

Area of Curriculum	Mathematical Stories:		
	Disciplinary	Substantive	
Number and Place Value	<ul style="list-style-type: none"> • Recognise the place value of any two-digit number, and be able to identify the number of tens and ones. • Identify, represent and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Read and write numbers to at least 100 in numerals and in words. • Partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • Use place value and number facts to solve problems. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that 2-digit number consist of tens and ones. • Know that comparing means to see which is bigger. 	
		<p>Vocabulary</p> <ul style="list-style-type: none"> • Partition, • Tens, • Ones, • Greater than, • Equal to, • Less than, 	<ul style="list-style-type: none"> • Estimate, • Ascending, • Descending.

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Addition and Subtraction	<ul style="list-style-type: none"> • Read, write, and interpret mathematical statements that use the symbols for add, subtract, and equal. • Solve problems involving adding and subtracting, using concrete, pictorial and abstract representations. • Add two-digit numbers using tens and ones, leading to column addition. • Subtract two-digit numbers using tens and ones, leading to column subtraction. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> ○ a two-digit number and ones, ○ a two-digit number and tens, ○ two two-digit numbers, ○ adding three one-digit numbers. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Equal means both sides are the same – not “the answer is”. • Know number bonds to 10. • Know number bonds to 20. • Know numbers bonds to 100. • Know the terms below (for add). • Know the terms below (for subtract). • Know that addition is commutative but subtraction isn’t. • Know that subtraction is the inverse of addition. • Know that addition is associative. 	
		<p>Vocabulary</p> <ul style="list-style-type: none"> • add, • add together, • put together, • total, • sum, • take away, • remove, 	<ul style="list-style-type: none"> • less than, • difference between, • distance between, • tens, • ones, • commutative. • associative

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Multiplication and Division	<ul style="list-style-type: none"> • Be able to multiply by single digit numbers, using concrete and pictorial methods. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	Knowledge <ul style="list-style-type: none"> • Know that odd numbers are not divisible by 2 and that even numbers are divisible by 2. • Know the 2, 3, 4, 5, 10 times table. • Know that multiplication is commutative but that division is not.
		Vocabulary <ul style="list-style-type: none"> • Multiply, • Commentative, • Groups of, • Lots of, • Division, • Shared,

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Fractions, decimals, and Percentages	<ul style="list-style-type: none"> • Find half of a number or amount, recognising this is the same as dividing by 2. • Find a quarter of a number or amount, recognising this is the same as halving twice. • Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Find simple fractions of amounts, such as $\frac{1}{3}$ of 6. • Be able to count forwards and backwards within 10, in steps of $\frac{1}{2}$ and $\frac{1}{4}$. 	Knowledge <ul style="list-style-type: none"> • Halving is the same as sharing between two. • Fractions split amounts or shapes or objects into equal parts. • Know that $\frac{2}{4}$ (two quarters) is the same as a half. These are two ways to write the same number. • Know that two halves make a whole one.
		Vocabulary <ul style="list-style-type: none"> • Half, • Quarter, • Numerator, • Denominator, • Whole one.

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Measure	<ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =. • 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. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • 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>Knowledge</p> <ul style="list-style-type: none"> • Know that when measuring length, we line up the 0 of the rulers at the beginning. • Know that there are 100cm in a m. • Know that there are 100p in a £. • Know the number of minutes in an hour and the number of hours in a day. 	
		<p>Vocabulary</p> <ul style="list-style-type: none"> • metres/ centimetres, • grams/ kilograms, • degrees celsius, • litres/ millilitres, 	<ul style="list-style-type: none"> • Quarter past/ to, • Greater than, • Less than,

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Geometry	<ul style="list-style-type: none"> Identify common 2-D shapes (circle, square, oblong (rectangle), triangle, pentagon, hexagon) and be able to describe them with respect to their number of vertices and edges. Identify and describe the properties of 3-D shapes (cube, cuboid, square-based pyramid, Triangular prism, cylinder), including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2-D and 3-D shapes and everyday objects. Find a vertical or horizontal line of symmetry in shapes. Order and arrange combinations of mathematical objects in patterns and sequences. 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>Knowledge</p> <ul style="list-style-type: none"> Know that edges are straight lines, not curves. Know that triangles have 3 vertices and 3 edges. Know that rectangles have 4 vertices and 4 edges. Know that pentagons and hexagons have 5 and 6 (respectively) vertices and edges.
		<p>Vocabulary</p> <ul style="list-style-type: none"> Edges/ sides, Corners/ Vertices, Faces, Shape names, Sequence, Symmetry, Rotation, Straight line, Clockwise/ anticlockwise.

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Statistics	<ul style="list-style-type: none"> Be able to read pictograms (and answer simple questions) where an image = 1, 2, 5, or 10. Link fraction knowledge to half of a picture. Be able to produce pictograms where an image = 1, 2, 5, or 10. Link fraction knowledge to half of a picture. Be able to record information in a tally chart, and be able to read such a chart. Interpret and construct simple block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. 	<p>Knowledge</p> <ul style="list-style-type: none"> Know how to record information in a tally chart using gates.
		<p>Vocabulary</p> <ul style="list-style-type: none"> Pictogram, Tally chart, Gate, Table, Block diagrams,