

Taught in F1, Recapped in F2-

		Key learning		S	nall steps of progr	ess		Links to KS1
Counting and ordinality	Reciting numbers	Recite numbers forwards from 1	Join in with number rhymes that count forwards and know that some of the words in number rhymes are numbers	Recite numbers past 5	Recite numbers from 1 to 10	Recite numbers from 1 to a given number up to 10, stopping at the correct number	Recite numbers from 1 to 20 and beyond	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count in multiples of twos, fives and tens
		Recite numbers forwards from any given starting points	Recite numbers from 1 to 5	Know that you can start reciting numbers from numbers other than 1	Recite numbers from any given number to up 10	Recite numbers from one number to another number, starting and stopping at the correct number	Recite numbers from any given number up to 20	
		Recite numbers backwards from 20	Join in with number rhymes that count backwards and know that some of the words in number rhymes are numbers	Recite numbers backwards from 5 to 1	Recite numbers backwards from 10 to 1	Recite numbers backwards from 10 to a given number to 1, stopping at the correct number	Recite numbers backwards from 20 to 1	



Taught in F1, Recapped in F2-

	Recite numbers backwards from 20 from any given starting point	Recite numbers backwards from 5 to 1	Know th can sta reciting number backwa from nu other t	that you art Ig ars ards numbers than 5	Recite n backwar from an number	umbers ds y given to up 10	Recite number backwards from one number to another number, starting and stopping at t correct number	ers he ber	Recite numbers backwards from any given number up to 20	
Subsitising	Subitise amounts up to 10	React to changes amount in a group up to three items	of Fa of up (su	ast recogni o to 3 objec subitising)	tion of cts	Fast red up to 5 (subitis	cognition of objects ng)	Sub Fas up t usin of n (sub	itise t recognition of to 10 objects by g their knowledge number bonds bitising)	
Counting amounts	Count moveable objects.	Develop counting like behaviours by pointing to one object while saying one number name (one to one correspondenc e) and understand that the last number said is	Count u objects saying c number each ob Move ea object are cou	up to 5 s by one r for bject. each as they unted	Underst that obj can be c in any or and the will be t	and ects ounted der amount he same	Count up to 1 objects by saying one number for each object. Move each object as the are counted Count beyond 10	о ;у I	Count up to 20 objects by saying one number for each object. Move each object as they are counted Link the number symbol (numeral) with its cardinal number value	



Taught in F1, Recapped in F2-

		the number in the set (cardinality)								
	Count pictures	Count up to 5 pictures, marking each one off as the are counted Show finger numbe up to 5	y Count mark they rs	t up to 10 pictu ing each one of are counted.	res, f as	Count o Count u each on	bjects, acti p to 20 pict e off as the	ons and sounds rures, marking ry are counted		
	Counting sounds/ actions	Say one number for each item in order	Count action each	t up to 10 sound ns, keeping tra as they are cou	ls or ck of inted	Count u keeping countec	p to 20 sour track of ec l.	nds or actions, ach as they are		
Numerals	Recognise numerals to 20	Recognise numerals to 3	1 Reco	gnise numerals	1 to 6	Recogni to 10	ise numerals	30 Recognise numerals (to 20)	Count, read and write numbers to 100 in numerals
Match numeral to quantity to 20	Match numeral to quantity to 20.	Link numerals and a for example, showin right number of ob match the numeral,	mounts: ng the jects to up to 5	Link numerals for example, right number match the nu 10, including ;	and am showing of obje neral, u zero	ounts: the cts to p to	Link numer for exampl right numb match the including z	als and amounts e, showing the er of objects to numeral, up to 2 ero.	: 20,	
	Order numerals to 20	Put the numerals 1 to 3 in order where all are given.	Put th to 6 in all are	e numerals 1 order where given	Put th to 10 all are	e numero in order i given	als 0 Fin where cor oth	d the numeral t nes between two Ier numerals	hat D	



Taught in F1, Recapped in F2-

	Number sense	Represent numbers to 20	Understand and r numbers using ob pictorial represen 5	Understan numbers u pictorial r from 0 to	id and repres sing objects epresentatio 10	sent and ns	Understand numbers us pictorial re from 0 to 2 number line	d and represent sing objects and spresentations 20, including the e.	Identify and represent numbers using objects and pictorial representations	
			Show 'finger num	•	Show 'fing	ger num	bers up to :	10'	including the number line	
			Experiment with marks as well as i	xperiment with their own sym arks as well as numerals.						
Comparison	Comparing quantities	Compare quantities beyond 10	Compare quantities using the language 'more', and 'fewer'.	Compare amounts up that are mo similar in vo using the language 'm and 'fewer'	to 5 amo ore usin alue lang ore', whe obje diff and diff amo surt	pare unts up to 5 g the uage 'more' 'fewer' n the ects are of erent sizes take up erent unts of face space.	Comp numb Comp amoun and b using langue and 'f when objec diffe and t diffe amoun surfa	are ers are nts up to eyond 10 the age 'more' the ts are of rent sizes ake up rent nts of ce space.	Use their knowledge of the value of numbers and comparison to make choices and explain their reasoning.	Use the language of: equal to, more than, less than (fewer), most, least



Taught in F1, Recapped in F2-

		Identify equal and unequal groups	Check to see if two groups are equal and have the 'same' amount by matching objects on a one to one basis	Ident unequa Ident groups amoun langua	ify equal and al groups ify when two s have equal its using the ige 'same'.	Covert two un groups into eq groups	equal Jual	Use the language 'equal' to describe when two amounts are the same	
Composition	One more and one less	Find one more and one less of a given number	Using practical objects explore one more than numbers to 5	Using object less th to 5	practical ts explore one nan numbers	Find one more one less of a g number Begin understand th more than/one than' relations between conse numbers and t you add one m you will get th number and if have one less will get the pr	and given to e less ship ecutive that if ore le next you you revious	Use their understanding of one more and one less to recognise that the quantity does not match the number and identify that this is not right Understand the 'one more than/one less than' relationship between consecutive	Given a number, identify one more and one less
Composition	Whole and part	Understand whole and part	Understand that a wh can be represented b group of objects and if some of the object missing it is not a who group	nole ny a that s are ole	Understand w Understand th object can be parts and that will be smaller whole and that parts together whole	number.hole and partUndershat wholebe repsplit into twoand thet each partobjectt than thenot wht the tworr make aobject		stand that a whole can resented by one object at if part of the whole is missing then it is ole	



Taught in F1, Recapped in F2-

Addition and subtraction	Combine amounts to find a total	Knows that the quantity changes when something is added	Understand that add means to combine quantities	Combine two groups and count all of them to see how many the are altogethe up to 5	Combine two groups and count all of them to see how many th are altogeth up to 10	nere ner	Explore the composition of numbers to 10 Combine two groups and count on from the first quantity to see how many there are altogether up to 10	Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and twodigit numbers to 20, including zero. Solve onestep problems that involve addition and subtraction, using concrete
	Takeaway an amount from a larger amount	Knows that the quantity changes when something i taken away	Understand subtract/te means to ta quantity awa	that Take akeaway amou ke a large ay coun many 5.	eaway a given unt from a er amount and it to see how y are left up to	Tak amo amo see up t	eaway a given ount from a larger ount and count to how many are left to 10.	



Taught in F1, Recapped in F2-

		Partition quantities into smaller quantities	Separates a group of 3 or 4 objects in different ways	Ide sma num a nu (cor sub	ntify aller nbers with umber nceptual itising)	Partiti amount into tw and und that if the tw back to to mak same t	on an up to 5 o groups derstand you put o groups ogether e the otal	Exploi compo numbe by par the ar two gi	re the osition of ers to 10 rtitioning nount int roups	Un an par mo ro par	iderstand that amount can be rtitioned into ore than two rts	
		Explore and	Automatically r	recall	Automa	tically	Recall	number	bonds	Use thi	is knowledge	
		recall number	number bonds	to 0-	Explore	and recall	to 20			of num	ber bonds to	
		bonds	5		some nu to 10	imber bonds			:	solve pi reason	roblems and	
Composition	Doubling	Double	Understand the	at	Explore	e doubling to	Recall	doubling	g facts	Use do	oubling fact	Recognise, find and
	and halving	quantities	doubling is add	ing	5 using	practical	up to c	double 5		knowle	edge to solve	name a half as one
			the same amou	nt	objects	5				proble	ms and reason	of two equal parts of
			twice									an object, shape or
		Halve and	Understand	Halve s	shapes	Halve	Share		Unders	tand	Explore	quantity. Recognise,
		share	that halving	and ob	ojects	quantities by	amoun	its into	that an	even	whether	nnu and name a
		quantities	is dividing			sharing them	differe	nt	numbe	can	numbers are	four equal parts of
			something			equally into	amoun	its of	be shar	ed	odd or even	an object, shape or
			into two			two groups	groups	by thom		roups	10 10.	quantity.
			equal parts.			nractical	equally		and the	t an		
						objects	cquality		odd nui	nber		



Taught in F1, Recapped in F2-

								cannot be shared into two equal groups			
Pattern	Colours	Name colours	Can name primary colo	urs		Can	name seconda	ary colours			
	Matching and sorting	Match and sort	Match two objects that are identical (same colour, item, shape, size, orientation)	Sort ol two gr colour shape,	bjects into oups (by , item, . size)	Sort mor item	t objects into t re groups (by c n, shape, size)	hree or (olour, t 1	Creat their for so	te and explain own criteria orting	
Pattern	Matching and sorting	Use language to describe patterns	Notice patterns and arrange things in patterns.	Talk a the p them stripe desig wallp	about and ide atterns aroun . For example es on clothes, ns on rugs an aper.	ntify d : d	Use informa like 'pointy', 'blobs' etc.	l language 'spotty',	Use lan AB etc rep pat	e the nguage AB, SC, AAB, ABB c. to describe peating tterns	
	Repeating patterns	Continue, copy, create and spot and fix errors in AB repeating patterns	Extend and create ABAB patterns -stick, leaf, stick, leaf	Conti patte repea	nue an AB rn mid unit at		Name and c error in a re pattern	orrect an peating	Beg des sec eve fict wo 'fir	gin to scribe a quence of ents, real or tional, using ords such as rst', 'then'	
		Continue, copy, create and spot and fix errors in	Continue an ABC/ AAB/ ABB pattern end unit repeat	Conti ABB p repea	nue an ABC/ / pattern mid u at	AAB/ nit	Copy an ABC ABB pattern ABC/ AAB/ A	C/ AAB/ Create an ABB pattern	Spo an AB pat	ot and correct error in an C/ AAB/ ABB ttern	



Taught in F1, Recapped in F2-

		other repeating patterns Apply knowledge of repeating patterns	Explore which type of r you can make in an un- pattern	epeatin fixed bo	g patterns order	Con Exp can	i tinue, copy a r lore which typ make in a fixe	nd create ro be of repeat ed border p	epeating patterns ing patterns you attern.	-
Measuring	Height/ length/ width	Understand and use language to compare height/length	Understand and use the language 'tall' and 'short' (height) 'long' and 'short' (length) and 'narrow' and 'wide' (width) to describe size	Find o taller/ (heigh longer (length narrow (width refere	bjects that are shorter t) or /shorter n) or ver/wider i) than a given nce item.	e C H t li t C v	Order two obje neight from she o tallest. Order two obje ength from she o longest. Order two obje vidth from narrowest to w	ects by O ortest by ects by O ortest by sh ects by O by videst n	rder three objects / height from ortest to tallest. rder three objects / length from ortest to longest. rder three objects / width from arrowest to widest	Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume Measure and record lengths and heights, mass/weight,
		Understand the concept of the conservation of length/width/h eight	Recognise that the leng of an item does not cha is moved to another pla	th / wid inge wh ace.	dth / height hen the item	Rec iten cha cha	ognise that th n does not cha nges, e.g. the nge when you	e length / v ange when length of a stand it up	vidth / height of an ts orientation pencil does not vertically	capacity and volume
		Use uniform nonstandard units to measure length/width/h eight	Understand that the lea width / height of an ite be represented by a nu	ngth / m can mber.	Use non-sta are not unifo cones) to mo width / heig that differer	ndaro orm (easur ht to it res	d units which such as pine re length / recognise ults may be	Recognise uniform r (such as N must spar the dimer measured	e that the number of onstandard items Aultilink cubes) In from one end of Insion being I to the other with	



Taught in F1, Recapped in F2-

					obtained when the same item	measuring	no gaps between the non- standard items			
Measureme nt	Weight and mass	Understand how to use balance scales	Explore what happens two objects are placed each side of a balance s	when on scale	Use a balance s compare the w objects unders the lower side heavier object	scale to reights of two tanding that contains the and the higher	Unders balanc objects equal i	stand that if the e scale is level, the s being compared are in weight		
		Compare weight.	Understand and use the language 'heavy' and' light'	Find obj heavier than a g referenc	object ects that are and lighter iven ce item	Compare lengt weight and cap Order two obje weight from he	h, bacity ects by eavy to	Order three objects by weight from heavy to light.		
		Understand the concept of the conservation of weight	Recognise that the weig not change when the it another place	ght of an em is mo	item does ved to	Recognise that not change wh	the wei en its or	ght of an item does ientation changes.		
		Use uniform nonstandard units to measure weight	Understand that the wo an item can be represe a number,	eight of nted by	Understand to the weight of balance scale to be placed counting iter other side un level.	that to measure f an object using e, the object nee on one side and ns placed on the ntil the balance is	ga Wi sds (si m e re s re wi sa	se non-standard units hich are not uniform uch as pine cones) to easure weight to cognise that different sults may be obtained hen measuring the me item		



Taught in F1, Recapped in F2-

Measureme nt	Volume/ capacity	Use language to describe the measurement of volume and	Use the language empty to describe	full and volume	e d	Jse the langu lescribe volu	uage half-full to ume		Use the empty a describ	e language nearly and nearly full to e volume.	
		Order by volume (how much liquid is in the container)	Compare two identical containe holding different amounts saying which has more an which has less	rs cc di fr nd m	Order two identical containers holding different amounts from least full to most full		Compare identical holding o amounts which ha which ha	e three containers different s saying as more and as less	Ord con diffe fror I mos	ler three identical tainers holding erent amounts m least full to st full.	
		Order by capacity (how much liquid a container can hold)	Compare the capacity of two different containe by counting how many cups of liqui they can hold.	d m	order two c y capacity old the lea old the mc neasuring h ups of liqui an hold	containers from can ast to can ost by how many iid they	Compare capacity different by count many cu they can	e the of three containers ing how ps of liquid hold	Ord cont capa holo holo mea cups can	er three tainers by acity from can d the least to can d the most by asuring how many s of liquid they hold	
	Time	Know the names of the days of the week	Join in with rhyme for the days of the week order	s Kr th of ar	now that s he words ir f the week re days	some of n the days k rhymes	Name th week (no in order)	e days of th ot necessari	ie Nan ly wee	ne the days of the ek in order	
		Understand and use language – before, after, yesterday. Use the word 'after',	Use the word 'before', understanding that it refers to preceding a particular time or event	Use the 'after', unders that it followi particu or even	the word Use the v r', 'today', erstanding understand it refers to that it ref wing a the curre cular time		se the word oday', nderstanding nat it refers to ne current day. Use the wo 'yesterday' understand that it refe the day be today		ord i', ding ers to efore	Use the word 'tomorrow', understanding that it refers to the day after today.	



Taught in F1, Recapped in F2-

		understanding today, tomorrow.									
Measureme nt	Time	Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower	Understand that v can compare time durations using words such as 'longer' and 'short	ve ter'	Use the word to compare to events, understandin refers to the which takes r time.	'longer' wo g that it event nore	Use the s 'shorter' two even understa refers to which ta time.	word to compare nts, anding that it the event kes less	Uno can usir 'fas	derstand that we compare speeds ng words such as ter' and 'slower.'	
		Begin to measure time	Count how many sleeps there are u an event such as a trip or Christmas. Understand that a the number gets b this event is soone	ntil Is ess, er.	Experience sp time duration (seconds)- 1 s 10 seconds, 3 seconds	ecific is econd, 0	Experien time dur (minutes 10 minut minutes	ace specific rations s)- 1 minute, tes, 30	Exp tim (ho hou	erience specific e durations urs)- 1 hour, 3 ırs, 6 hours	
		Begin to tell the time	Know that a clock tells us the time.		Know that the digital and an clocks	ere are alogue	Identify hand and hand on clock	the hour d minute an analogue	Beg to t o'cl	in to tell the time he hour using ock	
	Money	Understand that we need to pay for goods and talk about different ways we can pay for things	Understand that we need to pay for goods	In reection	oleplay, hange goods coins.	Understa items car different	and that n have prices	Understand the money can be the form of coins or notes	nat e in	Understand that money can be paid in other ways such as bank card/ the internet/ on a mobile phone.	Recognise and know the value of different denominations of coins and notes.



Taught in F1, Recapped in F2-

Measureme nt	Money	Recognise that there are different coins	Recognise that are different co	that there ent coins. Identify propert coin e.g copper et of objects a given n a price box of 6 s for 6p.		y the rties of a 1p g. brown/ r, small, round.	Select the 1p coin from a large group of mixed coins.		Sort coins based on properties.		
		Use 1p coins to pay for objects	Select a set of to match a give numeral on a p tag e.g. a box o chocolates for			nise the prices ave 'p' after :hat represents	Pay for items using 1p coins, by understanding that the amount of 1p coins needs to match the amount on the price tag.		Use 1p coins to pay for objects.		
Shape	2d and 3d shapes	Talk about and explore 2Dand 3Dshapes (circle, triangle, square, rectangle, pentagon, hexagon)	Select shapes appropriately	Talk at and ex 2Dand shapes inform mathe I langu	pout plore 3D using al and matica age.	Recognise and name a square. Select a square from a selection of 2d shapes.	Recognise and name a rectangle. Select a rectangle from a selection of 2d shapes.	Recogn and nar pentag Select a pentag from a selectic 2d shap	ise me a on a on on of oes.	Recognise and name a hexagon Select a hexagon from a selection of 2d shapes.	Recognise and name common 2- D and 3- D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-
			Recognise and name a circle Select a circle from a selection of 2d shapes	Recogr and na triangl shape sides). Select triangl a selec 2d sha	nise me a e (any with 3 a e from tion of pes.					Select rotate and manipulate shapes so that children recognise a shape can have other shapes within it, just	



Taught in F1, Recapped in F2-

												as numbers can	
			Name common 3-D shapes (sphere, cube, cone, cuboid, cylinder, pyramid)	Recc and sphe Sele sphe a sel 3d s	ognise name a ere. ct a ere from ection of hapes.	Recognise and name a cube. Select a cube from a selection of 3d shapes		Recognise and name cone. Select a o from a selection 3d shape	nise Recognise me a and name a cuboid. a cone Select a cuboid from on of a selection pes 3d shapes		Recognise and name a cylinder. Select a cylinder from f a selection of 3d shapes.	Recognise and Recognise and name a pyramid Select a pyramid from a selection of 3d shapes	D shapes [for example, cuboids (including cubes), pyramids and spheres
			Build and make models with 3d shapes	Reco shap	Recognise that some 3d shapes roll and some do		d lo not.	Understand that o not. shapes such as cuboids are bet building.		t some Understand that cubes and be used for bui ter for positioned in the orientation		at cylinders can ilding if he correct	
			Know that sha can appear in different way and be differe sizes	apes s ent	Find pairs shapes th identical shape, sis orientatio	of Find pairs at are shapes th same the same e, despite b n) different		airs of s that are me e being ent sizes.	Find shap iden shap oriel	pairs of bes that are tical (same be, size, ntation)	Find pairs of shapes that are the same despite being different sizes Find pairs of shapes that are the same despite being different sizes.	Sort shapes by their type despite being different in size or orientation	



Taught in F1, Recapped in F2-

		Talk about shapes using mathematical language (straight, curved, sides, flat, solid)	Understand and use mathematical language to describe shapes- straight, curved, round, flat, solid.	tand and use Unders matical mather ge to to desc le shapes- t, curved, flat, solid.		Use the words 'sides' and 'corners' to describe 2d shapes and 'faces', 'edges' and 'corners' to describe 3d shapes		Using mathematical language, say what is the same and what is different about given shapes	
Position	Position	Understand and			Understand ar	nd use the	Understand and use the		Describe position,
	ana	use positional			positional lang	f hebind and next to		onal language above	direction and
	direction	language in			of, benind and next to.		and below		movement,
		everyday							Including whole,
		situations							half, quarter and
		Understand and	Describe a familiar route.		Uses the directional		Understand and use left and		three quarter turns
		use the language			language forwards,		right		
		of	Discuss routes and		backwards and turn				
		movement/directi	locations, using words like,						
		on	'in front of', and 'behind'						
		Understand and	Understand and use the		Understand and use the		Understand and use the full		
		use ordinal	terms 'first' and 'last' to		terms 'first', 'second',		range of ordinal numbers		
		numbers when	describe position in a line		'third', 'fourth' and 'fifth' to				
		describing			describe position in a line				
		position							



Taught in F1, Recapped in F2-