

	Step 5	Step 6	Step 7	Step 8
Area of maths				
Number and place value	<p>Pupils will be taught to: Recognise numerals 1 to 5</p> <p>Count objects up to 4 or 5 objects by saying one number name for each item</p> <ul style="list-style-type: none"> Count to 5 correctly Put out up to 5 objects <p>Recite numbers to 10 in order</p> <p>Count an irregular arrangement of objects to 10</p> <ul style="list-style-type: none"> Develop one-to-one correspondence Put out up to 10 objects <p>Select the correct numeral to represent quantities from 1 to 10</p> <p>Say the number that is one more or less than a given number to 10</p> <p>Find one more or one less from a group up to 10 objects <i>Stages to achieving this outcome</i></p> <ul style="list-style-type: none"> From 0-10 find the number before or after a given number. Identify missing numbers on a number line between 0-10 Identify the number between two given numbers 0-10 Identify which number is more and which number is less. <p>Using concrete apparatus and number lines</p> <p>Record, using marks that they can interpret and explain</p> <p>Steps for life 7 When comparing two quantities to ten, students will be supported to use terms 'fewer', 'larger', 'less', 'smaller' Use a range of scaffolding resources to identify the number before, and after, one more and one less from a given number to ten Develop consistency counting a range of objects to ten, appreciating that the last number counted represents the total size of the group Identify and write numerals to ten and transfer into functional contexts, such as telephone keypad, phone numbers, bus numbers, lockers etc Use coins in context</p>	<p>Pupils will be taught to: Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number. <i>Stages to achieving this outcome:</i></p> <ul style="list-style-type: none"> Join in with rote counting between numbers 10-20. Continue counting onwards from a given number between 10 and 20. Begin to count up to 20 objects that can be moved. <p>Read numbers to 20 in numerals and words. EL1 N01 Read, write, order and compare numbers up to 20.</p> <p><i>Stages to achieving this outcome</i></p> <ul style="list-style-type: none"> Find a given number between 10 and 20 Order numbers to 20 physically and using the computer. Match objects to numerals to 20. Identify all numbers in all familiar situations (e.g. clock, telephone, shop) <p>Estimate how many objects they can see and check by counting them <i>Stages to achieving this outcome</i></p> <ul style="list-style-type: none"> Understand that an estimate is a guess Accept that their guess won't always be correct <p>Write numbers to 20 in numerals.</p> <ul style="list-style-type: none"> Use numbers to record up to 20 Record up to 20 objects. (use stickers, I.C.T, drawing) <p>EL1 N02 Use whole numbers to count up to 20 items including zero</p> <p>Count in different multiples including ones, twos, fives and tens</p> <ul style="list-style-type: none"> Cross reference with multiplication and division steps 6 and 7 <p>Given a number, identify one more and one less to 20</p>	<p>Pupils will be taught to: Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Read numbers to 50 in numerals and words.</p> <ul style="list-style-type: none"> Find a given number between 20 and 50. Fill in the missing numbers working within 50. Relate cardinal numbers to date. <p>Write numbers to 50 in numerals.</p> <ul style="list-style-type: none"> Use numbers to record up to 50 Record up to 50 objects. (use stickers, I.C.T, drawing) <p>Count in different multiples including ones, twos, fives and tens</p> <ul style="list-style-type: none"> Rote count in 2's to 20. Group objects into groups of 2. Count in 10s to 100 Group objects such as coins, into groups of ten (Cross reference multiplication and division steps 6 and 7) <p>Given a number, identify one more and one less to 50</p> <ul style="list-style-type: none"> From 20 to 50 find the number before or after a given number. On a number line find 1 more than a given number working 20 - 50. On a number line find 1 less than a given number working 20-50. Identify missing numbers on a number line between 20-50 Identify the number between two given numbers (20-50) Identify which number is more and which number is less of two given numbers to 50. <p>Understand and use mathematical language of: equal to, more than, less than (fewer), most, least within numbers to 50</p>	<p>Pupils will be taught to: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>EL2 N01 Count reliably up to 100 items</p> <ul style="list-style-type: none"> Continue rote counting onwards from a given number between 50 and 100. <p>Read numbers to 100 in numerals and words.</p> <ul style="list-style-type: none"> Find a given number between 50 and 100. Fill in the missing numbers working within 50. <p>Write numbers to 100 in numerals.</p> <ul style="list-style-type: none"> Use numbers to record up to 100 Record up to 100 objects. (use stickers, I.C.T, drawing) <p>Count in different multiples including ones, twos, fives and tens</p> <ul style="list-style-type: none"> Rote count in 5's to 100. Group objects into groups of 5. Begin to use appropriate multiple for counting large numbers of objects. <p>Write numbers from 1 to 50 in words, and beyond if appropriate. Given a number, identify one more and one less to 100</p> <ul style="list-style-type: none"> From 50 to 100 find the number before a given number. From 50 to 100 find the number after a given number. Say 1 more than a give number working within 100. Say 1 less than a give number working within 50-100. <p>Understand and use mathematical language of: equal to, more than, less than (fewer), most, least within numbers to 100 Compare and order numbers from 0 up to 100; -use <, > and = signs</p>

	Describe the position of objects, people or events using ordinal numbers, e.g. first, second, third, etc.	<p><u>Stages to achieving this outcome</u></p> <ul style="list-style-type: none"> From 10 to 20 find the number before a given number. From 10 to 20 find the number after a given number. Say 1 more than a give number working within 10-20. Say 1 less than a give number working within 10-20. Identify missing numbers on a number line between 0-20 Identify the number between two given numbers (0-20) Identify which number is more and which number is less. <p>Using concrete apparatus and number lines</p> <p>Understand mathematical language of: equal to, more than, less than (fewer), most, least within numbers to 20.</p>		
Addition and subtraction	<p>Pupils should be supported to find the total number of items in two groups by counting all of them</p> <ul style="list-style-type: none"> With verbal prompts push two given objects together Count all of the new objects in the new larger group <p>Pupils should be provided with opportunities, in practical situations, for discussion to begin to use the vocabulary involved in addition and subtraction</p> <ul style="list-style-type: none"> Add, take away Makes, equals Same, difference More, less <p>Steps for life 7 Undertake basic addition and subtraction using concrete apparatus to add/ remove one, and count how many are there now/left, to Five, then ten Understand the idea of not many / a lot Be confident to estimate based on level of understanding Use simple language to explain the meaning of 'add', 'altogether', make, more, take away.</p> <p>Pupils should be encouraged to identify own mathematical problems based on own interests and fascinations</p> <ul style="list-style-type: none"> Invent number problems in their play 	<p>Pupils should be taught to: recognise mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <ul style="list-style-type: none"> Recognise and use appropriate language relating to addition (+) Recognise and use appropriate language relating to subtraction (-) Recognise and use appropriate language relating to equals (=) <p>EL1 N04 Recognise and interpret the symbols +, - and = appropriately</p> <ul style="list-style-type: none"> Answer simple addition problems related to life Compare 2 sets to find numerical differences <p>add and subtract one-digit numbers.</p> <p>EL1 N03a Add numbers which total up to 20 EL1 N03b Subtract numbers from numbers up to 20</p> <p>represent and use number bonds and related subtraction facts within 10.</p>	<p>Pupils should be taught to: read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <ul style="list-style-type: none"> Realise that addition involves combining two groups Use objects to add 2 groups together Read a calculation involving – and = Realise that subtraction means taking away Identify the operation required to solve a problem Use objects to find the difference between two numbers <p>add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9) EL1 N03a Add numbers which total up to 20 EL1 N03b Subtract numbers from numbers up to 20</p> <p>represent and use number bonds and related subtraction facts within 20.</p> <ul style="list-style-type: none"> Know several ways how sets to 20 may be separated into 2 groups 	<p>Pupils should be taught to: read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <ul style="list-style-type: none"> Use a range of methods to solve calculations (drawing the question/objects/counting on and back) Record addition problems (pictures, symbols, stickers, I.C.T, writing) <p>represent and use number bonds and related subtraction facts within 20.</p> <ul style="list-style-type: none"> Know number bonds to make a given number within 20 Record ways of making a given number <p>add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero</p> <p>Pupils should be taught to solve simple one-step problems that involve addition and subtraction</p> <ul style="list-style-type: none"> Identify which operation they need to solve the problem Use an appropriate method to solve the problem Select resources to help solve the problem

		<ul style="list-style-type: none"> Separate groups of 10 objects into 2 groups Know several ways how sets to 10 may be separated into 2 groups 		
Multiplication and division	<p>Pupils should be given opportunities to:</p> <p>-divide a group of objects into two equal groups.</p> <ul style="list-style-type: none"> Share objects, sweets, etc. between two people Divide a piece of play dough into two roughly equal pieces <p>-share objects equally</p> <ul style="list-style-type: none"> Recognise that the term 'to share' means giving everyone the same amount Sets the table with the correct number of cutlery for each place <p>Pupils will be supported to use doubling to solve problems using concrete objects</p>	<p>Pupils will learn how to solve one-step problems involving multiplication and division, by:</p> <ul style="list-style-type: none"> calculating the answer using concrete objects, pictorial representations and arrays <p>with the support of the teacher.</p> <p>Pupils will be taught to:</p> <p>Double any number to ten (Practically)</p> <p>Give the half of even numbers to 10 (Practically)</p> <p>Give the half of even numbers to 20 (Practically)</p> <p>Pupils will learn that:</p> <ul style="list-style-type: none"> multiplication is repeat addition doubling is the inverse of halving division is sharing equally Give the half of even numbers to 10 Give the half of even numbers to 20 	<p>Pupils will be given opportunities to practise and learn to:</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Describe the effects of multiplying a number by 10 Recall halves of numbers to 20 <p>Recall number doubles from 1 to 15</p> <p>Use read and begin to understand 'share' / 'halve' / 'divide', 'double' / 'times' / 'multiply'</p>	<p>Pupils will be taught to:</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p>Use calculation skills to solve real life problems</p> <p>Pupils will be taught to:</p> <p>solve problems involving multiplication and division:</p> <ul style="list-style-type: none"> using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Pupils will be taught how to:</p> <p>Identify the process required to solve a problem</p> <p>Round up or down after division</p> <p>Break down sums</p> <p>Multiply a 2 digit number</p> <p>Divide a 2 digit number</p> <p>Answer mental division problems</p> <p>Give whole number remainder</p>
Fractions	<p>Pupils should be supported to divide a group of objects into two equal groups.</p> <ul style="list-style-type: none"> Share objects, sweets, etc. between two people Divide a piece of play dough into two roughly equal pieces <p>Pupils should be supported to share objects equally</p> <ul style="list-style-type: none"> Recognise that the term 'to share' means giving everyone the same amount Sets the table with the correct number of cutlery for each place <p>Pupils should be shown how to use doubling to solve problems</p> <p>Steps 4 life 6</p> <p>Create multiple opportunities for students to share objects between others to develop awareness of simple division and equal sharing. Fold paper roughly in half eg to make a card</p> <p>Share objects between a group so that everyone has the same quantity up to five</p> <p>Steps 4 life 7</p> <p>Use vocabulary for simple fractions in conversation eg Half each</p> <p>Share objects into groups</p>	<p>Pupils should be taught to:</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise the term 'share' as meaning divide into equal amounts</p> <p>Divide an item into two pieces and know this is a 'half'.</p> <ul style="list-style-type: none"> know that half is written as $\frac{1}{2}$ shade $\frac{1}{2}$ of symmetrical shapes (links: symmetry, time) Find $\frac{1}{2}$ of a number (links: even numbers, 2 x table and division by 2) 	<p>Pupils should be taught to recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Know that quarter is written as $\frac{1}{4}$</p> <ul style="list-style-type: none"> find $\frac{1}{4}$ of a number (links: 4 x table) shade $\frac{1}{4}$ of symmetrical shapes (links: SSM symmetry, time) 	<p>Pupils should be taught to write simple fractions for example, $\frac{1}{2}$ of 6 = 3</p> <p>and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <ul style="list-style-type: none"> find half of even numbers and record as a fraction (ie $\frac{1}{2}$ of $x = y$) know that $\frac{2}{4}$ is the same as $\frac{1}{2}$ shade $\frac{2}{4}$ and $\frac{3}{4}$ of a shape divide a quantity into quarters and then identify $\frac{3}{4}$ as a group or an amount find $\frac{3}{4}$ of a number <p>Pupils should be taught to recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p>

	Share concrete objects so that everyone in a group has up to eight each Count two halves of a group of objects to check they have the same amount			
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	Step 5	Step 6	Step 7	Step 8
Area of maths				
Number and place value	<p>Pupils will be taught to: Recognise numerals 1 to 5</p> <p>Count objects up to 4 or 5 objects by saying one number name for each item</p> <ul style="list-style-type: none"> Count to 5 correctly Put out up to 5 objects <p>Recite numbers to 10 in order</p> <p>Count an irregular arrangement of objects to 10</p> <ul style="list-style-type: none"> Develop one-to-one correspondence Put out up to 10 objects <p>Select the correct numeral to represent quantities from 1 to 10</p> <p>Say the number that is one more or less than a given number to 10</p> <p>Find one more or one less from a group up to 10 objects <i>Stages to achieving this outcome</i></p> <ul style="list-style-type: none"> From 0-10 find the number before or after a given number. Identify missing numbers on a number line between 0-10 Identify the number between two given numbers 0-10 Identify which number is more and which number is less. <p>Using concrete apparatus and number lines</p> <p>Record, using marks that they can interpret and explain</p> <p>Steps for life 7 When comparing two quantities to ten, students will be supported to use terms 'fewer', 'larger', 'less', 'smaller' Use a range of scaffolding resources to identify the number before, and after, one more and one less from a given number to ten Develop consistency counting a range of objects to ten, appreciating that the last number counted represents the total size of the group Identify and write numerals to ten and transfer into functional contexts, such as telephone keypad, phone numbers, bus numbers, lockers etc Use coins in context</p>	<p>Pupils will be taught to: Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number. <i>Stages to achieving this outcome:</i></p> <ul style="list-style-type: none"> Join in with rote counting between numbers 10-20. Continue counting onwards from a given number between 10 and 20. Begin to count up to 20 objects that can be moved. <p>Read numbers to 20 in numerals and words. EL1 N01 Read, write, order and compare numbers up to 20.</p> <p><i>Stages to achieving this outcome</i></p> <ul style="list-style-type: none"> Find a given number between 10 and 20 Order numbers to 20 physically and using the computer. Match objects to numerals to 20. Identify all numbers in all familiar situations (e.g. clock, telephone, shop) <p>Estimate how many objects they can see and check by counting them <i>Stages to achieving this outcome</i></p> <ul style="list-style-type: none"> Understand that an estimate is a guess Accept that their guess won't always be correct <p>Write numbers to 20 in numerals.</p> <ul style="list-style-type: none"> Use numbers to record up to 20 Record up to 20 objects. (use stickers, I.C.T, drawing) <p>EL1 N02 Use whole numbers to count up to 20 items including zero</p> <p>Count in different multiples including ones, twos, fives and tens</p> <ul style="list-style-type: none"> Cross reference with multiplication and division steps 6 and 7 <p>Given a number, identify one more and one less to 20</p>	<p>Pupils will be taught to: Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Read numbers to 50 in numerals and words.</p> <ul style="list-style-type: none"> Find a given number between 20 and 50. Fill in the missing numbers working within 50. Relate cardinal numbers to date. <p>Write numbers to 50 in numerals.</p> <ul style="list-style-type: none"> Use numbers to record up to 50 Record up to 50 objects. (use stickers, I.C.T, drawing) <p>Count in different multiples including ones, twos, fives and tens</p> <ul style="list-style-type: none"> Rote count in 2's to 20. Group objects into groups of 2. Count in 10s to 100 Group objects such as coins, into groups of ten (Cross reference multiplication and division steps 6 and 7) <p>Given a number, identify one more and one less to 50</p> <ul style="list-style-type: none"> From 20 to 50 find the number before or after a given number. On a number line find 1 more than a given number working 20 - 50. On a number line find 1 less than a given number working 20-50. Identify missing numbers on a number line between 20-50 Identify the number between two given numbers (20-50) Identify which number is more and which number is less of two given numbers to 50. <p>Understand and use mathematical language of: equal to, more than, less than (fewer), most, least within numbers to 50</p>	<p>Pupils will be taught to: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>EL2 N01 Count reliably up to 100 items</p> <ul style="list-style-type: none"> Continue rote counting onwards from a given number between 50 and 100. <p>Read numbers to 100 in numerals and words.</p> <ul style="list-style-type: none"> Find a given number between 50 and 100. Fill in the missing numbers working within 50. <p>Write numbers to 100 in numerals.</p> <ul style="list-style-type: none"> Use numbers to record up to 100 Record up to 100 objects. (use stickers, I.C.T, drawing) <p>Count in different multiples including ones, twos, fives and tens</p> <ul style="list-style-type: none"> Rote count in 5's to 100. Group objects into groups of 5. Begin to use appropriate multiple for counting large numbers of objects. <p>Write numbers from 1 to 50 in words, and beyond if appropriate. Given a number, identify one more and one less to 100</p> <ul style="list-style-type: none"> From 50 to 100 find the number before a given number. From 50 to 100 find the number after a given number. Say 1 more than a give number working within 100. Say 1 less than a give number working within 50-100. <p>Understand and use mathematical language of: equal to, more than, less than (fewer), most, least within numbers to 100 Compare and order numbers from 0 up to 100; -use <, > and = signs</p>

	Describe the position of objects, people or events using ordinal numbers, e.g. first, second, third, etc.	<p><u>Stages to achieving this outcome</u></p> <ul style="list-style-type: none"> From 10 to 20 find the number before a given number. From 10 to 20 find the number after a given number. Say 1 more than a give number working within 10-20. Say 1 less than a give number working within 10-20. Identify missing numbers on a number line between 0-20 Identify the number between two given numbers (0-20) Identify which number is more and which number is less. <p>Using concrete apparatus and number lines</p> <p>Understand mathematical language of: equal to, more than, less than (fewer), most, least within numbers to 20.</p>		
Addition and subtraction	<p>Pupils should be supported to find the total number of items in two groups by counting all of them</p> <ul style="list-style-type: none"> With verbal prompts push two given objects together Count all of the new objects in the new larger group <p>Pupils should be provided with opportunities, in practical situations, for discussion to begin to use the vocabulary involved in addition and subtraction</p> <ul style="list-style-type: none"> Add, take away Makes, equals Same, difference More, less <p>Steps for life 7 Undertake basic addition and subtraction using concrete apparatus to add/ remove one, and count how many are there now/left, to Five, then ten Understand the idea of not many / a lot Be confident to estimate based on level of understanding Use simple language to explain the meaning of 'add', 'altogether', make, more, take away.</p> <p>Pupils should be encouraged to identify own mathematical problems based on own interests and fascinations</p> <ul style="list-style-type: none"> Invent number problems in their play 	<p>Pupils should be taught to: recognise mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <ul style="list-style-type: none"> Recognise and use appropriate language relating to addition (+) Recognise and use appropriate language relating to subtraction (-) Recognise and use appropriate language relating to equals (=) <p>EL1 N04 Recognise and interpret the symbols +, - and = appropriately</p> <ul style="list-style-type: none"> Answer simple addition problems related to life Compare 2 sets to find numerical differences <p>add and subtract one-digit numbers.</p> <p>EL1 N03a Add numbers which total up to 20 EL1 N03b Subtract numbers from numbers up to 20</p> <p>represent and use number bonds and related subtraction facts within 10.</p>	<p>Pupils should be taught to: read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <ul style="list-style-type: none"> Realise that addition involves combining two groups Use objects to add 2 groups together Read a calculation involving – and = Realise that subtraction means taking away Identify the operation required to solve a problem Use objects to find the difference between two numbers <p>add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9) EL1 N03a Add numbers which total up to 20 EL1 N03b Subtract numbers from numbers up to 20</p> <p>represent and use number bonds and related subtraction facts within 20.</p> <ul style="list-style-type: none"> Know several ways how sets to 20 may be separated into 2 groups 	<p>Pupils should be taught to: read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <ul style="list-style-type: none"> Use a range of methods to solve calculations (drawing the question/objects/counting on and back) Record addition problems (pictures, symbols, stickers, I.C.T, writing) <p>represent and use number bonds and related subtraction facts within 20.</p> <ul style="list-style-type: none"> Know number bonds to make a given number within 20 Record ways of making a given number <p>add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero</p> <p>Pupils should be taught to solve simple one-step problems that involve addition and subtraction</p> <ul style="list-style-type: none"> Identify which operation they need to solve the problem Use an appropriate method to solve the problem Select resources to help solve the problem

		<ul style="list-style-type: none"> Separate groups of 10 objects into 2 groups Know several ways how sets to 10 may be separated into 2 groups 		
Multiplication and division	<p>Pupils should be given opportunities to:</p> <p>-divide a group of objects into two equal groups.</p> <ul style="list-style-type: none"> Share objects, sweets, etc. between two people Divide a piece of play dough into two roughly equal pieces <p>-share objects equally</p> <ul style="list-style-type: none"> Recognise that the term 'to share' means giving everyone the same amount Sets the table with the correct number of cutlery for each place <p>Pupils will be supported to use doubling to solve problems using concrete objects</p>	<p>Pupils will learn how to solve one-step problems involving multiplication and division, by:</p> <ul style="list-style-type: none"> calculating the answer using concrete objects, pictorial representations and arrays <p>with the support of the teacher.</p> <p>Pupils will be taught to:</p> <p>Double any number to ten (Practically)</p> <p>Give the half of even numbers to 10 (Practically)</p> <p>Give the half of even numbers to 20 (Practically)</p> <p>Pupils will learn that:</p> <ul style="list-style-type: none"> multiplication is repeat addition doubling is the inverse of halving division is sharing equally Give the half of even numbers to 10 Give the half of even numbers to 20 	<p>Pupils will be given opportunities to practise and learn to:</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Describe the effects of multiplying a number by 10 Recall halves of numbers to 20 <p>Recall number doubles from 1 to 15</p> <p>Use read and begin to understand 'share' / 'halve' / 'divide', 'double' / 'times' / 'multiply'</p>	<p>Pupils will be taught to:</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p>Use calculation skills to solve real life problems</p> <p>Pupils will be taught to:</p> <p>solve problems involving multiplication and division:</p> <ul style="list-style-type: none"> using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Pupils will be taught how to:</p> <p>Identify the process required to solve a problem</p> <p>Round up or down after division</p> <p>Break down sums</p> <p>Multiply a 2 digit number</p> <p>Divide a 2 digit number</p> <p>Answer mental division problems</p> <p>Give whole number remainder</p>
Fractions	<p>Pupils should be supported to divide a group of objects into two equal groups.</p> <ul style="list-style-type: none"> Share objects, sweets, etc. between two people Divide a piece of play dough into two roughly equal pieces <p>Pupils should be supported to share objects equally</p> <ul style="list-style-type: none"> Recognise that the term 'to share' means giving everyone the same amount Sets the table with the correct number of cutlery for each place <p>Pupils should be shown how to use doubling to solve problems</p> <p>Steps 4 life 6</p> <p>Create multiple opportunities for students to share objects between others to develop awareness of simple division and equal sharing. Fold paper roughly in half eg to make a card</p> <p>Share objects between a group so that everyone has the same quantity up to five</p> <p>Steps 4 life 7</p> <p>Use vocabulary for simple fractions in conversation eg Half each</p> <p>Share objects into groups</p>	<p>Pupils should be taught to:</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise the term 'share' as meaning divide into equal amounts</p> <p>Divide an item into two pieces and know this is a 'half'.</p> <ul style="list-style-type: none"> know that half is written as $\frac{1}{2}$ shade $\frac{1}{2}$ of symmetrical shapes (links: symmetry, time) Find $\frac{1}{2}$ of a number (links: even numbers, 2 x table and division by 2) 	<p>Pupils should be taught to recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Know that quarter is written as $\frac{1}{4}$</p> <ul style="list-style-type: none"> find $\frac{1}{4}$ of a number (links: 4 x table) shade $\frac{1}{4}$ of symmetrical shapes (links: SSM symmetry, time) 	<p>Pupils should be taught to write simple fractions for example, $\frac{1}{2}$ of 6 = 3</p> <p>and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <ul style="list-style-type: none"> find half of even numbers and record as a fraction (ie $\frac{1}{2}$ of $x = y$) know that $\frac{2}{4}$ is the same as $\frac{1}{2}$ shade $\frac{2}{4}$ and $\frac{3}{4}$ of a shape divide a quantity into quarters and then identify $\frac{3}{4}$ as a group or an amount find $\frac{3}{4}$ of a number <p>Pupils should be taught to recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p>

	Share concrete objects so that everyone in a group has up to eight each Count two halves of a group of objects to check they have the same amount			
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	Step 1	Step 2	Step 3	Step 4
Area of maths				Huey Liam
Number and place value	<p>Pupils will encounter experiences which enable them to: Develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</p> <ul style="list-style-type: none"> Listen to number songs as part of a small group Participate in reciting number rhymes and songs Use number names in rhymes <p>Have an understanding that things exist, even when out of sight</p> <ul style="list-style-type: none"> Watch items as they are thrown or fall Observe an object being put into a container and removes it Look to see if an object is where they put it Look for objects inside or under a container. <p>Pupils will be given opportunities to recognise big and small things in meaningful contexts</p>	<p>Pupils will encounter experiences which enable them to: Say some counting words randomly</p> <ul style="list-style-type: none"> Count when playing in any order Use counting words while sorting, counting objects – numbers are not accurately sequential Follow an adults counting sequence <p>Help to count</p> <p>Pupils will begin to identify big and small objects on request</p> <p>Begin to understand that things might happen now</p>	<p>Pupils will be provided with opportunities to: Select a small number of objects from a group when asked</p> <ul style="list-style-type: none"> Respond to give me some Respond to give me some more Hand an adult the correct number of counters when asked 'please give me one/two' <p>Recite some numbers in sequence</p> <p>Experiment with symbols and marks representing ideas of number</p> <p>Begin to make comparisons between quantities</p> <ul style="list-style-type: none"> Make a group of one; Make a group of 'lots' Use the terms 1 and lots Begin to match one to one Begin to match to equal sets Contrast quantities <p>Use some language of quantities, such as 'more' and 'a lot'</p> <p>Steps 4 life 5 Students will be encouraged to use and respond to mathematical language in context such as 'Gone' or 'All gone', 'Give me some, Give me some more of' Students will be given opportunities to use quantitative language, signs or symbols when asking for things, such as 'some, more' Students will have many opportunities to apply counting skills in real situations such as items in basket, contents of cupboard, setting the table developing one-to-one correspondence Students are made aware of numbers in the environment, such as press buttons on calculator, phone, TV remote and looks at number display</p> <p>Steps 4 life 5 Students will develop early division by sharing things between peers</p> <p>Pupils will be given opportunities to: categorise objects according to size, and begin to use the language of size -</p> <ul style="list-style-type: none"> Big, Small Bigger, Smaller Tall, Short Little 	<p>Pupils will be provided with opportunities to: Use some number names and language spontaneously Use some number names accurately in play Recite numbers in order to 5</p> <ul style="list-style-type: none"> Rote counting Point to objects as they count Count objects in a picture <p>Know that numbers identify how many objects in a set</p> <ul style="list-style-type: none"> Use number names when asked how many – not always accurate Match numerals to sets - not always accurate <p>Begin to represent numbers using fingers</p> <ul style="list-style-type: none"> Show up to 5 fingers correctly Know that they have five fingers on each hand <p>Sometimes matches numeral and quantities correctly</p> <ul style="list-style-type: none"> Place objects in numbered containers Place objects onto number cards <p>Show an interest in numerals in the environment</p> <ul style="list-style-type: none"> Points out numbers they see around them but doesn't always accurately name them <p>Show an interest in representing numbers</p> <ul style="list-style-type: none"> Attempt to use appropriate ways to represent numbers (e.g. stickers, I.C.T, mark making, drawing) <p>Steps 4 life 6 Show basic awareness of difference in quantity eg one, lots Know when 'more' of something is required Give objects out so that everyone has one each Identify and create differing quantities up to 5 Compare two sets of up to 5 objects identifying which has fewer/greater, less/more, smaller/larger Be able to respond to 'How many?', by counting accurately one, two or three Develop familiarity with numerals to 5 including in sequence Link numeral to quality to 5 Count accurately to 5 Know when more is needed to make a total to 5 Match two equal sets Use knowledge of numerals when using equipment such as phones, remote control Copy and continue simple patterns using real-life materials, e.g. apple, orange, apple, orange, etc.</p>

				Know that equal sharing requires distributing objects
Measures inc money			<p>Pupils will be supported to: talk about immediate past and future e.g.</p> <ul style="list-style-type: none">• <i>Before, Later, Soon</i> <p>anticipate specific time-based events such as</p> <ul style="list-style-type: none">• <i>Meal times</i>• <i>Play times</i>• <i>Home time</i> <p>Steps 4 life 5 Use coins in role play and real situations Provide activities which enable early comparison skills for big/ small, full/ empty, hot/ cold, light/dark</p>	<p>Pupils will be given opportunities to practise the language of size</p> <ul style="list-style-type: none">• <i>Big, Small,</i>• <i>Bigger, Smaller,</i>• <i>Tall, Short</i>• <i>Taller, Shorter, shortest</i>• <i>Little, Long</i>• <i>Heavy, Light</i>• <i>Full, Empty</i> <p>Steps 4 life 6 Create opportunities for students to use and develop comparative language big/ small, 'heavy' and 'light', more/less, hot/cold, Find two items which are the same length</p> <p>Introduce measures in context, eg kitchen measuring scales, boxes and bags of different sizes, correct size lids on jars, fill jugs, add specified amount of spoons full to mixture etc Stack three items in size order</p> <p>Understand some talk about immediate past and future e.g.</p> <p><i>Before, after, Later, Soon</i> <i>Morning, Afternoon</i></p> <p>Steps 4 life 6 Relate present activities and past experiences</p> <p>Steps 4 life 6 Enable students to handle coins and notes, and learn the difference Rehearse the purpose of money as exchange for goods or services Match and sort coins. Count coins up to 5</p>

Addition and subtraction			<p>Pupils should be given opportunities to notice that groups of things change when something is added or taken away</p> <ul style="list-style-type: none"> Join in with number rhymes Understand that the number will change as the rhyme progresses Add objects to a group of objects and attempts to count them Take objects away from a group of objects and attempts to count them 	<p>Pupils should be provided with opportunities to show an interest in number problems</p> <ul style="list-style-type: none"> Join in self-registration Help to check how many children are away Help to find out how many more snacks are need <p>Pupils should be supported to separate a group of three or four objects in different ways beginning to realise that the total is still the same</p> <p>Steps 4 life 6 Request items to make up to three/ five</p>
Geometry- Properties of shape		<p>Pupils should be provided with opportunities and support to: Attempt to fit shapes into spaces on inset boards and jigsaw boards</p> <ul style="list-style-type: none"> Choose to play with inset puzzles and jigsaws Watch how an adult manipulates the pieces to complete the puzzles Tries to place the pieces into the form board <p>Use blocks to create their own simple structures and arrangements</p> <ul style="list-style-type: none"> Choose to play with construction toys Make simple structures based on their prior learning and experiences <p>Enjoy filling and emptying containers</p>	<p>Pupils should be provided with opportunities and support to: Notice simple shapes and patterns in pictures</p> <ul style="list-style-type: none"> Observe shapes being put into a form board Handle shapes Roll a cylinder <p>Begin to categorise objects by shape</p> <ul style="list-style-type: none"> Sort objects by their shape Match 2d shapes <p>Steps 4 life 5 Students identify similar or identical objects to those selected by an adult Attempt to form circular, horizontal or vertical lines using an implement or pointed finger Explore containers in a functional way, such as for storage or to retrieve objects Use visual cues to access, or show awareness of specified location or activity Associate specific location with linked activity eg, kitchen with cooking, toilet symbol with personal care etc</p>	<p>Pupils should be provided with opportunities and support to: Show an interest in shape and space by playing with shapes and making arrangements with objects</p> <ul style="list-style-type: none"> Choose to play with construction toys Make simple structures based on their prior learning and experiences Choose specific shapes for a specific purpose Make pictures by arranging 2d shapes Use shapes on a drawing package to make a picture/pattern <p>Talk about the arrangements and models they have made Show an interest in shapes in the environment and an awareness of similarities of shapes</p> <ul style="list-style-type: none"> Point out shapes they see in their environment Talk about everyday objects having the same shape e.g. the clock and the plate Use gesture and some simple mathematical language to show properties of shapes <p>Use shapes appropriately for tasks</p> <ul style="list-style-type: none"> Choose specific shapes for a specific purpose <p>Use familiar objects and common shapes to create and recreate patterns and build 3D shapes</p> <ul style="list-style-type: none"> Choose to work with a variety of materials to make 3D shapes Choose specific shapes for a specific purpose e.g. squares to make a 3D shape <p>Begin to talk about the shapes of everyday objects e.g. it's round</p> <p>Steps 4 life 6 Explore 2D shapes and introduce 'square, round', encourage copying of lines and shapes Identify movement as 'up' or 'down', in and out</p> <p>Steps 4 life 6 handling data Create a symbol/word/picture list of shopping Find the odd one out from three objects, and identify those that are the same Use calendars to show simple events or activities</p>

	Step 9	Step 10	Step 11	Step 12
Area of maths				
Measures inc money	<p>Pupils will be taught to:</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change EL2 M12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)</p> <p>Solve practical problems relating to time measure and begin to record: hours, minutes, seconds weeks, months and years <i>understand the relationship between the months of the year, and that January follows December</i></p> <p>EL2 M13 Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour clock</p> <p>EL2 M07 Know the number of hours in a day and weeks in a year, be able to name and sequence.</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); EL2 M14 Use metric measures of length including millimetres, centimetres, metres and kilometres</p> <p>-choose and use appropriate standard units to estimate and measure weight/ mass (kg/g) EL2 M15 Use measures of weight including grams and kilograms</p> <p>-choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, EL2 M16 Use measures of capacity including millilitres and litres</p> <p>choose and use appropriate standard units to estimate and measure - temperature (°C);</p>	<p>Pupils will be taught to:</p> <p>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 E2M12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)</p> <p>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</p> <p>know the number of minutes in an hour and the number of hours in a day. tell and write the time from an analogue clock, including using Roman numerals from I to XII, read, write and convert time between analogue and digital 12-hour clocks</p> <p>Recognise and use language relating to dates, including months and years</p> <p>compare and order lengths, mass, volume/capacity and record the results using >, < and = know that 100cm=1m, 1,000m=1km 1000g=1kg 1000ml=1L</p> <p>E2M14 Use metric measures of length including millimetres, centimetres, metres and kilometres – read scales to the nearest labelled or unlabelled division – know that 10 mm = 1 cm; 1000 mm = 1 m</p> <p>E2M15 Use measures of weight including grams and kilograms – read scales to the nearest labelled or unlabelled division – know that 1000 g = 1 kg</p> <p>E2M16 Use measures of capacity including millilitres and litres – read scales to the nearest labelled or unlabelled division: – know that 1000 ml = 1 litre</p>	<p>Pupils will be taught to:</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>EL3 M10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence</p> <p>EL3 M11 Round amounts of money to the nearest £1 or 10p</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>EL3 M13 Read time from analogue and 24 hour digital clocks in hours and minutes</p> <p>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>EL3 M12 Read, measure and record time using am and pm</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>compare durations of events [for example to calculate the time taken by particular events or tasks]</p> <p>EL3 M14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled divisions</p> <p>EL3M16 Compare measures of weight including grams and kilograms</p> <p>E3M17 Compare measures of capacity including millimetres and litres</p>	<ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

	<p>EL2 M17 Read and compare positive temperatures</p> <p>using rulers, scales, thermometers and measuring vessels</p> <p>EL2 M18 Read and use simple scales to the nearest labelled division</p> <ul style="list-style-type: none">– understand that scales measure in different units– understand labelled divisions on different scales		<p>EL3 M18 Use a suitable instrument to measure mass and length</p> <p>measure the perimeter of simple 2-D shapes</p> <p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>EL3 M15 Compare metric measures of length including millimetres, centimetres, metres and kilometres</p>	
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<p>Geometry- Properties of shape</p>	<p>Pupils should be taught to:</p> <p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes [eg, a circle on a cylinder, a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>recognise 3-D shapes in different orientations and describe them</p> <p>EL2 M20 Describe the properties of common 2-D and 3-D including numbers of sides, corners, edges, faces, angles and base</p> <p>order and arrange combinations of mathematical objects in patterns and sequences</p> <p>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn.</p> <p>EL2 M21 Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards</p> <p>Recognise right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>identify pairs of perpendicular and parallel lines.</p>	<p>Pupils should be taught to:</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;</p> <p>identify whether angles are greater than or less than a right angle</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>EL3M19 Sort 2-D and 3-D shapes using properties including lines of symmetry, length, right angles, angles including rectangles and triangles</p> <p>understand and use vocabulary related to shape, e.g. side length, angle, line of symmetry</p> <p>identify right angles in 2-D shapes and in the environment</p> <p>recognise that a straight line is equivalent to two right angles</p> <p>EL3 M20 Use appropriate positional vocabulary to describe position and direction including eight compass points and including full/half/quarter turns using properties e.g. lines of symmetry, side, length, angles</p>	<p>Pupils should be taught to:</p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>EL3 M19 Sort 2-D and 3-D shapes using properties including lines of symmetry, length, right angles, angles including rectangles and triangles</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>plot specified points and draw sides to complete a given polygon.</p> <p>EL3 M20 Use appropriate positional vocabulary to describe position and direction including eight compass points and including full/half/quarter turns</p>	
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Handling data	Step 9	Step 10	Step 11	Step 12
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] <p>EL2 H21 Extract information from lists, tables, diagrams and bar charts</p> <p>EL2 H23 Make numerical comparisons from bar charts</p> <p>EL2 H24 Sort and classify objects using two criteria</p> <p>EL2 H25 Take information from one format and represent the information in another format including use of bar charts</p>	<p>Pupils should be taught to:</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>EL3 H21 Extract information from lists, tables, diagrams and charts and create frequency tables</p> <p>EL3 H22 Interpret information, to make comparisons and record changes, form different formats including bar charts and simple line graphs</p> <p>EL3 H23 Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts</p>	

	Step 5	Step 6	Step 7	Step 8
Area of maths				
Measures inc money	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> - order two or three items by length or height - order two items by weight • Groups objects into heavy and light <p>use everyday language related to time</p> <ul style="list-style-type: none"> • Morning, Afternoon • Day time, Night time • Yesterday, Tomorrow • Minutes, Hours <p>Order and sequence familiar events</p> <ul style="list-style-type: none"> • Begin to understand now and then • Begin to use schedules <p>Measure short periods of time in simple ways</p> <ul style="list-style-type: none"> • Use a variety of simple timers to measure a short period of time. <p>Begin to use everyday language related to money</p> <ul style="list-style-type: none"> • use money in their pretend play • count out 1p coins • pretend to pay a given amount and accept change (not calculated accurately) • pay for snack <p>Steps 4 Life 7 Role play 'buying' items with individual coin values, and explain equal amounts eg 10x 1p = 10p, 5 x 10p = 50p</p>	<p>Pupils will be taught to:</p> <p>Compare lengths and height</p> <ul style="list-style-type: none"> • Explore, sort and group objects that are long and short • Notice differences in height <p>[for example, long/short, longer/shorter, tall/short, double/half]</p> <p>Steps 4 Life 7 Compare/order up to five items to a specific measure e.g. the lightest, longest, smallest Find two items a similar length</p> <p>Compare large and small</p> <ul style="list-style-type: none"> • Explore, sort and group similar objects that are large and small <p>Steps 4 Life 7 Use comparative terms in a range of contexts correctly, e.g. longer/taller and shorter, heavy, large</p> <p>Compare weight/ mass</p> <ul style="list-style-type: none"> • Explore, sort and group objects that are heavy and light • Notice differences in weight <p>[for example, heavy/light, heavier than, lighter than]</p> <p>Steps 4 Life 7 Find two items of a similar weight, and explore the concept that a small item maybe heavier than a large item Use a range of different weighing scales in a range of contexts Read the numeric display on pressure and digital scales</p> <p>Compare capacity/ volume</p> <ul style="list-style-type: none"> • Explore a range of containers, sort containers that hold more or less • Notice differences in capacity <p>[for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Steps 4 Life 7 Use a thermometer to notice changes in temperature e.g. when placed in the fridge or in the sunlight</p> <p>Compare periods of time</p> <ul style="list-style-type: none"> • Shows an awareness of time passing <p>[for example, quicker, slower, earlier, later]</p>	<p>Pupils will be taught to:</p> <p>EL1 M08 Describe and make comparisons in word between measures of times including size, length, width, height, weight and capacity</p> <p>Describe lengths and height</p> <ul style="list-style-type: none"> • Explore, sort and group objects that are long and short <p>[for example, long/short, longer/shorter, tall/short, double/half]</p> <p>Describe weight/ mass</p> <ul style="list-style-type: none"> • Explore, sort and group objects that are heavy and light • Notice differences in weight <p>[for example, heavy/light, heavier than, lighter than]</p> <p>Describe capacity/ volume</p> <ul style="list-style-type: none"> • Sort containers that hold more or less • Notice differences in capacity <p>[for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Refer to periods of time</p> <ul style="list-style-type: none"> • Show an awareness of time passing <p>[for example, quicker, slower, earlier, later]</p> <p>tell the time to the hour and draw the hands on a clock face to show these times and half past the hour and draw the hands on a clock face to show these times</p> <p>EL1 M06 Read the 12 hour digital and analogue clocks in hours</p> <p>EL1 M07 Know the number of days in a week, months, and seasons in a year. Be able to name and sequence</p> <p>Describe and identify coins and notes</p> <p>EL1M05 Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20</p>	<p>Pupils will be taught to:</p> <p>Solve practical problems relating to size</p> <ul style="list-style-type: none"> - measure and begin to record lengths and heights using appropriate standard equipment <p>Solve practical problems relating to weight</p> <ul style="list-style-type: none"> - measure and begin to record mass/weight using appropriate standard equipment <p>Solve practical problems relating to capacity measure and begin to record capacity and volume using appropriate standard equipment</p> <p>- Sequence events in chronological order using appropriate language.</p> <p>[for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p><i>Recount the months of the year in order</i></p> <p>Recognise and know the value of different denominations of UK coins and notes</p> <p>EL2 M12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)</p>

		<div><div><ul style="list-style-type: none">- recognise and use language relating to dates, including days of the week,- <i>know dates of significance, such as the month of their birthday</i></div><div><p>Steps 4 Life 7</p><p>Explore digital and analogue clock displays, and identify numerals</p><p>Develop familiarity with days of the week and the sequence of these</p><p>Understands the use of a TV guide/bus timetable</p><p>Sequence their day in pictures, and use a range of vocabulary to describe key parts of the day</p><p>e.g. afternoon, bedtime, meal time, day</p><p>Use and respond to time-based terminology, e.g. we will do that in the morning, where are we going after lunch? etc.</p><p>Match and copy the numerical date</p></div><div><p>Compare coins and notes</p><ul style="list-style-type: none">• <i>Explore a range of coins and notes (real and play)</i>• <i>Sort coins and notes by appearance</i>• <i>Notice differences between coins</i></div><div><p>Steps 4 Life 7</p><p>Recognise 1p, 2p, and 5p coins</p><p>Recognise 10p, 20p, 50p and £1, £2 coins</p><p>Recognise £5.00 and £10.00 notes</p></div></div>	<div><ul style="list-style-type: none">• <i>Use money in everyday situations</i></div>	
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Geometry- Properties of shape	<p>Pupils should be encouraged to:</p> <p>Begin to use mathematical names for solid 3D shapes and flat 2D shapes, and the mathematical language to describe them.</p> <ul style="list-style-type: none"> Circle, triangle, square, rectangle semi-circle, oval curved side, straight side Begin to count the number of sides Begin to identify the corners <p>Select a particular named shape</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models</p> <ul style="list-style-type: none"> Choose to play with construction toys Make simple structures based on their prior learning and experiences Choose specific shapes for a specific purpose <p>Steps 4 Life 7 Use and respond to shape- based vocabulary e.g. where's the round shape, pass me the box, etc. Describe shapes, listing some properties e.g. sides, round Match objects according to shape disregarding size, e.g. all cars Draw some simple shapes Use generalised shape terms to describe objects</p> <p>Steps 4 Life 7 Solving Mathematical Problems & Decision Making Uses given mathematical information and recognises and uses simple mathematical terms appropriate to Step 7 Follows the methods shown to produce results Provides a simple explanation for their results with guided questioning Applies own method of recording results of mathematical operations</p>	<p>Pupils should be taught to:</p> <p>Recognise and name common 2D shapes:</p> <ul style="list-style-type: none"> circle, triangle, square, rectangle semi-circle, oval, pentagon, other 2D shapes <p>Recognise and name common 3D shapes</p> <ul style="list-style-type: none"> cone, sphere, cube cuboids, pyramids, prisms <p>Recognise position, directions and movements; using vocabulary such as forwards, backwards, turn, top, middle bottom, up, down, inside, outside</p> <p>Steps 4 Life 7 Devise activities which enable students to use and respond to familiar words, signs and symbols which describe position, including inside, outside, above, below, front (with some inconsistencies)</p> <p>Provide opportunities to introduce terms for direction of movement, including forwards, backwards, up, down, (with some inconsistencies) and then support students to use these terms in context. Also left/ right</p> <p>Create simple directional commands for each other Use positional language to describe where objects are in relation to others</p> <p>Engage with a range of maps, e.g. identify things of interest, ask what a symbol means</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Find shapes on the face of objects Find similar shapes on a group of objects Describe a shape in terms of sides, corners and straightness of sides <p>Sort shapes according to properties e.g. number of corners</p> <p>EL1 M09 Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle.</p> <p>Describe and undertake positional directions and movements, using vocabulary such as forwards, backwards, turn, top, middle bottom, up, down, inside, outside</p> <p>EL1 M10 Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above.</p>	<p>Pupils should be taught to:</p> <p>draw 2-D shapes and make 3-D shapes using modelling materials;</p> <p>recognise 3-D shapes in different orientations</p> <p>EL2 M19 Recognise and name 2-D and 3-D shapes including pentagons, hexagons, cylinders, cuboids, pyramids and spheres</p> <p>EL2 M20 Describe the properties of common 2-D and 3-D including numbers of sides, corners, edges, faces, angles and base</p> <p>recognise angles as a property of shape or a description of a turn</p> <p>identify horizontal and vertical lines</p> <p>Describe and demonstrate position, directions and movements, including turns, half turns, left, right. behind, etc.</p> <p>EL2 M21 Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards</p>
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Handling Data and statistics

Note: Handling data does not appear in the formal National Curriculum until statistics appears in step 8 of the Westfield Curriculum. However, elements of number and place value should be used to include examples of ‘counting’ to introduce the concept of bar and tally charts, as well as ‘sorting and grouping objects’ in measurement. All objectives in green are equally relevant for younger learners’ development.

	Step 5	Step 6	Step 7	Step 8
	<p>Construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Interpret simple pictograms, tally charts, block diagrams and simple tables</p> <p>Steps 4 Life 7 Complete a tally chart with minimal assistance Record data through pictures, e.g. weather information using pictures of the sun and rain Complete a simple chart to show their findings, e.g. puts a pictures of trees in one pile and pictures of flowers in another Respond to simple questions relating to their collected data</p>	<p>Answer simple questions by counting the number of objects in each category</p>	<p>EL1 H11 Read numerical information from lists.</p> <p>EL1 H12 Sort and classify objects using a single criterion.</p> <p>EL1 H13 Read and draw simple charts and diagrams, including a tally chart, block diagram/graph</p>	<p>Pupils should be taught to: interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totaling and comparing categorical data.</p>