

Number and place value	Objective	Autumn	Spring	Summer
	Recall number bonds to 10.	X	X	X
	Recall number bonds to 20.	X	X	X
	Count in steps of 2 from 0, forwards: 0, 2, 4, 6	X		X
	Count in steps of 2 backwards: 8, 6, 4, 2	X	X	X
	Count in steps of 3 from 0, forwards: 3, 6, 9, 12	X		X
	Count in steps of 3 backwards: 15, 12, 9, 6, 3	X	X	X
	Count in steps of 5 from 0, forwards. 0, 5, 10, 15, 20	X		X
	Count in steps of 5 backwards: 20, 15, 10, 5	X	X	X
	Count in steps of 2, in tens from any number, forward: 2, 4, 6, 8		X	X
	Count in steps of 2, in tens from any number, backwards: 8, 6, 4, 2		X	X
	Count in steps of 3, in tens from any number, forward: 3, 13, 23, 33		X	X
	Count in steps of 3, in tens from any number, backwards: 33, 23, 13, 3		X	X
	Count in steps of 5, in tens from any number, forward. 5, 15, 25, 35		X	X
	Count in steps of 5, in tens from any number, backwards: 35, 25, 15, 5		X	X
	Orally read two-digit numbers up to 100. In both words and numerals.	X	X	X
	Read numbers in word form and write their numerical equivalence – up to 100: sixty-seven = 67	X	X	X
	Read numbers in figure form and write their equivalence in words – up to 100: 45 = forty-five.	X	X	X
	Match digit and word forms of numbers: twenty-seven = 27	X	X	X
	Partition 2-digit numbers – using part-part whole.	X	X	X
	Partition 2-digit numbers in different ways: 50 = 30 + 10 + 5 + 4 + 1		X	X
	Recognise numbers using pictures or objects.	X	X	X
	Partition 2-digit numbers – using Dienes	X	X	X
	Locate numbers on a number line: Place 23 on a number line between 0-50.	X	X	X
	Estimate the position of a number between two points: 18 is between 10 and 20		X	X
	Compare numbers using a number line: 15 < 28 because 15 is left of 28.		X	X

Addition and subtraction	Objective	Autumn	Spring	Summer
	Use counters to add together single digit numbers.	X	X	

	Use counters to subtract single digit numbers.	X	X	
	Use dienes, counters and cubes to add a two-digit number with a one digit number together (up to 99).		X	X
	Use dienes, counters and cubes to subtract a one-digit number from a two digit number (up to 99).		X	X
	Use dienes, counters and cubes to add a two-digit number with a tens number (up to 99).		X	X
	Use dienes, counters and cubes to subtract a two-digit numbers from a tens number (up to 99).		X	X
	Use dienes, counters and cubes to add two, two-digit numbers (up to 99).		X	X
	Use dienes, counters and cubes to subtract two, two-digit numbers (up to 99).		X	X
	Use dienes, counters and cubes to add three one-digit numbers together (up to 99).		X	X
	Show that addition is commutative by adding two two-digit numbers together in any order.		X	X
	Show that subtraction is not commutative by subtracting two two-digit numbers in any order.		X	X
	Use mental strategies for addition within 20: e.g., $9 + 7 = 16$ (count on mentally).	X	X	X
	Use mental strategies for subtraction within 20: e.g., $20 - 4 = 16$ (count on mentally).	X	X	X
	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		X	X
	Use the formal written method to add a two-digit number with a one-digit number (no exchange)			X
	Use the formal written method to add a two-digit number with a two-digit number (no exchange)			X
	Use the formal written method to subtract a one-digit number from a two-digit number (no exchange)			X
	Use the formal written method to subtract a two-digit number from a two-digit number (no exchange)			X
	Add numbers with one exchange			X
	Subtract numbers with one exchange			X

	Objective	Autumn	Spring	Summer
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Multiplication and division	Recall multiplication table facts 2x.	X	X	X
	Recall multiplication tables facts 5x.	X	X	X
	Recall multiplication tables facts 10x.	X	X	X
	Recall related division facts 2x.		X	X
	Recall related division facts 5x.		X	X
	Recall related division facts 10x		X	X
	Write multiplication statements using $\times$ and $=$		X	X
	Write division statements using $\div$ and $=$		X	X
	Show multiplication can be done in any order (commutative): e.g., $3 \times 4 = 4 \times 3 = 12$		X	X
	Show division cannot be done in any order: e.g., $12 \div 3 = 4$, but $3 \div 12 = \text{not the same}$		X	X
	Use objects or counters to solve multiplication: e.g., 3 groups of 2 counters = 6		X	X
	Use arrays to solve multiplication: e.g., 3 rows $\times$ 2 columns = 6		X	X
	Use repeated addition for multiplication: e.g., $2 + 2 + 2 = 6 \rightarrow 2 \times 3 = 6$		X	X
	Use known multiplication/division facts mentally: e.g., $2 \times 3 = 6$, $6 \div 2 = 3$		X	X
	Solve word problems in context: e.g., "There are 2 packs of 3 apples. How many apples in total?" $\rightarrow 2 \times 3 = 6$		X	X

Fractions	Objective	Autumn	Spring	Summer
	Recognise $\frac{1}{2}$ of a shape or object: e.g., shade $\frac{1}{2}$ of a rectangle or $\frac{1}{2}$ of 8 counters $\rightarrow$ 4 counters.			X
	Recognise $\frac{1}{4}$ of a shape or object: e.g., shade $\frac{1}{4}$ of a circle or $\frac{1}{4}$ of 12 counters $\rightarrow$ 3 counters.			X
	Recognise $\frac{3}{4}$ of a shape or object: e.g., shade $\frac{3}{4}$ of a rectangle or $\frac{3}{4}$ of 8 counters $\rightarrow$ 6 counters.			X
	Find $\frac{1}{2}$ of a quantity: e.g., $\frac{1}{2}$ of 10 apples $\rightarrow$ 5 apples.			X
	Find $\frac{1}{4}$ of a quantity: e.g., $\frac{1}{4}$ of 20 cubes $\rightarrow$ 5 cubes.			X
	Find $\frac{3}{4}$ of a quantity: e.g., $\frac{3}{4}$ of 12 counters $\rightarrow$ 9 counters.			X
	Write fractions for a part of a quantity: e.g., $\frac{1}{2}$ of 6 = 3 $\rightarrow$ write $\frac{3}{6}$ or 3 as the part of 6.			X
	Write fractions for parts of shapes or sets: e.g., $\frac{1}{4}$ of 8 counters: 2 $\rightarrow$ write $\frac{2}{8}$.			X
	Recognise that $\frac{2}{4} = \frac{1}{2}$: e.g., shading 2 of 4 parts of a shape = $\frac{1}{2}$.			X
	Compare simple equivalent fractions using visuals: e.g., $\frac{1}{2}$ and $\frac{2}{4}$ shaded on a rectangle $\rightarrow$ same amount.			X