

## MATHEMATICS - NATIONAL CURRICULUM EXPECTATIONS – KEY STAGE 1

MATHEMATICS							YEAR 1
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions inc decimals	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics
<p><b>Pupils should be taught to:</b>                      1.NPV.a. I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>1.NPV.b. I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>1.NPV.c. Given a number, I can identify one more and one less</p> <p>1.NPV.d. I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more</p>	<p><b>Pupils should be taught to:</b>                      1.NAS.a. I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>1.NAS.b. I can represent and use number bonds and related subtraction facts within 20</p> <p>1.NAS.c. I can add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>1.NAS.d. I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing</p>	<p><b>Pupils should be taught to:</b>                      1.NMD.a. 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 the teacher.</p>	<p><b>Pupils should be taught to:</b>                      1.NMD.b. I can recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>1.NFD.b. I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p><b>Pupils should be taught to:</b>                      1.M.a. I can compare, describe and solve practical problems for:                      b. lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]                      c. mass/weight [for example, heavy/light, heavier than, lighter than]                      d. capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]                      e. time [for example, quicker, slower, earlier, later]                      f. measure and begin to record the following:                      g. mass/weight                      h. capacity and</p>	<p><b>Pupils should be taught to:</b>                      1.GPS.a. 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].</p>	<p><b>Pupils should be taught to:</b>                      1.GPD.a. I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p><b>Pupils should be taught to:</b>                      1.S.a. I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>1.S.b. I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>1.S.c. Given a number, I can identify one more and one less</p> <p>1.S.d. I can identify and represent numbers using objects and pictorial representations including the number line, and</p>

<p>than, less than (fewer), most, least                  1.NP.V.e. I can read and write numbers from 1 to 20 in numerals and words.</p>	<p>number problems such as <math>7 = - 9</math>.</p>			<p>volume                  i. time (hours, minutes, seconds)                   1.M.b. I can recognise and know the value of different denominations of coins and notes                   1.M.c. I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]                   1.M.d. I can recognise and use language relating to dates, including days of the week, weeks, months and years                   1.M.e. 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.</p>			
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MATHEMATICS							YEAR 2
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions inc decimals	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics
<p><b>Pupils should be taught to:</b>                      2.NPV.a. I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>2.NPV.b. I can recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>2.NPV.c. I can identify, represent and estimate numbers using different representations, including the number from 0 up to 100; use &lt;, &gt; and = signs</p> <p>2. NPV.d. I can read and write numbers to at least 100 in numerals and in words</p> <p>2. NPV.e. I can use place value and</p>	<p><b>Pupils should be taught to:</b>                      2.NAS.a. I can solve problems with addition and subtraction:                      2.NAS.b.I can use concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>2.NAS.c.I can apply my increasing knowledge of mental and written methods</p> <p>2.NAS.d. I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>2.NAS.e. I can add and subtract numbers using concrete objects, pictorial</p>	<p><b>Pupils should be taught to:</b>                      2.NMD.a.I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>2.NMD.b. 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</p> <p>2.NMD.c. I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>	<p><b>Pupils should be taught to:</b>                      2.NFD.a. I can recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{4}</math> of a 31 41 42 43 length, shape, set of objects or quantity</p> <p>2.NFD.b. I can write simple fractions for example, a half of 6 = 3 and recognise equivalence.</p>	<p><b>Pupils should be taught to:</b>                      2.M.a.a 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</p> <p>2.M.b. I can compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p>2.M.c. I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>2.M.d. I can find different</p>	<p>Pupils should be taught to:                      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 [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2- D and 3-D shapes and everyday objects.</p>	<p>Pupils should be taught to:                      order and arrange combinations of mathematical objects in</p> <p>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 and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>Pupils should be taught to:                      interpret and construct simple pictogram</p> <p>s, 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 totalling and comparing categorical data.</p>

<p>number facts to solve problems.</p>	<p>representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>i. a two-digit number and ones</li> <li>ii. a two-digit number and tens</li> <li>iii. two two-digit numbers</li> <li>iv. adding three one-digit numbers</li> <li>v. show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> </ul> <p>2.NAS.f. I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>2.NMD.d. I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>		<p>combinations of coins that equal the same amounts of money</p> <p>2.M.e. I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>2.M.f. I can compare and sequence intervals of time</p> <p>2.M.g. 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</p> <p>2.M.h. I know the number of minutes in an hour and the number of hours</p>			
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