	EYFS	Year 1	Year 2
Counting	Counting: saying number words in sequence Children need to know number names, initially to five, then ten, and extending to larger numbers, including crossing boundaries 19/20 and 29/30. Counting back is a useful skill, but young children will find this harder because of the demand this places on the working memory.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
Comparing numbers	Children need the opportunity to count out or 'give' a number of things from a larger group, not just to count the number that are there. This is to support them in focusing on the 'stopping number' which gives the cardinal value.	Use the language of: equal to, more than, less than (fewer), most, least.	Compare and order numbers from 0 up to 100; use <, > and = signs.
Identifying and Representing	Children need lots of opportunities to count things in irregular arrangements. For example, how many play people are in the sandpit? How many cars have we got in the garage? These opportunities can also include counting things that cannot be seen, touched or moved.	Identify and represent numbers using objects and pictorial representations including the number line.	Identify, represent and estimate numbers using different representations, including the number line.

Reading and Writing	Children need to have the opportunity to match a number symbol with a number of things. Look for opportunities to have a range of number symbols available, e.g. wooden numerals, handwritten - include different examples of a number: recognising how many things are in a group without having to count them one by one.	Read and write numbers from 1 to 20 in numerals and words.	Read and write numbers to at least 100 in numerals and in words
Place Value	Children need opportunities to see regular arrangements of small quantities, e.g. a dice face, structured manipulatives, etc., and be encouraged to say the quantity represented. Children also need opportunities to recognise small amounts (up to five) when they are not in the 'regular' arrangement, e.g. small handfuls of objects.		Recognise the place value of each digit in a two-digit number (tens, ones)
Problem Solving with place value			Use place value and number facts to solve problems.

Number Bonds	Partitioning and combining numbers within 10.	Represent and use number bonds and related subtraction facts within 20	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
Mental calculation for addition and subtraction		Add and subtract one-digit and two-digit numbers to 20, including zero Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	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
Writen methods for + and -		Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)	

Inverse and checking answers			Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Problem solving for adition and subtraction		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, also, missing number problems such as 7 = □ - 9	Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods
Multiplication and division facts		Count in multiples of twos, fives and tens (copied from Number and Place Value)	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (copied from Number and Place Value) Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Written calculation for mult. and div.			Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
Problem solving with mult. and div.		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	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Recognising fractions		Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$ of a length, shape, set of objects or quantity
Counting in fractions			Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (Non Statutory Guidance)

Equivalence			Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$
Comparing and estimating measurements		Compare, describe and solve practical problems for: * **lengths** and **heights** [e.g. long/short, longer/shorter, tall/short, double/half] * **mass/weight** [e.g. heavy/light, heavier than, lighter than] * **capacity** and **volume** [e.g. full/empty, more than, less than, half, half full, quarter] * **time** [e.g. quicker, slower, earlier, later] Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Compare and order **lengths, mass, volume/capacity** and record the results using >, < and = Compare and sequence intervals of **time**

Measuring and calculating		Measure and begin to record the following: * **lengths and heights** * **mass/weight** * **capacity and volume** * **time** (hours, minutes, seconds)	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. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context
Telling the time		Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.

Identifing properties		Recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
Comparing and classifying			Compare and sort common 2D and 3-D shapes and everyday objects
Direction and Position		Describe position, direction and movement, including half, quarter and three-quarter turns.	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)

Data			Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Problem solving with data			Solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
Algebra		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and **missing number problems** such as $7 = \square - 9$ (copied from Addition and Subtraction)	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and **missing number** problems (copied from Addition and Subtraction).
Sequences		Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)	Compare and sequence intervals of time (copied from Measurement) order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction)