First Level: Understand/ Use With Understanding [First **]

REVIEWED: June 24	Term 1	Term 2	Term 3	Term 4
Estimating and Rounding	▪ Estimate the place of a number on a number line	▪ Round numbers to the nearest 10	▪ Estimate answers to a calculation (+ and -)	▪ Round numbers to the nearest 100
Awareness of Number ▪ **Counting** ▪ **Numerals** ▪ **Quantity** ▪ **Place Value**	▪ Within the range of at least 1-100: ○ Count forwards in 1s ○ Count backwards in 1s ○ Read in numerals and words ○ Write in numerals only ○ Place numbers on a number line ○ Use concrete materials to represent, and recognise place value ○ Partition and recombine in a variety of ways ○ Describe and extend number sequences ▪ Skip count forwards in 2s, 5s and 10s.	▪ Within the range of at least 1-500: ○ Count forwards in 1s ○ Count backwards in 1s ○ Read in numerals and words ○ Write in numerals only ○ Place numbers on a number line ○ Use concrete materials to represent, and recognise place value ○ Partition and recombine in a variety of ways ○ Describe and extend number sequences ▪ Skip count backwards in 2s	▪ Within the range of at least 500-1000: ○ Count forwards in 1s ○ Count backwards in 1s ○ Read in numerals and words ○ Write in numerals only ○ Place numbers on a number line ○ Use concrete materials to represent, and recognise place value ○ Partition and recombine in a variety of ways ○ Describe and extend number sequences ▪ Skip count backwards in 10s ▪ Skip count backwards in 5s	▪ Within the range of at least 1-1000: ○ Count forwards in 1s ○ Count backwards in 1s ○ Read in numerals and words ○ Write in numerals only ○ Place numbers on a number line ○ Use concrete materials to represent, and recognise place value ○ Partition and recombine in a variety of ways ○ Describe and extend number sequences ▪ Skip count forwards in 100s ▪ Skip count backwards in 100s
Addition & Subtraction	▪ Add/subtract by counting on/back within at least 100 ▪ Use number bonds to 10 to add several single digit numbers ▪ Use number bonds and doubles to at least 20 to create/solve addition/subtraction problems ▪ Add 10 to a multiple of 10, up to 100 ▪ Subtract 10 from a multiple of 10, up to at least 100 ▪ Recognise, describe and create part whole relationships ▪ To understand commutative law (e.g. 26+13=13+26)	▪ Add 2-digit numbers with no bridging (e.g. 23+35) using concrete materials ▪ To understand commutative law (e.g. 26+13=13+26) ▪ Subtract 2-digit numbers without exchange (e.g. 74-21)	▪ Add 2-digit numbers, bridging 10 (e.g. 37+49) using concrete materials ▪ To understand commutative law (e.g. 26+13=13+26) ▪ Subtract 2-digit numbers exchanging a 10 (e.g. 51-29) using concrete materials ▪ Add tens (e.g. 60+30), using number facts to 10 (e.g. 6+3) ▪ Add 10 to any 2-digit number ▪ Subtract 10 from any 2-digit number	▪ Add 3-digit numbers without bridging (e.g. 245+124) ▪ To understand commutative law (e.g. 26+13=13+26) ▪ Subtract 3-digit numbers without exchange (e.g. 245-124) ▪ Use number bonds to derive facts to 100 (e.g. 6+3=9, 36+3=39)
Multiplication & Division	▪ Make equal groups of 2, 5 and 10 using concrete materials ▪ Make arrays of 2, 5 and 10 ▪ Share equally into groups of 2, 5 and 10, using concrete materials ▪ Make link between multiplication and division ▪ Correctly use the language: share equally, divide and total ▪ Use appropriate vocabulary to create multiplication and division stories, using concrete materials.	▪ Using concrete materials, learn multiplication facts for 2 ▪ Link 2 x table facts to division, using concrete materials ▪ Introduce x and ÷ signs ▪ Use x, ÷ and = signs to create and solve number sentences	▪ Using concrete materials, learn multiplication facts for 5 and 10 ▪ Link 5 and 10 x table facts to division, using concrete materials ▪ Make connections between 2, 5, and 10 x table facts ▪ Create and solve x and ÷ number sentences for 5 and 10 ▪ Continue to practise x and ÷ facts for 2 ▪ Use x, ÷ and = signs to create and solve number sentences ▪ Use concrete materials to demonstrate 'remainders' in division e.g. 9÷2=4r1	▪ Continue to practise x and ÷ facts for 2, 5 and 10 ▪ When a number is not exactly divisible by 2, 5 or 10, calculate the remainder (within the multiplication table only)
Patterns & Relationships	▪ Describe and create number patterns counting forwards in 1s, 2s, 5s or 10s ▪ Identify odd and even numbers	▪ Identify and create patterns of the 2 x table, counting forwards, backwards, doubling, and halving	▪ Identify and create patterns of 10 x table, counting forwards, backwards, doubling, and halving ▪ Identify and create patterns of 5 x table, counting forwards, backwards, doubling, and halving	▪ Identify and create patterns involving counting in 10s and 100s
Expressions & Equations	▪ Solve simple equations where a picture or symbol is used to represent a number (up to at least 20), e.g. ■+8 = 15	▪ Using concrete materials, use the terms 'equals to' and 'not equals to' to compare amounts. Represent this using the symbols = and ≠	▪ Using concrete materials, use the terms 'greater than' and 'less than' to compare amounts. Represent this using the symbols > and <	▪ Solve simple addition, subtraction, multiplication and division equations where a picture or symbol is used to represent a number e.g. ■ + 15 = 17 and ■ x 2 = 8

First Level: Understand/ Use With Understanding [First **]

	Term 1	Term 2	Term 3	Term 4
Fractions, Decimals and Percentages	▪ Identify ½ and ¼ of a shape	▪ Record ½ and ¼ using correct notation ▪ Represent ½ or ¼ of a shape	▪ Represent ½ or ¼ of a shape ▪ Find ½ of a quantity ▪ Linking to multiplication, find 1/5 and 1/10 of a quantity using concrete materials ▪ Introduce the terms numerator and denominator ▪ Recognise that the larger the denominator, the smaller the part	▪ Find ½, 1/5 and 1/10 of a quantity, using concrete materials and linking to division ▪ Recognise that the larger the denominator, the smaller the part
Measurement: ▪ **Money** ▪ **Time** ▪ **Length** ▪ **Mass** ▪ **Volume** ▪ **Area**	▪ Order months of year, relate to seasons and key annual events ▪ Record dates in a variety of formats ▪ Introduce the number of days in each month ▪ Estimate length in centimetres or metres ▪ Use the appropriate instrument to measure length to the nearest centimetre or metre ▪ Record length using appropriate notation	▪ Make totals and give change to at least 50p ▪ Read and show 'o'clock' and 'half past' times on analogue and digital 12-hour clocks Estimate mass in grammes or kilogrammes ▪ Use a variety of weighing scales to measure mass in grammes or kilogrammes ▪ Record mass using appropriate notation	▪ Make totals and give change to at least £1 ▪ Identify coins and notes to make totals to at least £20 ▪ Read and show 'quarter past' times on analogue and digital 12-hour clocks ▪ Know that there are: 60 seconds in a minute, 60 minutes in an hour and 24 hours in a day, 52 weeks/365 days in a year. ▪ Estimate volume in millilitres or litres ▪ Use a variety of containers to measure volume in millilitres or litres ▪ Record volume using appropriate notation	▪ Make totals and give change to at least £5 ▪ Read and show: 'o'clock', 'half past' and 'quarter past' times on analogue and digital 12-hour clocks ▪ Select and use appropriate timers to time activities ▪ Estimate length, mass and volume of objects ▪ Choose the appropriate instrument to measure length, mass and volume of objects ▪ Compare estimates with actual measurements ▪ Use square grids to estimate then measure the area of simple 2d shape to the nearest square
Shape, Position and Movement ▪ **2D and 3D Shape** ▪ **Angles and Symmetry** ▪ **Transformation**	▪ Use the properties of 2d shape (side, corner (vertex), angle) to create tiling patterns with 1 or 2 shapes ▪ Recognise symmetrical patterns and shapes in the environment, patterns and pictures ▪ Follow and give instructions for turning: full turn, half turn, quarter turn, clockwise, anticlockwise, right, left. ▪ Introduce that a right angle is 90°, linking to a quarter turn	▪ Recognise 1 line of symmetry in a 2d shape ▪ Recognise and create symmetrical patterns ▪ Recognise the name of the 4 compass points: north, south, east, west ▪ Use compass points to introduce the idea of where and why grid references are used	▪ Recognise 2d shapes and 3d objects in different orientations and sizes. ▪ Follow and give directions using the four compass points and clockwise/anticlockwise ▪ Recognise that a quarter turn is right angle of 90° ▪ Read and understand 2-figure grid references	▪ Recognise 2d shapes within 3d objects. ▪ Find right angles in the environment and in 2d shapes ▪ Compare and describe angles in relation to a right angle ▪ Plot 2-figure grid references
Information Handling: ▪ **Data Handling and Analysis** ▪ **Ideas of Chance and Uncertainty**	▪ Explain and extract information from simple data sets: table, pictograph, block graph and Carroll diagrams ▪ Use the language of probability e.g. **likely/unlikely, possible/impossible** and **certain/uncertain** to make a reasonable prediction about everyday events. For example: Will it rain today?	▪ Explain what information in a pictograph with a scale of 2, 5 or 10 shows ▪ Extract information from a pictograph with a scale of 2, 5 or 10 by answering questions e.g. How many people have a dog? ▪ Continue to use the language of probability when discussing data sets	▪ Explain what information in a bar chart shows, with a scale of 1, 2, 5 or 10 and evenly spaced bars, with every division marked. ▪ Extract information from a bar chart with a scale of 1, 2, 5 or 10 and evenly spaced bars, with every division marked, by answering questions. ▪ Work with both horizontal and vertical bar charts ▪ Gather data, using tally marks, and create a bar chart with a scale of 1 ▪ Use the language of probability to make reasonable predictions about data	▪ Gather data, using tally marks, and create a bar chart with a scale of 1, 2, 5 or 10 ▪ Read, explain and extract information from data using digital technology e.g. weather, Topmarks data games ▪ Use the language of probability to make reasonable predictions about data