

A6	
Number with Use and Apply	Shape space and measure with Use and Apply
Say the number names in order in an unbroken string when counting from 0-5	Notice the difference in coins
Say the number names backwards in an unbroken string from 5-0	Count up to 5p in 1p coins
Count items accurately to 5	Explore pound notes and their colours
Recognise numerals to 5	Be aware of days of the school week
Attempt to write 5 numbers correctly	Anticipate specific time-based events such as mealtimes or home time
Say the number names to 5	Handle 2d and 3d shapes
Understand that the order of numbers is fixed and will not change. This is known as stable order	Identify shapes that look the same
Represent number using fingers, marks on paper or pictures	Use basic shape names not always correctly
Match quantities to 5	Recognise a shape from a choice of 2
Match quantities to 5 in numerals	Copy simple patterns
Use visual models to explore combining 2 groups to 5	Make simple patterns
Recognise numbers 3-7	Complete simple puzzle board with shapes that fit together
Joins in rote counting to 10	Assemble a 6 piece puzzle
Compare two groups of objects, knowing when they have the same number	Understand small as little and large as big
Begin to develop one-to-one correspondence and say one number name for each object	Experiment with heavy and light where the difference is marked
Know that the last number they say represents the number of objects in a group. This is known as the cardinal principle	Order 3 objects by size
Count objects or actions that cannot be moved	Begin to use the language or symbols of capacity; full, empty
Recognise the significance and value of zero	Begin to use the language or symbols of length; tall /long /short etc
Recognise more in a range of practical situations	Respond to movement terms stop and go
Recognise less in a range of practical situations	Respond to movement terms fast and slow
Understand add means to put more in	Respond to directional terms up and down
Understand takeaway means to remove some	Demonstrate an understanding of in, on and under
Recount when the amount has been changed	Match pairs of objects
Give 1 more practically	Begin to make comparisons between quantities
To identify the odd one out from a choice of 2	Sort by given criteria
Understand that zero means none	Demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity)

Mathematics Pathway 3
Skills development

A7	
Number with Use and Apply	Shape space and measure with Use and Apply
Recite numbers in order to 10	Explore coins – distinguish between copper and silver and notes
Count independently to 10	Count up to 10p in 1p coins
Rote count back from 10-0	Explore pound notes
Attempt to write 0-10 correctly	Say some days of the week not in the correct order
Place consecutive numerals in order initially with numbers from 0 to 10	Begin to use the language of time through signs or verbally; days, weeks
Find a requested number on a number line correctly	Recognise and name some common 2d shapes
Read and write numbers to 10 in numerals	Recognise shapes regardless of size or colour
Recognise number 7-15	Begin to talk about the shapes of everyday objects, e.g. round and tall
Count objects to 10	Copy a simple arrangement of shapes
Demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked	Use 2d and 3d shapes to create 'flat' pictures or 'solid' junk model
Give 1 less	Fill and empty containers and know the terms full and empty
Identify the biggest or smallest number to 10	Copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.)
Recognise and use language associated with counting, such as "more", "a lot", "less"	Describe and complete a 2 stage pattern
Matches numeral and quantity together sometimes	Recognise if an is object long or short where the difference is great
Match quantities to 10	Understand terms in, on, under, next to
Add one more in a practical situation and recount	Use comparative language hot and cold
Take one away in practical situation and recount	Draw a picture or sticks symbols on a given pictogram, begin to represent data
Use visual models to explore combining 2 groups to 10	Collect simple data from peers with adult support
Recognise obvious error in a group	Communicate about some similarities and differences in collected data
Solve number problems involving the addition and subtraction of single digit numbers up to 10	Identify the odd one out from a choice of 4
Use ordinal numbers 1st, 2nd and 3rd in practical situations	
Record, using marks they can interpret and explain	
Know that numbers identify how many objects are in a set	

A8			
Number with Use and Apply			
Number and Place Value	Addition and Subtraction	Multiplication & Division	Fractions
<p>Read and write numbers to 20 in numerals</p> <p>Order or sequence numbers within 20</p> <p>Recognise numbers 15-30</p> <p>Count independently to 20</p> <p>Count items to 20</p> <p>Use ordinal numbers to 10</p> <p>Compare more and less and link with more or less symbols</p> <p>Identify the biggest or smallest number to 20</p> <p>Estimate how many objects they can see and check by counting</p> <p>Identify how many objects there are in a group of 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10</p> <p>Estimate objects to 20</p> <p>Count to 20, demonstrating that the number in the count is one more and that the previous number is one less. Use mathematical language in problem solving situations</p>	<p>Demonstrate an understanding of the mathematical symbols of add, subtract and equal to</p> <p>Know number bonds to 5</p> <p>Use number bonds to 5</p> <p>Know 1 more up to 10 without practical support</p> <p>Add and subtract one from a group of objects and indicate how many are now present</p> <p>Use quantities and objects to add and subtract two single digit numbers and count on or back to find the answer</p> <p>Demonstrate an understanding that the total number of objects remains the same when they are rearranged provided nothing has been added or taken away</p> <p>Demonstrate an understanding of the commutative law (e.g. $3+2=5$, therefore $2+3=5$)</p> <p>Add and subtract one from a group of objects and indicate how many are now present</p>	<p>Create groups of small quantities by sharing (e.g. 10 into groups of 5 or 2)</p>	<p>Understand the language of 'parts' and 'whole'</p> <p>Understand that the 'whole' is made up of the 'parts'</p> <p>Explore $\frac{1}{2}$ or $\frac{1}{4}$ of a shape</p>
A8			
Shape Space and Measure with Use and Apply			
Measurement	Properties of Shapes	Position and Direction	Statistics
<p>Know the properties of some coins</p> <p>Recognise all UK coins and notes</p> <p>Make amounts to 20p with minimal support</p> <p>Make amounts using notes with support</p> <p>Order days of the week</p>	<p>Recognise square, triangle, circle, and rectangle</p> <p>Explore and play with pentagons and hexagons</p> <p>Recognise and name some 3d shapes</p> <p>Recognise shapes within the environment</p>	<p>Describe position using terms in, on, under, next to.</p> <p>Describe position using terms, above and below, top, middle and bottom and forwards and backwards with increasing accuracy.</p>	<p>Colour blocks on a bar chart to represent data</p> <p>Communicate about patterns in the data</p>

Mathematics Pathway 3
Skills development

Use everyday language related to time	Copy a 3 stage repeated pattern		
Recognise and be familiar with analogue clock faces, the hands and the 12 numbers around them	Copy and continue more advanced patterns using real life materials		
Use the language for capacity-full, half full, nearly full etc			
Measure capacity using non-standard measures with support			
Make estimates of non-standard measures in capacity			
Understand how to use balance scales.			
Make estimates of non-standard measures within weight.			
Compare and order two or three objects by length or height.			
Use ordinal language to describe position of non-standard measures			
Begin to measure length and height using non-standard measures with support			
Make estimates in length i.e. how many hand spans across the table and check			

A9			
Number and Use & Apply			
Number and Place Value	Addition and Subtraction	Multiplication & Division	Fractions
<p>Rote count to and across 50, forwards and backwards, beginning with 0 or 1.</p> <p>Recognise, read and write numbers to 50, in numerals.</p> <p>To count in multiples of twos, fives and tens up to 50.</p> <p>Read and write ordinal numbers</p> <p>Touch count numbers of objects accurately, to 50, including irregular arrangements of objects.</p> <p>Given a number, identify one more and one less up to 50 without practical support.</p> <p>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</p> <p>Read and write numbers from 0 to 10.</p> <p>Begin to know odd and even numbers to 20.</p> <p>Understand the place value of 2-digit numbers up to 50, using 10's and 1's.</p> <p>Understand that 10 1's is the same as 1 10.</p> <p>Sequence any 3 numbers within 50 using comparing and ordering vocabulary. E.g greater than, less than, greater, smaller.</p>	<p>Understand and know different vocabulary for addition and subtraction.</p> <p>Write simple addition and subtraction sums.</p> <p>Represent and use number bonds and related addition and subtraction facts within 10.</p> <p>Add and subtract one-digit numbers. Beginning to add 2-digit to 1-digit numbers using practical apparatus.</p>	<p>Solve simple repeated addition problems by calculating the answer using concrete objects, pictorial representations and arrays, e.g $2+2+2=6$</p> <p>Know doubles and halves of numbers to 10.</p> <p>Recognise the symbols for divide and multiply and demonstrate an understanding. e.g divide = sharing, multiplication = lots of.</p>	<p>Recognise, find and name a half as one of two equal parts of an object shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Recognise and write symbols and words for $\frac{1}{2}$ / half and $\frac{1}{4}$ / quarter</p>

A9			
Shape, Space, Measure and Use & Apply			
Measurement	Properties of Shapes	Position and Direction	Statistics
<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights [for example, long/short, longer/shorter, tall/short] • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, nearly full] • time [for example, quicker, slower, earlier, later] • Begin to use equipment (weighing scales, containers and rulers) to measure: lengths and heights; mass/weight; capacity and volume; time (hours and minutes) first using non-standard measures, progressing towards manageable standard measures <p>Begin to recognise and know the value of different coins and notes.</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and draw the hands on a clock face to show these times</p>	<p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles, squares, circles and triangles] • 3-D shapes [for example, cuboids, cubes, cylinders and spheres]. 	<p>Begin to understand and move clock-wise and anti-clockwise</p> <p>Describe position, direction and movement, including; whole and half terms, above and below.</p> <p>Begin to identify left and right, using different strategies to remember.</p>	<p>Pupils begin to identify a range of graphs and tables and are able to read data from the graphs.</p> <p>Pupils use comparative language to compare information in a range of graphs and tables such as block graphs and tally charts.</p> <p>Pupils represent simple data on a range of charts, tables and graphs – block graphs and tally charts.</p> <p>Pupils collect and record simple data with the support of an adult.</p>

A10 Maths			
Number and Use & Apply			
Number and Place Value	Addition and Subtraction	Multiplication & Division	Fractions
<p>Rote count to 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Read and write numbers to 100, in numerals; count in multiples of twos, fives and tens, up to 100.</p> <p>Read and write ordinal numbers</p> <p>Touch count numbers of objects accurately, to 100</p> <p>Given a number, identify one more and one less within 100.</p> <p>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</p> <p>Read and write numbers from 0 to 10, then progressively to 20, in numerals and words.</p> <p>Partition a 2-digit number into 10's and 1's using pictures and apparatus to support.</p> <p>Know odd and even numbers to 100, recognising the pattern of numbers ending in 0, 2, 4, 6, 8.</p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Represent and use number bonds and related addition and subtraction facts within 20.</p> <p>Subtract a 1-digit number from a 2-digit number to 20.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>Add and subtract 2-digit numbers and ones and explain their methods verbally, in pictures or using apparatus.</p>	<p>Count in twos, fives and tens from 0 and use this knowledge to solve multiplication and division problems.</p> <p>Solve simple repeated addition problems by calculating the answer using concrete objects, pictorial representations and arrays, e.g. $2+2+2=6$ $3 \times 2 = 6$ Providing the foundation for multiplication</p> <p>Begin to solve simple, one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher progressing to independently.</p> <p>Know doubles and halves to 20.</p> <p>Recognise the symbols for divide and multiply</p>	<p>Recognise, find and name a half as one of two equal parts of an object shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Recognise and write symbols and words for $\frac{1}{2}$ / half and $\frac{1}{4}$ / quarter</p>
A10 Maths			
Shape, Space, Measure and Use & Apply			
Measurement	Properties of Shapes	Position and Direction	Statistics
<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] 	<p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	<p>Move clock-wise and anti-clockwise</p> <p>Describe position, direction and movement, including; whole, half, quarter and three-quarter turns.</p> <p>Identify left and right</p>	<p>Pupils are familiar with and are able to identify a range of graphs and tables. Pupils use comparative language to compare information in a range of graphs and tables such as block graphs, tally charts and pictograms.</p>

Mathematics Pathway 3
Skills development

<ul style="list-style-type: none"> • time [for example, quicker, slower, earlier, later] • measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds) first using non-standard measures, progressing towards manageable standard measures <p>Recognise and know the value of different denominations of coins and notes</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour then progressively to half past the hour and draw the hands on a clock face to show these times</p>			<p>Pupils represent simple data on a range of charts, tables and graphs</p> <p>Pupils collect and record simple data with the support of an adult</p>
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A11 Maths			
Number and Use & Apply			
Number and Place Value	Addition and Subtraction	Multiplication & Division	Fractions
<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and Backward</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Use place value and number facts to solve problem</p>	<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their increasing knowledge of mental and written methods <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> A two-digit number and ones A two-digit number and tens A two two-digit numbers Adding three one-digit numbers <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>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> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>

A11 Maths			
Shape, Space, Measure and Use & Apply			
Measurement	Properties of Shapes	Position and Direction	Statistics
<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</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>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 and in</p>	<p>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>

Mathematics Pathway 3
Skills development

<p>Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Compare and sequence intervals of time</p> <p>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.</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>terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</p>	<p>Ask and answer questions about totalling and comparing categorical data.</p>
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