

## The Primary National Curriculum for Mathematics in EYFS, Year 1 and Year 2

EYFS (40-60+ months)	Year 1	Year 2
<b>Strand 1 - Number</b>		
Recognises: <ul style="list-style-type: none"> <li>• some numerals of personal significance</li> <li>• numerals 1 to 5</li> </ul>	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
Counts: <ul style="list-style-type: none"> <li>• up to three or four objects by saying a number name for each item</li> <li>• actions or objects which cannot be moved</li> <li>• objects to 10, and beginning to count beyond 10</li> <li>• out up to six objects from a larger group</li> <li>• an irregular arrangement of up to ten objects</li> </ul>	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	Recognise the place value of each digit in a two-digit number (tens, ones)
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects	Given a number, identify one more and one less  <div style="text-align: center;"><b>Number and Place Value</b></div>	Identity, represent and estimate numbers using representations, including the number line
Uses the language of 'more' and 'fewer' to compare two sets of objects	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	Compare and order numbers from 0 up to 100; use $<$ , $>$ and $=$ signs

Estimates how many objects they can see and checks by counting them	Read and write numbers from 1 to 20 in numerals and words	Read and write numbers to at least 100 in numerals and in words
Says the number that is one more than a given number		Use place value and number facts to solve problems
Finds one more or one less from a group of up to five objects, then ten objects		
<b>ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</b>		
Finds the total number of items in two groups by counting all of them	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs  <b>Addition and Subtraction</b>	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>
In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting	Represent and use number bonds and related subtraction facts within 20	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
<b>ELG Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</b>	Add and subtract one-digit and two-digit numbers to 20, including zero	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>

	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$	Show that addition of two numbers can be done in any order (commutative), and subtraction of one number from another cannot
		Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems
	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  <b>Multiplication and Division</b>	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
		Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
		Show that multiplication of two numbers can be done in any order (commutative), and division of one number by another cannot
		Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
	Recognise, find and name a half as one of two equal parts of an object, shape or quantity  <b>Fractions</b>	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
	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

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<b>Strand 2 – Measurement</b>		
Orders two or three items by length or height	Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>• lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>• mass or weight [for example, heavy/light, heavier than, lighter than]</li> <li>• capacity/volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>• time [for example, quicker, slower, earlier, later]</li> </ul>	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
Orders two items by weight or capacity	Measure and begin to record the following: <ul style="list-style-type: none"> <li>• lengths and heights</li> <li>• mass/weight</li> <li>• capacity and volume</li> <li>• time (hours, minutes, seconds)</li> </ul>	Compare and order lengths, mass, volume/capacity and record the results using >, < and =
Uses everyday language related to time	Recognise and know the value of different denominations of coins and notes	Recognise and use the symbols for pounds (£) and pence (p); combine amounts to make a particular value
Orders and sequences familiar events	Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)	Find different combinations of coins that equal the same amounts of money
Measures short periods of time in simple ways	Recognise and use language relating to dates, including days of the week, weeks, months and years	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

<b>ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</b>	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	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
		Know the number of minutes in an hour and the number of hours in a day

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**Strand 3 - Geometry**

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes	Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <li>• 2-D shapes (for example, rectangles (including squares), circles and triangles)</li> <li>• 3-D shapes (for example, cuboids (including cubes), pyramids and spheres)</li> </ul>	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
Selects a particular named shape	<b>Properties of Shapes</b>	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
Uses familiar objects and common shapes to create and recreate patterns and build models		Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
<b>ELG They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b>		Compare and sort common 2-D and 3-D shapes and everyday objects

Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>	Describe position, direction and movement, including whole, half, quarter and three-quarter turns	Order and arrange combinations of mathematical objects in patterns and sequences
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<b>Position and Direction</b>		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)
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<b>Strand 4 - Statistics</b>		
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		Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
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		Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
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		Ask and answer questions about totalling and comparing categorical data
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