

Maths – Next Steps Programme of Study		
	Number; Place Value	Numerical Patterns / Addition and Subtraction
30 - 50 months	• Uses some number names and number language spontaneously • Uses some number names accurately in play • Recites numbers in order to 10 • Knows that numbers identify how many objects are in a set • Beginning to represent numbers using fingers, marks on paper or pictures • Sometimes matches numeral and quantity correctly • Shows curiosity about numbers by offering comments or asking questions • Shows an interest in numerals in the environment • Shows an interest in representing numbers • Realises not only objects, but anything can be counted, including steps, claps or jumps	• Compares two groups of objects, saying when they have the same number • Shows an interest in number problems • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
40 - 60+ months	• Recognise some numerals of personal significance • Recognises numerals 1 to 5 • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects • Counts up to three or four objects by saying one number name for each item • Counts actions or objects which cannot be moved • Counts objects to 10, and beginning to count beyond 10 • Counts out up to six objects from a larger group • Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them • Says the number that is one more than a given number • Finds one more or one less from a group of up to five objects, then ten objects • Records, using marks that they can interpret and explain	• Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting • Begins to identify own mathematical problems based on own interests and fascinations
2021 ELGs	• Have a deep understanding of number to 10, including the composition of each number • Subitise up to 5 • Automatically recall number bonds to 5 including subtraction facts • Begin to recall number bonds to 10, including doubling facts	• Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10, using language greater than, less than and the same • Explore and represent patterns within numbers to 10; including odds/evens, doubles, equal sharing

Year 1	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from only given number - Count in multiples including 2s, 5s and 10s - Given a number, identify 1 more and 1 less - Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, less - Read and write numbers to 100 in numerals - Read and write numbers from 1-20 in numerals and words	- Read, write and interpret mathematical statements involving +, -, = signs - Represent and use number bonds and related subtraction facts within 20 - Add and subtract 1 digit and 2-digit numbers to 20, including zero - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
Year2	- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backwards - Recognise the place value of each digit in a 2-digit number - Identify, represent and estimate numbers using different representations, including the number line - Compare and order numbers from 0 up to 100: use <, > and = sign - Given a number, identify 10 more and 10 less - Read and write numbers to at least 100 in numerals and in words - Use place value and number facts to solve problems	- 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: - two-digit number and ones, 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 missing number problems
Greater Depth	Apply knowledge and skills taught to solve problems (including 2 step problems)	Apply knowledge and skills taught to solve problems (including 2 step problems)
Yr3	Week 1: count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - 3NPV-2 (page 88) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations solve number problems and practical problems involving these ideas	Week 2: +/- Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - 3AS-2 (page 109) Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Maths – Building Programme of Study		
	Multiplication & Division	Statistics
30 - 50 months		
40 - 60+ months		
2021 ELGs	- Explore and represent doubles facts - Explore and represent how quantities can be distributed equally	
Year 1	Can solve problems involving multiplication and division, by calculating the answer using concrete objects and pictorial representations and arrays with the support of the teacher	
Year2	- Recall and use multiplication and division facts for the 2, 5, 10 tables, including recognising odd and even numbers - Calculate the mathematical statements for multiplication and division within the multiplication tables, and write them using $\times$, $\div$, $=$ 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	- 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 categories by quantity - I can construct and interpret a pictogram

Maths – Building Programme of Study		
	Fractions	Geometry - Shape, Position & Direction
30 - 50 months		- Shows an interest in shape and space by playing with shapes or making arrangements with objects - Shows awareness of similarities of shapes in the environment - Uses positional language - Shows interest in shape by sustained construction activity or by talking about shapes or arrangements - Shows interest in shapes in the environment - Uses shapes appropriately for tasks - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

40 - 60+ months		- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes - Selects a particular named shape - Can describe their relative position such as 'behind' or 'next to' - Uses familiar objects and common shapes to create and recreate patterns and build models
2021 ELGs		
Year 1	- Recognise and name a half as one of two equal parts of an objects, shape or quantity - Recognise and name a quarter as one of four equal parts of an objects, shape or quantity	- Recognise and name common 2D and 3D shapes - Describe position, directions and movement, including half and quarter turns
Year2	- Recognise, find, name and write fractions $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ or a length, shape or set of objects or quantity - Write simple fractions and equivalence	- Identify and describe properties of 2D shapes; including sides and line of symmetry in a vertical line - Identify and describe properties of 3D shapes; including edges, vertices and faces - Identify 2D shapes on the surface of 3D shapes - Compare and sort common 2D and 3D 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 rotations a turn and in terms of right angles for quarter and three quarter turns
Year3	Week 3: Fractions count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	

	compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above.	
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Maths – Building Programme of Study			
	Measurement	Money	Time
30 - 50 months			
40 - 60+ months	- Orders two or three items by length or height - Orders two items by weight or capacity	Beginning to use everyday language related to money	- Uses everyday language related to time - Orders and sequences familiar events - Measures short periods of time in simple ways
2021 ELGs			
Year 1	- Compare, describe and solve practical problems for -Length & height; long/short, longer/shorter, tall/short, double/half -Mass/weight; heavy/light, heavier than, lighter than -Capacity & volume; full/empty, more/less, half/quarter full - Measure and begin to record lengths and heights, mass/weight, capacity and volume	Recognise and know the value of each denomination or coins or notes	- Compare, describe and solve practical problems for time; quicker, slower, earlier later - Measure and begin to record time - Sequence events in chronological order using relevant language such as before, after and today - Recognise and use language relating to dates; including days of the week - Tell the time to the hour and half past - Draw the hands on the clock
Year2	- Choose and use the appropriate standard units to estimate and measure -Lengths and heights in any direction m/cm -Mass/Weight kg/g -Temperature °C -Capacity and Volume l/ml - To the nearest appropriate unit using rulers, scales, thermometers and measuring vessels	- Recognise and use symbols for pounds and pence combine to make a particular value - Find different combinations of coins that make the same value - Solve 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 5 mins including quarter to and quarter past - Draw the hands on the clock face to show these times - Know the number of minutes in an hour and hours in a day

	• Compare and order lengths, mass, volume and capacity and record the results using <> and =		
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