

UNIT	Maths topic	Learning objectives/expected outcomes	NC programmes of study
1	<b>Number and place value (1)</b>	<ul style="list-style-type: none"> <li>• Count in steps of 1, 2, 5 and 10, from any number forwards or backwards</li> <li>• Read and write two-digit numbers as numerals and in words</li> <li>• Recognise the place value of each digit in a two-digit number</li> <li>• Compare and order two-digit numbers</li> </ul> <p><i>I can count in 2s, 5s and 10s backwards and forwards</i></p> <p><i>I can read and write two-digit numbers and show what each digit stands for</i></p> <p><i>I can write numbers in order and position them on a number line</i></p>	<ul style="list-style-type: none"> <li>• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>• recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• read and write numbers to at least 100 in numerals and in words</li> <li>• use place value and number facts to solve problems</li> </ul>
2	<b>Addition and subtraction (1)</b>	<ul style="list-style-type: none"> <li>• Add and subtract one-digit and two-digit numbers to 20 (<math>9 + 9</math>, <math>18 - 9</math>), including zero</li> <li>• Use the addition (+), subtraction (-) and equals (=) signs</li> <li>• Show that addition of two numbers can be</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>- applying their increasing knowledge of mental and written methods</li> </ul> </li> </ul>

		<p>done in any order (commutative) and subtraction of one number from another cannot</p> <ul style="list-style-type: none"> <li>• Understand that subtraction is the inverse of addition and vice versa</li> <li>• Find the difference between two numbers by counting on</li> </ul> <p><i>I know the pairs of numbers that total 20</i></p> <p><i>I can remember or work out add and take away calculations with answers to 20.</i></p> <p><i>I can add using counting on</i></p> <p><i>I can subtract by taking away and by counting up to find the difference between the numbers</i></p> <p><i>I can add and subtract some numbers in my head</i></p> <p><i>I know that addition and subtraction 'undo' each other</i></p>	<ul style="list-style-type: none"> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:             <ul style="list-style-type: none"> <li>- a two-digit number and ones</li> <li>- a two-digit number and tens</li> <li>- two two-digit numbers</li> <li>- adding three one-digit numbers</li> </ul> </li> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li> </ul>
<p>3</p>	<p><b>Shapes and patterns (1)</b></p>	<ul style="list-style-type: none"> <li>• Describe patterns and relationships involving shapes, make predictions and test these with examples</li> <li>• Visualise common 2-D shapes and 3-D solids;</li> </ul>	<ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns</li> <li>• identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical</li> </ul>

		<p>identify shapes from pictures of them in different positions and orientations</p> <ul style="list-style-type: none"> <li>Sort, make and describe 2-D and 3-D shapes, referring to their properties</li> </ul> <p><i>I can continue a shape pattern</i></p> <p><i>I can sort a set of 3-D shapes</i></p> <p><i>I can look at pictures of 2-D shapes and name them</i></p>	<p>line</p> <ul style="list-style-type: none"> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul>
<p>4</p>	<p><b>Measures (1)</b></p>	<ul style="list-style-type: none"> <li>Estimate, compare and order length, height, mass and capacity</li> <li>Measure length, height, mass and capacity choosing and using suitable standard units and measuring instruments</li> <li>Read the numbered divisions on a scale and interpret the divisions between them</li> <li>Use a ruler to draw and measure lines to the nearest centimetre</li> </ul> <p><i>I can use a metre rule to mark out 1 metre</i></p> <p><i>I can find out if something is longer or shorter than a metre</i></p>	<ul style="list-style-type: none"> <li>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</li> <li>compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul>

		<p><i>I can use a balance to compare two things to see which is lighter</i></p> <p><i>I can use a balance to find out if something is lighter or heavier than a kilogram or half-kilogram</i></p> <p><i>I can measure out a litre of water</i></p> <p><i>I can read numbers on a scale</i></p>	
<p>5</p>	<p><b>Fractions, position and movement (1)</b></p>	<ul style="list-style-type: none"> <li>• Recognise, find, name and write one-half and one-quarter of shapes, lengths and quantities</li> <li>• Recognise and use whole, half, quarter and three-quarter turns, both clockwise and anticlockwise</li> <li>• Describe, follow and give instructions involving position, direction and movement</li> <li>• Use units of time and know the relationships between them</li> <li>• Read and write the time to the quarter hour</li> </ul> <p><i>I can find half and a quarter of a set of objects or a shape</i></p> <p><i>I can follow and give instructions to mark a position</i></p>	<ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> <li>• use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line</li> <li>• compare and sequence intervals of time</li> <li>• 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.</li> <li>• know the number of minutes in an hour and the number of hours in a day</li> </ul>

		<p><i>on a grid</i></p> <p><i>I know how to turn right and to turn left</i></p> <p><i>I can make whole, half, quarter and three-quarter turns</i></p> <p><i>I can estimate how long an activity might take, then check using a timer</i></p> <p><i>I can tell the time when it is quarter past, half past or quarter to the hour</i></p>	
<p>6</p>	<p><b>Number and place value (2)</b></p>	<ul style="list-style-type: none"> <li>• Read and write numbers to 100 and beyond as numerals and in words</li> <li>• Describe and extend number sequences and recognise odd and even numbers</li> <li>• Explain what each digit in a two-digit number represents</li> <li>• Partition two-digit numbers in different ways, including into multiples of 10 and 1</li> <li>• Use the greater than (&gt;) and less than (&lt;) signs</li> <li>• Recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value</li> </ul>	<ul style="list-style-type: none"> <li>• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>• recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• read and write numbers to at least 100 in numerals and in words</li> <li>• use place value and number facts to solve problems</li> <li>• recognise and use symbols for pounds (£) and pence (p)</li> </ul>

		<p><i>I can read and write numbers up to 100 in figures and in words</i></p> <p><i>I know which numbers are odd and which are even</i></p> <p><i>I can explain what each digit in a two-digit number stands for</i></p> <p><i>I can partition numbers in different ways</i></p> <p><i>I can use the &lt; and &gt; signs to show that one number is larger or smaller than another</i></p> <p><i>I know the coins and notes we use and can make different amounts</i></p>	<p>and combine amounts to make a particular value</p>
<p>7</p>	<p><b>Addition and subtraction (2)</b></p>	<ul style="list-style-type: none"> <li>• Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number</li> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• Use practical and informal written methods to add and subtract two-digit numbers</li> <li>• Recognise and use the inverse relationship</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems with addition and subtraction:             <ul style="list-style-type: none"> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>- applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</li> </ul>

		<p>between addition and subtraction</p> <ul style="list-style-type: none"> <li>• Add and subtract money of the same unit, including giving change</li> </ul> <p><i>I can add and subtract some numbers in my head</i></p> <p><i>I can add and subtract bigger numbers, using practical equipment or by writing notes to help me</i></p> <p><i>I know that addition and subtraction 'undo' each other</i></p> <p><i>I can total different coins and give change</i></p>	<ul style="list-style-type: none"> <li>- a two-digit number and ones</li> <li>- a two-digit number and tens</li> <li>- two two-digit numbers</li> <li>- adding three one-digit numbers</li> </ul> <ul style="list-style-type: none"> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</li> <li>• find different combinations of coins that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>
<p>8</p>	<p><b>Multiplication and division (1)</b></p>	<ul style="list-style-type: none"> <li>• Count on or back in twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple and beyond</li> <li>• Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division</li> <li>• Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division</li> </ul>	<ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\cdot</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by</li> </ul>

		<p>facts</p> <ul style="list-style-type: none"> <li>Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves</li> <li>Use the symbols <math>\times</math>, <math>\div</math> and <math>=</math> to record and interpret number sentences</li> </ul> <p><i>I can recognise some of the 2, 5 and 10 times-tables and can explain the patterns I see</i></p> <p><i>I can count in steps of 2, 5 or 10</i></p> <p><i>I know doubles of numbers up to 10 and I can use what I know to work out halves</i></p> <p><i>I know that if I double a number then halve the answer I get back to the number I started with</i></p> <p><i>I know how to write number sentences for multiplication and for division</i></p>	<p>another cannot</p> <ul style="list-style-type: none"> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>
<p>9</p>	<p><b>Shapes and patterns (2)</b></p>	<ul style="list-style-type: none"> <li>Describe patterns and relationships involving shapes, make predictions and test these with examples</li> <li>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> </ul>	<ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns</li> <li>identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes,</li> </ul>



		<ul style="list-style-type: none"> <li>Sort, make and describe 2-D and 3-D shapes, referring to their properties</li> <li>Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes</li> </ul> <p><i>I can describe and continue the pattern for a set of shapes</i></p> <p><i>I can name and sort 2-D and 3-D shapes</i></p> <p><i>I can complete a symmetrical picture by drawing the 'other half'</i></p>	<p>including the number of edges, vertices and faces</p> <ul style="list-style-type: none"> <li>identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul>
<p>10</p>	<p><b>Measures (2)</b></p>	<ul style="list-style-type: none"> <li>Estimate, compare and order length, height, mass and capacity</li> <li>Measure length, height, mass, capacity and temperature, choosing and using suitable standard units and measuring instruments</li> <li>Read the numbered divisions on a scale and interpret the divisions between them</li> <li>Use a measuring jug to measure the capacity of different containers</li> </ul> <p><i>I can estimate whether a container holds more or</i></p>	<ul style="list-style-type: none"> <li>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</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>

		<p><i>less than a litre</i></p> <p><i>I can estimate whether an object is heavier or lighter than a half-kilogram by putting a half-kilogram in one hand and the object in the other</i></p> <p><i>I can estimate length in centimetres and metres</i></p> <p><i>I can use a measuring jug to find the capacity of different containers</i></p> <p><i>I can read numbers on a scale and work out the numbers between them</i></p>	
<p>11</p>	<p><b>Fractions, position and movement (2)</b></p>	<ul style="list-style-type: none"> <li>• Recognise, find, name and write one-half, one-quarter and three-quarters of shapes, lengths and quantities</li> <li>• Recognise and use whole, half, quarter and three-quarter turns, both clockwise and anticlockwise</li> <li>• Know that a right angle represents a quarter turn</li> <li>• Describe, follow and give instructions involving position, direction and movement</li> <li>• Use units of time and know the relationships</li> </ul>	<ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> <li>• use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line</li> <li>• compare and sequence intervals of time</li> <li>• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to</li> </ul>

		<p>between them</p> <ul style="list-style-type: none"> <li>• Read and write the time to the quarter hour</li> </ul> <p><i>I can find three-quarters of a set of objects or shape</i></p> <p><i>I can fold a piece of paper into halves or quarters</i></p> <p><i>I can turn on the spot through whole, half or quarter turns, either clockwise or anticlockwise</i></p> <p><i>I know that a quarter turn is a right angle</i></p> <p><i>I know that one hour is the same as 60 minutes</i></p> <p><i>I know that a quarter past three is the same time as three fifteen</i></p>	<p>show these times.</p> <ul style="list-style-type: none"> <li>• know the number of minutes in an hour and the number of hours in a day</li> </ul>
<p>12</p>	<p><b>Multiplication and division (2)</b></p>	<ul style="list-style-type: none"> <li>• Recognise and use the inverse relationship between multiplication and division in calculations</li> <li>• Recall and use multiplication facts for the 2, 5 and 10 times-tables and the related division facts</li> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>	<ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• 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 (<math>=</math>) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>

		<ul style="list-style-type: none"> <li>Recognise multiples of 2, 5 and 10</li> </ul> <p><i>I can use grouping to work out divisions and can explain what I did</i></p> <p><i>I know that multiples of 2 are even numbers</i></p> <p><i>I know some of my times-tables for 2, 5 and 10 and can work out related division facts</i></p> <p><i>I know that multiples of 5 end in 5 or 0</i></p> <p><i>I know that <math>3 \times 5</math> gives the same answer as <math>5 \times 3</math></i></p>	<ul style="list-style-type: none"> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>
<p>13</p>	<p><b>Number and place value (3)</b></p>	<ul style="list-style-type: none"> <li>Read and write numbers up to and beyond 100</li> <li>Describe and extend number sequences, including counting in 3s</li> <li>Explain what each digit in a two-digit number represents, demonstrating their understanding using different representations</li> <li>Partition two-digit numbers in different ways, using multiples of 10 and 1</li> <li>Compare and order numbers and estimate numbers represented on a number line</li> </ul>	<ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems</li> </ul>

		<p><i>I can count in 3s from any number</i></p> <p><i>I can explain what each digit in a two-digit number stands for and show this using place value apparatus</i></p> <p><i>I can partition 2-digit numbers in different ways using tens and ones</i></p> <p><i>I can put numbers in order and compare numbers using the &lt; and &gt; signs</i></p> <p><i>I can estimate the value of a number shown on a number line</i></p>	<ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value</li> </ul>
<p>14</p>	<p><b>Addition and subtraction (3)</b></p>	<ul style="list-style-type: none"> <li>Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>Use the inverse relationship between addition and subtraction to calculate the value of an unknown in a number sentence (e.g. <math>\square + 2 = 14</math>, <math>30 - \square = 24</math>)</li> <li>Use more formal written methods to add and subtract two-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>solve problems with addition and subtraction:             <ul style="list-style-type: none"> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>- applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:             <ul style="list-style-type: none"> <li>- a two-digit number and ones</li> <li>- a two-digit number and tens</li> <li>- two two-digit numbers</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Add and subtract money of the same unit, including giving change</li> </ul> <p><i>I can add several one-digit numbers in my head</i></p> <p><i>I can add and subtract two-digit numbers using practical equipment or a written method to help me</i></p> <p><i>I can work out the missing number in a number sentence such as <math>14 + \square = 35</math></i></p> <p><i>I can total different amounts of money and give change</i></p>	<p>- adding three one-digit numbers</p> <ul style="list-style-type: none"> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</li> <li>• find different combinations of coins that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>
<p>15</p>	<p><b>Shapes and patterns (3)</b></p>	<ul style="list-style-type: none"> <li>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• Identify and describe the properties of 2-D shapes, including 2-D shapes on the surface of 3-D shapes</li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects.</li> <li>• Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</li> <li>• compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul>

		<p>shapes</p> <p><i>I can name and sort 2-D and 3-D shapes and talk about their properties</i></p> <p><i>I can draw a line of symmetry on a shape</i></p> <p><i>I can draw pictures of 2-D shapes that I know</i></p> <p><i>I can use a construction kit to make models of 3-D solids that I know</i></p>	
<p>16</p>	<p><b>Measures (3)</b></p>	<ul style="list-style-type: none"> <li>• Estimate, compare and order length, height, mass and capacity</li> <li>• Measure length, height, mass, capacity and temperature, choosing and using suitable standard units and measuring instruments</li> <li>• Read the numbered divisions on a scale and interpret the divisions between them</li> <li>• Use weighing scales to measure the mass of different objects</li> </ul> <p><i>I can use a measuring jug to measure a litre of water and to find out how much water other containers hold</i></p> <p><i>I can use scales to measure weight in kilograms</i></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>

		<p><i>and half-kilograms</i></p> <p><i>I know that a metre is 100 centimetres long</i></p> <p><i>I know that a kilogram is 1000 grams</i></p> <p><i>I know that a litre is 1000 millilitres</i></p> <p><i>I can read scales marked in 2s, 5s and 10s</i></p> <p><i>I can measure and draw lines to the nearest centimetre</i></p>	
<p>17</p>	<p><b>Multiplication and division (3)</b></p>	<ul style="list-style-type: none"> <li>• Use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders</li> <li>• Use the symbols <math>\times</math>, <math>\div</math> and <math>=</math> to record and interpret number sentences and calculate the value of an unknown in a number sentence (e.g. <math>\square \div 2 = 6</math>, <math>3 \times \square = 30</math>)</li> <li>• Recall and use multiplication facts for the 2, 5 and 10 times-tables and the related division facts</li> <li>• Recognise multiples of 2, 5 and 10 beyond the 10th multiple</li> </ul>	<ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\cdot</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>



		<p><i>I can multiply and divide in different ways and show how I do it</i></p> <p><i>I can work out the missing numbers in number sentences</i></p> <p><i>I know my 2, 5 and 10 times-tables and the division facts that go with them</i></p> <p><i>I can tell if a number is a multiple of 2, 5 or 10</i></p>	
<p>18</p>	<p><b>Fractions, position and movement (3)</b></p>	<ul style="list-style-type: none"> <li>• Recognise, find, name and write one-half, one-quarter, three-quarters and one-third of shapes, lengths and quantities</li> <li>• Recognise the equivalence of two quarters and one half</li> <li>• Recognise and use whole, half, quarter and three-quarter turns, both clockwise and anticlockwise</li> <li>• Know that a right angle represents a quarter turn and that two right angles make a straight line</li> <li>• Describe, follow and give instructions involving position, direction and movement</li> <li>• Read and write the time to five minutes</li> </ul>	<ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> <li>• use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line</li> <li>• compare and sequence intervals of time</li> <li>• 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.</li> <li>• know the number of minutes in an hour and the number of hours in a day</li> </ul>

		<ul style="list-style-type: none"><li>• Identify time intervals, including those that cross the hour</li></ul> <p><i>I can find one-third of a set of objects or of a shape</i></p> <p><i>I know that two-quarters is the same as one-half</i></p> <p><i>I know that a quarter turn makes a right angle and can point out right angles in the classroom</i></p> <p><i>I can use a clock face to help me to count in steps of 5 minutes</i></p> <p><i>I can work out how many minutes there are between 2.30 and 3.10</i></p>	
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