equal Total Subtraction Subtract Minus Calculation Partition Difference				<ul style="list-style-type: none"> First, subtract the tens: $65-30=35$ Then, subtract the ones: $35-8=$__ (Use bridging strategy previously taught).
				Part, Whole, Take away, Equal, Total, Amount, Number sentence, Part, Whole, Take away, Equal, Total, Subtraction, Subtract, Minus, Calculation, Partition, Difference	Partitioning Reduction Subtrahend Minuend Inverse Bridge Partition Difference Exchange Column subtraction Partition	
Multiplication	Equal, Unequal, Double	Part Whole Equal Unequal Double Group Groups of Unitising Repeated addition Array Number sentence	Counting and Unitising <ul style="list-style-type: none"> One group of two, two groups of two, three groups of two ... Three groups of two, two groups of two, one group of two. Equal or Unequal Groups <ul style="list-style-type: none"> The __ have been grouped. The groups are equal because there are the same number of __ in each group. The groups are unequal because there are a different number of __ in each group. There are __ equal groups of __. There are __ __ in each group. There are __ groups of __. Repeated Addition	Equal, Unequal, Double, Part Whole, Equal, Unequal, Double, Group, Groups of, Unitising, Repeated addition, Array, Number sentence	Unitising Repeated addition expression Multiplication expression Multiplied Factor Factor pairs Product Commutativity Array	Counting and Unitising <ul style="list-style-type: none"> One group of two, two groups of two, three groups of two ... Three groups of two, two groups of two, one group of two. Equal or Unequal Groups <ul style="list-style-type: none"> The __ have been grouped. The groups are equal because there are the same number of __ in each group. The groups are unequal because there are a different number of __ in each group. There are __ equal groups of __. There are __ __ in each group. There are __ groups of __. Repeated Addition <ul style="list-style-type: none"> There are __ groups of __. There are __ and __ and __ and ... We can write this as __ plus __ plus __ There are __ groups. There are __ in each group. __ x __.

Subject area	Year One			Year Two		
	Previous Vocabulary	Year 1 Vocabulary	Stem Sentences	Previous Vocabulary	Year 2 Vocabulary	Stem Sentences
			<ul style="list-style-type: none"> There are ___ groups of ___. There are ___ and ___ and ___ and ... We can write this as ___ plus ___ plus ___ There are ___ groups. There are ___ in each group. ___ x ___. <p>Grouping Language</p> <ul style="list-style-type: none"> One group of ten is equal to <u>ten</u>, two groups of ten is equal to <u>twenty</u> <p>2x Table/Doubling</p> <ul style="list-style-type: none"> ___ times ___ can represent ___ groups of ___. It can also represent ___ groups of ___ (or ____, ___ times). There are two groups of ____. There are ____, two times. This is the same as double ___. Two times ___ is the same as double ___. <ul style="list-style-type: none"> If we need to double/find twice the amount, we can use facts from the two times table. Doubling a whole number always gives an <u>even</u> number. I know double ___ is ____, so two groups of ___ is ___. If there are two equal groups, we can use <u>doubling facts</u>. When one of the factors is two, the product is <u>double the other factor</u>. 			<p>Grouping Language</p> <ul style="list-style-type: none"> One group of ten is equal to <u>ten</u>, two groups of ten is equal to <u>twenty</u> <p>2x Table/Doubling</p> <ul style="list-style-type: none"> ___ times ___ can represent ___ groups of ___. It can also represent ___ groups of ___ (or ____, ___ times). There are two groups of ____. There are ____, two times. This is the same as double ___. Two times ___ is the same as double ___. <ul style="list-style-type: none"> If we need to double/find twice the amount, we can use facts from the two times table. Doubling a whole number always gives an <u>even</u> number. I know double ___ is ____, so two groups of ___ is ___. If there are two equal groups, we can use <u>doubling facts</u>. When one of the factors is two, the product is <u>double the other factor</u>. <p>Linking 5 and 10 times table</p> <ul style="list-style-type: none"> For every one group of ten, there are two groups of five. Products in the ten times table are also in the five times table. Even multiples of five are also multiples of ten. Ten is double five, so ___ ten is double ___ fives. <p>Five is half of ten, so ___ fives is half of ___ tens.</p>

Subject area	Year One			Year Two		
	Previous Vocabulary	Year 1 Vocabulary	Stem Sentences	Previous Vocabulary	Year 2 Vocabulary	Stem Sentences
Division	Half	Part Whole Half Equal Unequal Group Groups of Unitising Repeated subtraction Number sentence		Half, Part, Whole, Equal, Unequal, Group, Groups of, Unitising, Repeated subtraction, Number sentence	Grouped equally Remainder Divided Repeated subtraction	<p>Division – Grouping (Quotitive) (We can skip count using the divisor to find the quotient)</p> <ul style="list-style-type: none"> • ___ is divided into groups of ___. There are ___ groups. • The ___ represents the total number of ___. • The ___ represents the number of ___ in each group. • ___ is divided into ___ groups of ___ with a remainder of ___. <p>Division – Sharing (Partitive) (We can skip count using the divisor to find the quotient.)</p> <ul style="list-style-type: none"> • We can represent this as ___ divided between ___. • ___ divided between ___ is equal to ___ each. • One ___ is one each. That's ___. (With practical equipment, then visuals). • Two ___ is two each. That's ___. • ___ divided between ___ is equal to ___ each. <p>E.g. We can represent this as <u>10</u> divided between <u>2</u>.</p> <ul style="list-style-type: none"> • <u>10</u> divided between <u>2</u> is equal to <u>5</u> each. • One <u>5</u> is one each. That's <u>5</u>. (With practical equipment, then visuals). • Two <u>5s</u> is two each. That's <u>10</u>. • <u>10</u> divided between <u>2</u> is equal to <u>5</u> each. • <p>Times Table Link</p> <ul style="list-style-type: none"> • ___ <u>tens</u> are equal to ___, so ___ divided into groups of <u>ten</u> is equal to ___. • If the divisor is <u>ten</u>, we can use the <u>ten</u> times table to find the quotient.

Subject area	Year One			Year Two		
	Previous Vocabulary	Year 1 Vocabulary	Stem Sentences	Previous Vocabulary	Year 2 Vocabulary	Stem Sentences
						<ul style="list-style-type: none"> If the divisor is <u>five</u>, we can use the <u>five</u> times table to find the quotient. A number is divisible by two if the ones digit is <u>even</u>. A number is divisible by ten if the ones digit is <u>zero</u>. <p>A number is divisible by five if the ones digit is <u>five or zero</u>.</p>
Fractions		Part Whole Equal Fraction Half Third Quarter Notation Numerator Denominator		Part, Whole, Equal, Fraction, Half, Third, Quarter, Notation, Numerator, Denominator	Third Quarter Notation Numerator Denominator Equivalent	<p>Part Whole Relationship (If the size of the whole increases, but the size of the selected part remains the same, each part becomes smaller in relation to the whole.)</p> <ul style="list-style-type: none"> If ____ is the whole, then ____ is part of the whole. A part is always smaller than the whole. If ____ is the whole, then ____ is not part of the whole. <ul style="list-style-type: none"> The whole has been divided into ____ equal/unequal parts. The parts are equal. I know this because the number of ____ in each part is the same. The parts are unequal. I know this because the number of ____ in each part is not the same. Equal-sized parts do not have to look the same. We can compare the sizes of different parts of the same sized whole. If the whole has been divided into ____ equal parts, then ____ of those parts make one whole. <p>Unit Fractions - Identifying, representing, comparing fractions</p> <p>Numerators and Denominators</p> <ul style="list-style-type: none"> The whole has been divided into ____ equal/unequal parts. ____ of the parts has been shaded.

Subject area	Year One			Year Two		
	Previous Vocabulary	Year 1 Vocabulary	Stem Sentences	Previous Vocabulary	Year 2 Vocabulary	Stem Sentences
						<ul style="list-style-type: none"> The denominator is ____ because the whole is divided into ____ equal parts. The numerator is one because one part is shaded. <p>Fraction Notation.</p> <ul style="list-style-type: none"> The ____ has been divided ____ (write division bar) into ____ equal parts (write denominator) and ____ of the parts is shaded (write numerator). The whole has been divided into ____ equal parts. Each equal part is one-____ of the whole. E.g. The whole has been divided into 3 equal parts. Each equal part is one-third of the whole.
Geometry	2d Shape	Squares, Circles, Triangles	2 dimensional Polygon Quadrilateral Squares Circles Triangles Rectangle (Oblong) Kite Hexagon Heptagon Octagon Sides Corners	Squares, Circles, Triangles, 2 dimensional, Polygon, Quadrilateral, Squares, Circles Triangles, Rectangle (Oblong), Kite, Hexagon, Heptagon, Octagon, Sides, Corners	Line of symmetry Polygon Quadrilateral Regular Irregular Nonagon Decagon	
	3d shape	Cube, Pyramid, Sphere, Cone	3 dimensional Cube Pyramid Sphere Cone Triangular prism Cuboid Cylinder	Cube, Pyramid, Sphere, Cone, 3 dimensional, Cube, Pyramid, Sphere, Cone Triangular prism, Cuboid, Cylinder	Face Edges Vertices Vertex Surface Triangular prism Cuboid Cylinder Base Straight Curved Flat	

Subject area		Year One			Year Two		
		Previous Vocabulary	Year 1 Vocabulary	Stem Sentences	Previous Vocabulary	Year 2 Vocabulary	Stem Sentences
Measure	Positioning & Direction		Half turn Quarter turn Three quarter turn Direction Rotation		Half turn, Quarter turn, Three quarter turn, Direction, Rotation	Half turn Quarter turn Three quarter turn Clockwise Anti-clockwise	
	Time	Quicker, Slower, Earlier, Later	Today Yesterday Tomorrow Quicker Slower Earlier Later Hour Minute Hand Clock face O'clock Half past 30 minutes past Chronological		Quicker, Slower, Earlier, Later, Today, Yesterday, Tomorrow, Quicker, Slower, Earlier, Later, Hour, Minute Hand, Clock face, O'clock, Half past, 30 minutes past, Chronological	Second Minute Hour Day Week Month Year Quarter past Quarter to Minutes past Minutes to Late Early On time Chronological	
	Money		Coin Note Pound Pence Denomination	Counting and Unitising <ul style="list-style-type: none"> This is a one penny coin, also called a one pence, or just a penny. We can say it has a value of 'one p'. There are ____ one penny coins; the total value is ____ p. There are ____ one penny coins; the total value is ____ pence. This is a ____ pence coin. It has a value of ____ p. I say two pence, but I think two one pennies. I say five pence, but I think five one pennies. I say ten pence, but I think ten one pennies. There are ____ coins. Each coin has a value of ____ p. This is ____ p. The ____ costs ____ p 	Coin, Note, Pound, Pence, Denomination	Coin Note Pound Pence Pound and Pence Change Denomination	Counting and Unitising <ul style="list-style-type: none"> This is a one penny coin, also called a one pence, or just a penny. We can say it has a value of 'one p'. There are ____ one penny coins; the total value is ____ p. There are ____ one penny coins; the total value is ____ pence. This is a ____ pence coin. It has a value of ____ p. I say two pence, but I think two one pennies. I say five pence, but I think five one pennies. I say ten pence, but I think ten one pennies. There are ____ coins. Each coin has a value of ____ p. This is ____ p. The ____ costs ____ p <p>Each coin has a value of ____ p, so I need ____ coins.</p>

Subject area	Year One			Year Two		
	Previous Vocabulary	Year 1 Vocabulary	Stem Sentences	Previous Vocabulary	Year 2 Vocabulary	Stem Sentences
			<ul style="list-style-type: none"> Each coin has a value of ___ p, so I need ___ coins. 			
Length & Height	Long, Short, Longer, Shorter, Tall, Short, Double, Half	Length Height Breadth Long Short Longer Shorter Longest Shortest Tall Short Taller Shorter Tallest Shortest Double Half	Comparisons and Measures <ul style="list-style-type: none"> The ___ is heavier than the ___. The ___ is lighter than the ___. The ___ is the same length/weight as the ___. <p>N.b. Say less when uncountable (e.g. juice/water); fewer when countable (e.g. apples/bananas).</p> <ul style="list-style-type: none"> There is/are more ___ than ___. There is/are fewer/ less ___ than ___. 	Long, Short, Longer, Shorter, Tall, Short, Double, Half, Length, Height, Breadth, Longest, Shortest, Tall, Short, Taller, Shorter, Tallest, Shortest, Double, Half	Metre Centimetre Kilometre Milli Millimetre Ruler Metre stick Tape measure	Comparisons and Measures <ul style="list-style-type: none"> The ___ is heavier than the ___. The ___ is lighter than the ___. The ___ is the same length/weight as the ___. <p>N.b. Say less when uncountable (e.g. juice/water); fewer when countable (e.g. apples/bananas).</p> <ul style="list-style-type: none"> There is/are more ___ than ___. <p>There is/are fewer/ less ___ than ___.</p>
Mass & Weight	Heavy, Light, Heavier, Lighter,	Weight Mass		Heavy, Light, Heavier, Lighter, Weight, Mass	Weight Mass Scales Kilo Kilogram Gram	
Capacity & Volume/ Temperature	Full, Empty, Half full, Half empty	Full Empty Half full Half empty		Full, Empty, Half full, Half empty,	Volume Capacity Litres Centilitres Millilitres Measuring vessels Temperature Degrees Boiling point Freezing point	

Subject area		Year One			Year Two		
		Previous Vocabulary	Year 1 Vocabulary	Stem Sentences	Previous Vocabulary	Year 2 Vocabulary	Stem Sentences
Statistics	Graphs and Charts				Interpret Construct Pictograms Tally charts Block diagrams Simple tables Category Quantities Categorical data Horizontal Vertical Data Frequency Tally		
Algebra	Equations, formulae, sequences	Bonds, Missing numbers	Bonds Missing numbers Sequence				

Number	Measurement	Geometry
<p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>NRICH: Writing Digits * P NRICH: Shut the Box * G NRICH: Biscuit Decorations * P NRICH: Grouping Goodies *** P NRICH: Same Length Trains * P</p>	<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass or weight [for example, heavy/light, heavier than, lighter than] capacity/volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] <p>NRICH: Wallpaper ** P NRICH: Sizing Them Up * G NRICH: The Animals' Sports Day * I NRICH: Different Sizes * P I NRICH: Bottles (1) * P NRICH: Bottles (2) * P</p>	<p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> 2-D shapes (for example, rectangles (including squares), circles and triangles) 3-D shapes (for example, cuboids (including cubes), pyramids and spheres) <p>NRICH: Shaping It * I NRICH: What's Happening? * P NRICH: Jig Shapes * P NRICH: Overlaps ** P</p>
<p>Number and Place Value</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>NRICH: Making Sticks ** P I NRICH: Robot Monsters * I NRICH: Dotty Six * G NRICH: All Change * G I</p>	<p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) <p>NRICH: How Tall? * I NRICH: Can You Do it Too? ** G</p>	<p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>NRICH: Tangram Tangle *** G NRICH: Olympic Rings ** I NRICH: 2 Rings * I NRICH: Turning * I</p>
<p>Read and write numbers from 1 to 20 in numerals and words</p> <p>NRICH: What's in a Name? ** I NRICH: Count the Digits * I</p>	<p>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</p> <p>NRICH: The Games' Medals ** I NRICH: Times of Day * P I</p>	
<p>Addition and Subtraction</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>NRICH: 2,4,6,8 *** P NRICH: How Do You See it? * P NRICH: What Could It Be? * I</p>	<p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>NRICH: Snap * G</p>	
<p>Represent and use number bonds and related subtraction facts within 20</p>		

Number	Measurement	Geometry
NRICH: Domino Sorting * I NRICH: One Big Triangle * G NRICH: Ladybirds in the Garden ** P NRICH: Number Lines * P NRICH: Pairs of Numbers * I NRICH: Weighted Numbers * G P NRICH: Butterfly Flowers * P		
Add and subtract one-digit and two-digit numbers to 20, including zero NRICH: Two Dice * I NRICH: Find the Difference ** G NRICH: Sort Them Out (1) * G		
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ NRICH: The Tall Tower *** P		
Multiplication and Division		
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 NRICH: Lots of Biscuits! * P NRICH: Share Bears * G NRICH: Doubling Fives * I		
Fractions		
Recognise, find and name a half as one of two equal parts of an object, shape or quantity NRICH: Halving ** I NRICH: Happy Halving *** P NRICH: Fair Feast * P		

Number	Measurement	Geometry	Statistics
<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>NRICH: Buzzy Bee * P NRICH: Five Steps to 50 * I</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>NRICH: Discuss and Choose * G NRICH: Little Man * P</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>NRICH: Shapely Lines * I NRICH: Chain of Changes ** P NRICH: Colouring Triangles ** P I NRICH: Exploded Squares * P NRICH: Complete the Square *** G NRICH: Let's Investigate Triangles * P NRICH: Poly Plug Rectangles * G I NRICH: Square It * G NRICH: Inside Triangles *** G P</p>	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>NRICH: Sticky Data * G P NRICH: If the World Were a Village * P I NRICH: Plants ** P NRICH: What Shape and Colour? * G NRICH: Carroll Diagrams * P NRICH: Ladybird Count * P</p>
<p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>NRICH: Snail One Hundred * G NRICH: Two-digit Targets * P NRICH: 6 Beads ** P</p>	<p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>NRICH: Order, Order! * P I NRICH: Compare the Cups * P</p>	<p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>NRICH: Building with Solid Shapes * I NRICH: Skeleton Shapes ** P I NRICH: Rolling That Cube * I</p>	<p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>NRICH: The Hair Colour Game ** G P NRICH: Mixed-up Socks ** P I NRICH: Sort the Street * P NRICH: Button-up * P NRICH: Beads and Bags * P</p>
Number and Place Value			
<p>Identity, represent and estimate numbers using representations, including the number line</p> <p>NRICH: How We Would Count * G I NRICH: Tug of War * G NRICH: Count the Crayons * P</p>	<p>Recognise and use the symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>NRICH: Five Coins ** P I</p>	<p>Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>NRICH: Cubes * I NRICH: Shadow Play *** P</p>	<p>Ask and answer questions about totalling and comparing categorical data</p> <p>NRICH: In the Playground * I</p>
<p>Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>NRICH: Domino Sequences * P NRICH: Domino Number Patterns ** P NRICH: Next Domino * P NRICH: 100 Square Jigsaw * G NRICH: That Number Square! * P I</p>	<p>Find different combinations of coins that equal the same amounts of money</p> <p>NRICH: Money Bags ** P</p>	<p>Compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>NRICH: Matching Triangles * G NRICH: Data Shapes * P NRICH: Cubes Cut into Four Pieces *** P</p>	

Number	Measurement	Geometry	Statistics
<p>Use place value and number facts to solve problems</p> <p>NRICH: I Like ... * G NRICH: Light the Lights *** G NRICH: Largest Even * G P NRICH: Round the Two Dice * P I</p>	<p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>NRICH: The Puzzling Sweet Shop ** P</p>	<p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>NRICH: Poly Plug Pattern * G NRICH: Triple Cubes * G NRICH: A City of Towers ** P NRICH: Caterpillars ** I NRICH: Repeating Patterns * I NRICH: Domino Patterns * I NRICH: School Fair Necklaces ** I NRICH: Break it Up! * I NRICH: Hundred Square ** P NRICH: Three Ball Line Up ** P</p>	
Addition and Subtraction	<p>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</p> <p>NRICH: What's the Time? * P NRICH: Stop the Clock *** G</p>	<p>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)</p> <p>NRICH: Turning Man * I NRICH: Walking Round a Triangle * P NRICH: Triangle Animals ** P NRICH: Cover the Camel * P</p>	
<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods <p>NRICH: Getting the Balance *** I NRICH: Noah ** P NRICH: Eggs in Baskets ** P NRICH: The Brown Family *** G P NRICH: Birthday Cakes ** P NRICH: Sitting Round the Party Tables * P I NRICH: Cuisenaire Counting *** G P NRICH: Two Spinners * I NRICH: Heads and Feet ** P</p>	<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>NRICH: Number Round Up *** G P NRICH: 4 Dom *** G P NRICH: Strike it Out * G</p>		
<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers <p>NRICH: Cuisenaire Environment * G NRICH: Jumping Squares ** G NRICH: Number Balance ** I NRICH: Unit Differences * P I NRICH: Dicey Addition * G</p>			

Number	Measurement	Geometry	Statistics
<p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</p> <p>NRICH: The Add and Take-away Path * I NRICH: Secret Number ** G NRICH: How Many? * G P NRICH: What Was in the Box? * G P NRICH: Doing and Undoing * I</p>			
Multiplication and Division			
<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>NRICH: Odd Times Even *** I NRICH: Two Numbers Under the Microscope ** I NRICH: Even and Odd * I NRICH: Ring a Ring of Numbers * G NRICH: More Numbers in the Ring *** G P NRICH: How Odd ** I NRICH: Clapping Times * G I NRICH: Double or Halve? * G</p>			
<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>NRICH: Ordering Cards * G NRICH: Which Symbol? * P NRICH: I'm Eight * I</p>			
<p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>NRICH: Our Numbers * G NRICH: Are You Well Balanced? *** G I NRICH: Magic Plant ** P NRICH: The Amazing Splitting Plant *** P NRICH: The Tomato and the Bean *** P NRICH: Lots of Lollies *** P I NRICH: Ip Dip * I NRICH: Growing Garlic *** P</p>			

Number	Measurement	Geometry	Statistics
<p data-bbox="107 102 233 131">Fractions</p> <p data-bbox="107 138 573 224">Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity</p> <p data-bbox="107 253 573 282">NRICH: Making Longer, Making Shorter **</p> <p data-bbox="107 285 128 308">I</p>			



Key Instant Recall Facts (KIRFs) Progression Map
2020 to 2021

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	I know the number names in order to 5.	I know the numbers in order to 10.	I know the days of the week.	I can partition numbers to 5 into two groups	I can count in 10s.	I can count in 5s.
Y1	I know number bonds for each number to 6	I can count forward and backward in steps of 2, 5 and 10	I know doubles and halves of numbers to 10.	I know number bonds to 10.	I know days of the week, months of the year and seasons	I know number bonds for each number to 10.
Y2	I know number bonds to 20.	I know the multiplication and division facts for the 10 times table.	I know doubles and halves of numbers to 20.	I know the multiplication and division facts for the 5 times table.	I know addition and subtraction facts for multiples of 10 to 100	I know the multiplication and division facts for the 2 times table.