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Strand	Statutory Objectives	Non Statutory
Number – number and place value	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems
	Recognise the place value of each digit in a two-digit number (tens, ones)	Count in multiples of three to support their later understanding of a third.
	Identify, represent and estimate numbers using different representations, including the number line.	Use numbers beyond 100 to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.
	Compare and order numbers from 0 up to 100; use <, > and = signs	
	Read and write numbers to at least 100 in numerals and in words	Pupils should partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.
	Use place value and number facts to solve problems.	

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Number – addition and subtraction	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Extend understanding of the language of addition and subtraction to include sum and difference.
	Apply their increasing knowledge of mental and written methods	Record addition and subtraction in columns.
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	
	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers • Adding three one-digit numbers	
	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	

	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	
Number – multiplications and division	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Pupils use a variety of language to describe multiplication and division.
	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs	Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other.
	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face.

	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.
Number – fractions	Recognise, find, name and write fractions, ⅓, ½, ¼, 2/4, ¾ of a length, shape, set of objects or quantity	Count in fractions up to 10, starting from any number and using the ½ and 2/4 equivalence on a number line.
	Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½	
Measurement	Choose and use appropriate units to estimate and measure:- • lengths and heights in any direction (m/cm) using rulers • mass (kg/g) using scales • temperature (C) using thermometers	Use standard units of measurement with increasing accuracy, using their knowledge of the number system. Use the appropriate language and record using standard abbreviations.

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	• Capacity (ml/l) using vessels	Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.
	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	
	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	
	Find different combinations of coins that equal the same amounts of money	Read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately
	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	
	Compare and sequence intervals of time	Become fluent in telling the time on analogue clocks and recording it.
	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	

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	Know the number of minutes in an hour and the number of hours in a day.	
Geometry – properties of shape	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (number of sides, number of faces).
	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces.
	Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	Pupils read and write names for shapes that are appropriate for their word reading and spelling
	compare and sort common 2-D and 3-D shapes and everyday objects.	Draw lines and shapes using a straight edge.
Geometry – position and direction	Order and arrange combinations of mathematical objects in patterns and sequences	Work with patterns of shapes, including those in different orientations.
	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 (clock wise and anti clockwise)	Use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).
Statistics	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10)
	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	

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	Ask and answer questions about totalling and comparing categorical data	