

	EYFS	Year 1	Year 2
<b>Number and place value</b>	<ul style="list-style-type: none"> <li>I can count reliably with numbers from 1- 20,</li> <li>I can place numbers 1-20 in order</li> <li>I can say which number is one more or one less than a given number.</li> </ul>	<ul style="list-style-type: none"> <li>I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>I can identify one more and one less than a given number</li> <li>I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>I can read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<ul style="list-style-type: none"> <li>I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>I can recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>I can identify, represent and estimate numbers using different representations, including the number line</li> <li>I can compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>I can read and write numbers to at least 100 in numerals and in words</li> <li>I can use place value and number facts to solve problems.</li> </ul>
<b>Number – addition and subtraction</b>	<ul style="list-style-type: none"> <li>I can use quantities and objects to add and subtract 2 single digit numbers.</li> <li>I can count on or back to find the answer.</li> </ul>	<ul style="list-style-type: none"> <li>I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>I can represent and use number bonds and related subtraction facts within 20</li> <li>I can add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>	<ul style="list-style-type: none"> <li>I can solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>by using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>by applying my knowledge of mental and written methods</li> </ul> </li> <li>I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> </ul> </li> <li>adding three one-digit numbers</li> <li>I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
<b>Number – multiplication and division</b>	<ul style="list-style-type: none"> <li>I can solve problems, including doubling, halving and sharing.</li> </ul>	<ul style="list-style-type: none"> <li>I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of my teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>
<b>Number - fractions</b>		<ul style="list-style-type: none"> <li>I can recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise, find, name and write fractions <math>\frac{1}{3}, \frac{1}{4}, \frac{2}{4}, \frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>I can write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>I can use everyday language to talk about size, weight, capacity, position, distance, time &amp; money to compare quantities &amp; objects and to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>I can measure and begin to record the following: <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> <li>time (hours, minutes, seconds)</li> </ul> </li> <li>I can recognise and know the value of different denominations of coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>I can compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>I can find different combinations of coins that equal the same amounts of money</li> <li>I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>I can compare and sequence intervals of time</li> <li>I can 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</li> </ul>

		<ul style="list-style-type: none"> <li>I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>I can recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	<ul style="list-style-type: none"> <li>I know the number of minutes in an hour and the number of hours in a day.</li> </ul>
<b>Geometry – Properties of shape</b>	<ul style="list-style-type: none"> <li>I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> <li>I can recognise, create &amp; describe patterns.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>I can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>I can compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>
<b>Geometry – position and direction</b>		<ul style="list-style-type: none"> <li>I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>I can order and arrange combinations of mathematical objects in patterns and sequences</li> <li>I can 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).</li> </ul>
<b>Statistics</b>			<ul style="list-style-type: none"> <li>I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>I can ask and answer questions about totalling and comparing categorical data.</li> </ul>