**Number:** *Pink = Significant focus, Yellow = some focus, Blue = light touch*

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|  | **Number****Number and Place Value** |
| **Nat Curriculum Objective**  | Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward | Recognise the place value of each digit in a two-digit number (tens, ones) | Identify, represent and estimate numbers using different representations, including the number line | 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 | Use place value and number facts to solve problems |
| **AP1** |
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| **AP2** |
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| **AP3** |
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**Number:**

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|  | **Number** **Addition and Subtraction** |
| **Nat Curriculum Objective**  | 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 | 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 | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including 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 |
| **AP1** |
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**Number:**

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|  | **Number****Multiplication and Division**  | **Number****Fractions** |
| **Nat Curric Objective** | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs | Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity | Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2 |
| **AP1** |
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| **AP2** |
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**Measurement:**

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|  | **Measurement** |
| **Nat Curriculum Objective** | 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 | 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 | 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 | 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 |
| **AP1** |
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**Shape and Data:**

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|  | **Geometry:** **Properties of Shape**  | **Geometry:** **Position and Direction** | **Statistics** |
| **Nat Curric Objective** | Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line | Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces | Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] | Compare and sort common 2-D and 3-D shapes and everyday objects | Order and arrange combinations of mathematical objects in patterns and sequences | 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, ½ and ¾ turns (clockwise and anti-clockwise). | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables | Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity | Ask and answer questions about totalling and comparing categorical data |
| **AP1** |
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| **AP2** |
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| **AP3** |
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