

Maths Curriculum Content 2025/2026

Maths Curriculum Content

Nursery					
Nursery - Autumn 2022		Nursery - Spring 2023		Nursery - Summer 2023	
Key Theme/Text		Key Theme/Text		Key Theme/Text	
All About Me and My World All About Me and My World - My big book of Families, Colour Monster. Festivals and Celebrations – Mixed		Growing and Changing Lifecycles - The Very Hungry Caterpillar, Growing Frogs Plants - Jasper’s Beanstalk, Titch- Human Lifecycle		On the Farm Farm – Old Macdonald had a Farm, Non Fiction – weekly animal. The Three Little Pigs	
Myself, my family and my community	Myself, my family and my community	Myself, my family and my community	Myself, my family and my community	Myself, my family and my community	Myself, my family and my community
Daily diet		Daily diet		Daily diet	
What day is it today? What day was it yesterday? What day will it be tomorrow?					
Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
Number <i>Children can identify 1 and 2 instantly when shown in different representations</i>		Number <i>Children can show 0 to 5 on their fingers.</i> • The last number you say is how many there is Numerical patterns <i>Children can create an ABAB pattern</i> <i>Children can follow ‘in front of’ and ‘behind’ to find an object and to describe a route.</i>		Number <i>Children can identify 0, 1, 2 and 3 instantly when shown in different representations</i> <i>Children can say the numbers 1-5 in order when counting items</i> <i>Children match numerals 1-5 with their cardinal value.</i> Numerical patterns <i>Children can follow positional language to find an object and to describe a route. Words to include but not be limited to: under, on, in front, behind, above, below, inside, outside</i>	
Procedural knowledge					
Number - I can recognise some quantities to 3 without counting - I can say numbers 1 to 5 in order when counting items - I can say how many I have altogether when I reach the last number		Number - I can recognise some quantities to 3 without counting - I can say numbers 1 to 5 in order when counting items		Number - I can recognise quantities to 3 without counting - I can count beyond 5 - I can say numbers 1 to 5 in order when counting items	

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• I can show numbers 0-5 on my fingers • I can match some numerals to amounts up to 5 • I can make my own marks and symbols • I can use my increasing knowledge to solve problems Numerical patterns • I can talk about shapes • I can follow instructions by listening to positional words and gesturing prompts • I can talk about a route I know well • I can choose shapes and say why I have chosen them • I can notice patterns	• I can say how many I have altogether when I reach the last number • I can show numbers 0-5 on my fingers • I can match some numerals to amounts up to 5 • I can make my own marks and symbols • I can use my increasing knowledge to solve problems • I can say whether something is more than or fewer than something else Numerical patterns • I can talk about shapes and use some mathematical and informal language • I can follow instructions by listening to positional words • I can talk about a route I know well • I can use key words to describe routes and locations • I can identify whether something is bigger or smaller than something else • I can identify whether something is heavier than something else • I can identify whether something is full or empty • I can choose shapes and say why I have chosen them • I can notice patterns • I can create an ABAB pattern • I can use words to describe a sequence of events	• I can say how many I have altogether when I reach the last number • I can match numerals to amounts up to 5 • I can make my own marks and symbols • I can use my increasing knowledge to solve problems • I can say whether something is more than or fewer than something else Numerical patterns • I can talk about shapes and mathematical and informal language • I can follow instructions by listening to positional words • I can talk about a route I know well • I can use key words to describe routes and locations • I can identify whether something is bigger or smaller than something else • I can identify whether something is heavier than something else • I can identify whether something is full or empty • I can choose shapes and say why I have chosen them • I can combine shapes and say why I have put them together • I can notice patterns • I can create an ABAB pattern • I can see when something has gone wrong in a pattern and correct it • I can use words to describe a sequence of events
Disciplinary Knowledge		
Number	Number	Number

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• Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. Numerical Patterns • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language • Understand position through words alone – for example, "The bag is under the table," • Describe a familiar route. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Talk about and identifies the patterns around them.	• Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. Numerical Patterns • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	• Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. Numerical Patterns • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs etc.
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	• Talk about and identifies the patterns around them. • Create ABAB patterns – stick, leaf, stick, leaf. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
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Reception					
Reception - Autumn 2022		Reception - Spring 2023		Reception- Summer 2023	
Key Theme/Text		Key Theme/Text		Key Theme/Text	
All About Me related books	The Stickman	Owl Babies	The Little Red Hen	Oliver's Vegetables	Mad about Mini-Beasts/What the Ladybird Heard
Myself, my family and my community		My community		Life cycles	
Daily diet		Daily diet		Daily diet	
What day is it today? What day was it yesterday? What day will it be tomorrow? What month of the year are we in? Daily timetable – Now it is...next it will be...					
Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
Number <i>Children match numerals 1-10 with their cardinal value.</i>		Number <i>Children can identify 0, 1, 2, 3, 4 and 5 instantly when shown in different representations.</i> <i>Children match numerals 6-9 with their cardinal value.</i> - One more means the number that comes after. You count on. - One less means the number that comes before. You count back. Numerical patterns - A shape can have different shapes inside it.		Number <i>Children are able to use manipulatives to show the composition of 10.</i> - Zero and five - One and four - Two and three - Three and two - Four and one - Five and zero - Five take-away zero is five - Five take-away one is four - Five take-away two is three - Five take-away three is two - Five take-away four is one - Five take-away five is zero <i>Children can recall some number bonds to 10.</i> <i>Children can recall some double facts to 10.</i> Numerical patterns <i>Children can count beyond 20</i>	

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		<i>Children can identify whether something is greater than, less than or the same as another amount</i>
Procedural knowledge		
Number • I can count objects I see • I can count actions I observe • I can count sounds I listen to • I can recognise some quantities to 5 without counting • I can identify the a numeral and its value • I can use language to compare numbers • I can identify a number that is one more or one less than another number • I can explore how numbers can be made in different ways • I can recall number bonds through different experiences Numerical patterns • I can select shapes • I can manipulate shapes • I can create a picture with shapes • I can recognise shapes within a shape • I can explain a pattern and continue it • I can observe a pattern and copy it	Number • I can count objects I see • I can count actions I observe • I can count sounds I listen to • I can recognise most quantities to 5 without counting • I can identify the a numeral and its value • I can say number values that are more than ten when counting • I can use language to compare numbers • I can identify a number that is one more or one less than another number • I can explore how numbers can be made in different ways • I can automatically recall number bonds Numerical patterns • I can select shapes • I can manipulate shapes • I can rotate shapes • I can create a picture with shapes • I can recognise shapes within a shape I have created • I can recognise shapes within a shape I observe • I can explain a pattern and continue it • I can observe a pattern and copy it • I can create my own pattern • I can identify whether something is longer/taller or shorter than something else	Number • I can explain and demonstrate the composition of each number to 10 • I can recognise quantities to 5 without counting • I can recall number bonds to 5 and some to 10 • I can recall subtraction facts to 5 • I can recall some double facts Numerical patterns • I can count beyond 20 • I can explain what I notice when counting • I can identify whether something is more than, less than or the same as something else • I can explain a pattern in numbers

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	- I can identify whether something is heavier or lighter than something else - I can identify whether something is fuller or emptier than something else	
Disciplinary Knowledge		
Number - Count objects, actions and sounds to 10 - Subitise (recognise quantities without counting) up to 5 - Link the number symbol (numeral) with its cardinal number value - Compare numbers within 10 - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Recall number bonds to 5 with reference to rhymes, counting or other aids Numerical patterns - Select and manipulate shapes in order to develop spatial reasoning skills. - Compose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Continue and copy repeating patterns.	Number - Count objects, actions and sounds to 10 - Subitise (recognise quantities without counting) up to 5 - Link the number symbol (numeral) with its cardinal number value - Count beyond ten. - Compare numbers within 10 - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 Numerical patterns - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Continue, copy and create repeating patterns. - Compare length, weight and capacity.	Number - Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Numerical patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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Year 1		
Year 1 - Autumn 2022	Year 1 - Spring 2023	Year 1 - Summer 2023
Key Theme/Text	Key Theme/Text	Key Theme/Text
Traditional Tales	What is great about where we live?	Oh I do like to be beside the seaside
Jack and the Beanstalk, Cinderella	Beegu, The smartest giant in town	Billy's bucket, The Literacy Shed – Something fishy
Daily diet	Daily diet	Daily diet
-recognise and use language relating to dates, including days of the week, weeks, months and years (Completed daily. What day is it today? What day was it yesterday? What day will it be tomorrow? What month are we in? What month came before? What month is next? What is special about this month? How many days does it have? How many weeks until...?) -tell the time to the hour and half past the hour (Completed daily. What time is it? Where is the minute hand? Where is the hour hand? What happens at this time?)		
Sticky Knowledge	Sticky Knowledge	Sticky Knowledge
Number Addition and Subtraction - This symbol = means equal to or the same as - This symbol + means add - This symbol – means take away Measurement <i>Children can recall the 7 days of the week.</i>	Number Number and place value - Fewer means less than Addition and Subtraction - When you add zero to a number, the number stays the same - When you subtract zero from a number, the number stays the same Multiplication and division - We must have equal amounts when we multiply or divide Fractions - A half is one of 2 equal parts Measurement - O'clock – the minute hand points to the number 12 Geometry Properties of shape <i>Children can name the following shapes when they are shown to them:</i> - Circle - Triangle	Addition and Subtraction <i>Children can fluently recall most number bonds to 10.</i> Fractions - A quarter is one of 4 equal parts Measurement <i>Children can recall the 12 months of the year in order.</i> <i>Children can name most coins and notes when shown them.</i> - Half past – the minute hand points to the number 6 Geometry Properties of shape <i>Children can name the following shapes when they are shown to them:</i> - Cube - Cylinder - Cone - Sphere Position and direction - A whole turn is a full circle

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	• <i>Square</i> • <i>Rectangle</i>	
Procedural knowledge		
Number Number and place value • I can count to and across 100, forwards and backwards • I can count and read numbers to 100 in numerals • I can count in twos, fives and tens • I can recall a number one more or one less than another number • I can identify and represent numbers using objects • I can identify and represent numbers using pictorial representations • I can use and understand the words equal to, more than, less than (fewer), most, least • I can read and write numbers in numerals Addition and Subtraction • I can read, write and interpret mathematical statements • I can recall and represent number bonds • I can add and subtract numbers • I can explain the effect adding or subtracting zero has on a number • I can solve problems using my increasing knowledge of addition and subtraction Measurement	Number Number and place value • I can count to and across 100, forwards and backwards and from any given number • I can count and read numbers to 100 in numerals • I can count in twos, fives and tens • I can recall a number one more or one less than another number • I can identify and represent numbers using objects • I can identify and represent numbers using pictorial representations • I can use and understand the words equal to, more than, less than (fewer), most, least • I can read and write numbers in numerals and words Addition and Subtraction • I can read, write and interpret mathematical statements • I can recall and represent number bonds • I can apply my knowledge of number bonds to subtraction facts • I can add and subtract numbers • I can explain the effect adding or subtracting zero has on a number • I can solve problems using my increasing knowledge of addition and subtraction	Number Number and place value • I can count to and across 100, forwards and backwards and from any given number • I can count and read numbers to 100 in numerals • I can count in twos, fives and tens • I can recall a number one more or one less than another number • I can identify and represent numbers using objects • I can identify and represent numbers using pictorial representations • I can use and understand the words equal to, more than, less than (fewer), most, least • I can read and write numbers in numerals and words Addition and Subtraction • I can read, write and interpret mathematical statements • I can recall and represent number bonds • I can apply my knowledge of number bonds to subtraction facts • I can add and subtract numbers • I can explain the effect adding or subtracting zero has on a number • I can solve problems using my increasing knowledge of addition and subtraction • I can use my addition and subtraction knowledge to solve missing number problems Multiplication and division • I can use concrete objects to solve a multiplication problem • I can use concrete objects to solve a division problem • I can solve problems with my teacher helping me • I can draw arrays to find an answer to a multiplication or division problem

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• I can describe somethings length and height and compare it to another • I can describe somethings mass or weight and compare it to another • I can describe somethings capacity and volume and compare it to another • I can describe a time taken and compare it to another • I can sequence events in the correct order • I can name the days of the week • I can name the months of the year • I can read a date Geometry Properties of shape • I can recognise a shape is the same as another (even if it differs by colour, size, orientation etc)	• I can solve problems using my increasing knowledge of addition and subtraction • I can use my addition and subtraction knowledge to solve missing number problems Multiplication and division • I can use concrete objects to solve a multiplication problem • I can use concrete objects to solve a division problem • I can solve problems with my teacher helping me Fractions • I can identify a half and recall its name • I can identify a quarter and recall its name Measurement • I can describe somethings length and height and compare it to another • I can describe somethings mass or weight and compare it to another • I can describe somethings capacity and volume and compare it to another • I can describe a time taken and compare it to another • I can measure accurately • I can record my measurements • I can identify and name different denominations of coins and notes • I can sequence events in the correct order • I can name the days of the week • I can name the months of the year	• I can draw pictorial representations to find an answer to a multiplication or division problem Fractions • I can identify a half and recall its name • I can identify a quarter and recall its name • I can find a half or a quarter Measurement • I can describe somethings length and height and compare it to another • I can describe somethings mass or weight and compare it to another • I can describe somethings capacity and volume and compare it to another • I can describe a time taken and compare it to another • I can measure accurately • I can record my measurements • I can identify and name different denominations of coins and notes • I can sequence events in the correct order • I can name the days of the week • I can name the months of the year • I can read a date • I can read and draw the time to the hour and half past the hour Geometry Properties of shape • I can recognise a shape is the same as another (even if it differs by colour, size, orientation etc) • I can recall the name of a 2D shape • I can recall the name of a 3D shape Position and direction • I can describe the position of where something is • I can describe the direction of something that is moving • I can describe the movement of something, using whole, half, quarter and three-quarter turn
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	• I can read a date • I can read and draw the time to the hour and half past the hour Geometry Properties of shape • I can recognise a shape is the same as another (even if it differs by colour, size, orientation etc) • I can recall the name of a 2D shape • I can recall the name of a 3D shape Position and direction • I can describe the position of where something is • I can describe the direction of something that is moving • I can describe the movement of something, using whole and half turn	
Disciplinary Knowledge		
Number Number and place value • count to and across 100 • count and read numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • 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 • read and write numbers from 1 to 20 in numerals	Number Number and place value • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • 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	Number Number and place value • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • 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 • read and write numbers from 1 to 20 in numerals and words. Addition and Subtraction • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20

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Addition and Subtraction • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds • add and subtract one-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations Measurement compare, describe and solve practical problems for: • 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] • time [for example, quicker, slower, earlier, later] • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years Geometry	• read and write numbers from 1 to 20 in numerals and words. Addition and Subtraction • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. Multiplication and division • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects with the support of the teacher. Fractions • Recognise and name a half as one of two equal parts of an object, shape or quantity • recognise and name a quarter as one of four equal parts of an object, shape or quantity. Measurement compare, describe and solve practical problems for:	• add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. Multiplication and division • 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. Fractions • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Measurement compare, describe and solve practical problems for: • 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] • 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) • recognise and know the value of different denominations of coins and notes
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Properties of shape recognise common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	• 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] • 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) • recognise and know the value of different denominations of coins and notes • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Geometry	• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Geometry Properties of shape recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Position and direction • describe position, direction and movement, including whole, half, quarter and three-quarter turns
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	Properties of shape recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Position and direction • describe position, direction and movement, including whole and half turns	
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Year 2		
Year 2 - Autumn 2022	Year 2 - Spring 2023	Year 2 - Summer 2023
Key Theme/Text	Key Theme/Text	Key Theme/Text
Traditional Tales	Coast to coast	Africa
Little Red, Hansel and Gretel	Kasper the Titanic cat, The lighthouse Keeper's Lunch	The slightly annoying elephant, The enormous crocodile
Daily diet	Daily diet	Daily diet
I can choose and use standard units to estimate and measure temperature in °C using thermometers. <i>(Completed daily. Temperature in Castleford and another place in the world measured and compared)</i> I can tell and write the time to five minutes, including quarter to/past <i>(Completed daily. What time is it? Where is the minute hand? Where is the hour hand? What happens at this time?)</i> I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. <i>(Table points bar chart and colour teams bar chart displayed in class)</i> I can ask and answer questions about totalling and comparing categorical data. <i>(Table points bar chart and colour teams bar chart displayed in class)</i>		
Sticky Knowledge	Sticky Knowledge	Sticky Knowledge

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Number Number and place value - A two-digit number has tens and ones. E.g. 23 has two tens and three ones - A numeral is a single digit (0-9) Multiplication and division - All multiples of 2 are even numbers. 0 2 4 6 8 are the digits in the one's column. - Odd numbers are not multiples of 2. - This symbol $\times$ means multiply - This symbol $\div$ means divide Measurement - cm – centimetres – length/height - This £ is the pound sign. It goes before an amount more than 99p - This p is the pence sign. It goes at the end of an amount less than £1 - You do not need to use a £ and p sign at the same time Statistics - Data is information. - A tally chart is data shown in tally marks. - When you reach 5 pieces of data, you must strike a line through the four tally marks. This reads as 5.	Number Number and place value - This symbol $>$ means greater or more than - This symbol $<$ means fewer or less than Addition and Subtraction - Bridging ten is when two numbers added together make more than ten. - Regrouping ten is when a number that is subtracted from another number crosses ten. - You can add two numbers in any order and still get the same answer. - You cannot subtract two numbers in any order and get the same answer. - Inverse means the opposite. Addition and subtraction are the opposite of each other. Multiplication and division - All multiples of ten have a 0 in the one's column. - Multiples of 5 have either a 5 or a 0 in the one's column. Fractions <i>Children can read and write the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$.</i> - A third is one of 3 equal parts - When I find $\frac{2}{4}$, I need to look at 2 of the 4 equal parts. - When I find $\frac{3}{4}$, I need to look at 3 of the 4 equal parts. Measurement - m – metres - length/height - g – grams - weight - kg – kilograms – weight	Number Number and place value - Estimating is to make a sensible guess using what you know Addition and Subtraction <i>Children can fluently recall most addition and subtraction facts within 20.</i> <i>Children can use addition and subtraction facts within 20 and recall and recognise many related facts within 100.</i> <i>Children can demonstrate how to add and subtract numbers using concrete objects, pictorial representations and mentally.</i> Multiplication and division - You can multiply two numbers in any order and still get the same answer. - You cannot divide two numbers in any order and get the same answer. Fractions - The denominator is how many equal parts. - The numerator is how many of the equal parts you are looking at. $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent fractions. They are the same. Measurement - When you pay more than the amount owed for something, you are given change. <i>Demonstrated on a clock:</i> 5 past – the minute hand points to the number 1 10 past – the minute hand points to the number 2 20 past – the minute hand points to the number 4 25 past – the minute hand points to the number 5 25 to – the minute hand points to the number 7 20 to – the minute hand points to the number 8 10 to – the minute hand points to the number 10 5 to – the minute hand points to the number 11 Geometry Properties of shapes
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	• °C – degrees Celsius • ml – millilitres – capacity • L – litres – capacity • There are 60 minutes in an hour • There are 24 hours in a day • Quarter past – the minute hand points to the number 3 • Quarter to – the minute hand points to the number 9 Geometry Properties of shapes <i>Based on regular shapes:</i> • Circle – 1 side • Triangle – 3 sides • Square – 4 sides • Rectangle – 4 sides • Pentagon – 5 sides • Hexagon – 6 sides • Octagon – 8 sides Statistics • A pictogram is data shown in pictures. • The total is how many altogether.	<i>Demonstrated with 3D shapes:</i> • Cube – 6 faces, 12 edges, 8 vertices • Cuboid - 6 faces, 12 edges, 8 vertices • Cylinder - 3 faces, 2 edges, 0 vertices • Sphere - 1 face, 0 edges, 0 vertices • Cone - 2 faces, 1 edge, 1 vertex • Square based pyramid - 5 faces, 8 edges, 5 vertices Position and direction • Clockwise is moving in the same direction as a clock's hands. Statistics • A block diagram is data shown in blocks.
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Procedural knowledge		
Number Number and place value - I can recall and recite the numbers in the 2, 3, 5 and 10 times tables - I can identify whether a number has a tens or ones value in a two-digit number - I can identify a number shown in different representations - I can use symbols (greater than/fewer) to explain my understanding of numbers - I can explain how I have ordered numbers by comparing them - I can read a two-digit number to at least 100 - I can use numerals to write down a two-digit number to at least 100 - I can recall and use my place value knowledge to solve a problem Addition and Subtraction - I can manipulate concrete objects to add and subtract numbers that do not cross a tens number - I can draw pictorial representations to add and subtract numbers that do not cross a tens number - I can add and subtract numbers, quantities and measures that do not cross a tens number - I can recall mental methods for adding and subtracting numbers that do not cross a tens number	Number Number and place value - I can recall and recite the numbers in the 2, 3, 5 and 10 times tables - I can identify whether a number has a tens or ones value in a two-digit number - I can identify a number shown in different representations - I can use symbols (greater than/fewer) to explain my understanding of numbers - I can explain how I have ordered numbers by comparing them - I can read a two-digit number to at least 100 - I can use numerals and words to write down a two-digit number to at least 100 - I can recall and use my place value knowledge to solve a problem Addition and Subtraction - I can bridge ten when adding - I can regroup ten when subtracting - I can manipulate concrete objects to add and subtract numbers - I can draw pictorial representations to add and subtract numbers - I can add and subtract numbers, quantities and measures - I can recall mental methods for adding and subtracting - I can recall written methods for adding and subtracting - I can recall addition and subtraction facts to 20 - I can use facts to 20 to recognise related facts to 100	Number Number and place value - I can recall and recite the numbers in the 2, 3, 5 and 10 times tables - I can identify whether a number has a tens or ones value in a two-digit number - I can identify a number shown in different representations - I can estimate a number using what I know - I can use symbols (greater than/fewer) to explain my understanding of numbers - I can explain how I have ordered numbers by comparing them - I can read a two-digit number to at least 100 - I can use numerals and words to write down a two-digit number to at least 100 - I can recall and use my place value knowledge to solve a problem Addition and Subtraction - I can bridge ten when adding - I can regroup ten when subtracting - I can manipulate concrete objects to add and subtract numbers - I can draw pictorial representations to add and subtract numbers - I can add and subtract numbers, quantities and measures - I can recall mental methods for adding and subtracting - I can recall written methods for adding and subtracting - I can recall addition and subtraction facts to 20 - I can use facts to 20 to recognise related facts to 100 - I can demonstrate and explain how addition of 2 numbers can be completed in any order - I can demonstrate and explain how subtraction of 2 numbers cannot be completed in any order - I can use the inverse operation between addition and subtraction to check calculations and find a missing number Multiplication and division

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• I can recall written methods for adding and subtracting numbers that do not cross a tens number • I can recall addition and subtraction facts to 20 • I can use facts to 20 to recognise related facts to 100 • I can demonstrate and explain how addition of 2 numbers can be completed in any order • I can demonstrate and explain how subtraction of 2 numbers cannot be completed in any order • I can use the inverse operation between addition and subtraction to check calculations and find a missing number, without crossing a tens number Multiplication and division • I can count in 2s, 5s and 10s and recall some multiplication and division facts in isolation • I can recall what an even number is • I can recall what an odd number is • I can write the multiplication, division and equals signs • I can read and understand the multiplication, division and equals signs • I can draw arrays to solve multiplication and division problems • I can use repeated addition to solve multiplication and division problems	• I can demonstrate and explain how addition of 2 numbers can be completed in any order • I can demonstrate and explain how subtraction of 2 numbers cannot be completed in any order • I can use the inverse operation between addition and subtraction to check calculations and find a missing number Multiplication and division • I can count in 2s, 5s and 10s and recall and use multiplication and division facts in isolation • I can recall what an even number is • I can recall what an odd number is • I can write the multiplication, division and equals signs • I can read and understand the multiplication, division and equals signs • I can demonstrate and explain how multiplication of 2 numbers can be completed in any order • I can demonstrate and explain how division of 2 numbers cannot be completed in any order • I can draw arrays to solve multiplication and division problems • I can use repeated addition to solve multiplication and division problems • I can recall mental methods for multiplying and dividing • I can recall facts when multiplying and dividing • I can solve problems using my increasing knowledge of multiplication and division Fractions	• I can count in 2s, 5s and 10s and recall and use multiplication and division facts in isolation • I can recall what an even number is • I can recall what an odd number is • I can write the multiplication, division and equals signs • I can read and understand the multiplication, division and equals signs • I can demonstrate and explain how multiplication of 2 numbers can be completed in any order • I can demonstrate and explain how division of 2 numbers cannot be completed in any order • I can draw arrays to solve multiplication and division problems • I can use repeated addition to solve multiplication and division problems • I can recall mental methods for multiplying and dividing • I can recall facts when multiplying and dividing • I can solve problems using my increasing knowledge of multiplication and division Fractions • I can recognise a fraction of a length, shape, set of objects or quantity • I can find a fraction of a length, shape, set of objects or quantity • I can name a fraction of a length, shape, set of objects or quantity • I can write a fraction of a length, shape, set of objects or quantity • I can write simple fractions • I can identify the equivalent fractions $\frac{1}{2}$ and $\frac{2}{4}$ Measurement • I can read, write and use the abbreviated units for length/height, mass, temperature, capacity • I can choose the appropriate unit of measurement when measuring • I can choose and use the appropriate equipment to measure in standard units • I can estimate a measurement using what I know • I can explain how I have ordered measurements by comparing them • I can use symbols (greater than/fewer) to record my results • I can combine two amounts of money
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- I can solve problems using my increasing knowledge of multiplication and division Measurement - I can read, write and use the abbreviated units for length/height, mass, temperature, capacity - I can explain how I have ordered measurements by comparing them - I can use symbols (greater than/fewer) to record my results - I can read, write and use the symbols £ and p - I can combine two amounts of money - I can add and subtract money, length/height, mass, temperature and capacity - I can recall how many minutes there are in an hour - I can recall how many hours there are in a day Statistics - I can read a simple table and answer question about it - I can read a simple table and sort information - I can read a simple table and compare and total data	- I can recognise a fraction of a length, shape, set of objects or quantity - I can find a fraction of a length, shape, set of objects or quantity - I can name a fraction of a length, shape, set of objects or quantity - I can write a fraction of a length, shape, set of objects or quantity - I can write simple fractions - I can identify the equivalent fractions $\frac{1}{2}$ and $\frac{2}{4}$ Measurement - I can read, write and use the abbreviated units for length/height, mass, temperature, capacity - I can choose the appropriate unit of measurement when measuring - I can choose and use the appropriate equipment to measure in standard units - I can explain how I have ordered measurements by comparing them - I can use symbols (greater than/fewer) to record my results - I can combine two amounts of money - I can use different combinations of coins to make the same amount - I can subtract two amounts of money and give change. - I can add and subtract money, length/height, mass, temperature and capacity - I can identify the shortest and longest amount of time and compare these - I can identify intervals of time and order these - I can read, write and draw the time to quarter past and quarter to the hour	- I can use different combinations of coins to make the same amount - I can subtract two amounts of money and give change. - I can add and subtract money, length/height, mass, temperature and capacity - I can identify the shortest and longest amount of time and compare these - I can identify intervals of time and order these - I can read, write and draw the time to 5-minute intervals - I can recall how many minutes there are in an hour - I can recall how many hours there are in a day Geometry Properties of shapes - I can identify a 2D shape by name, number of sides and lines of vertical symmetry - I can describe a 2D shape's sides and lines of vertical symmetry - I can identify a 3D shape by name, number of edges, number of vertices and number of faces - I can describe a 3D shape's edges, vertices and faces - I can identify and name a 2D shape on the face of a 3D shape - I can compare and sort 2D shapes to everyday objects - I can compare and sort 3D shapes to everyday objects Position and direction - I can create patterns by ordering and arranging mathematical objects - I can create sequences by ordering and arranging mathematical objects - I can describe movement in a straight line using the correct vocabulary for position, direction and movement - I can describe and demonstrate a quarter rotation, a half rotation and a three-quarter rotation - I can describe and demonstrate a clockwise and anti-clockwise movement Statistics - I can read a simple table and answer question about it - I can read a simple table and sort information
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	• I can recall how many minutes there are in an hour • I can recall how many hours there are in a day Geometry Properties of shapes • I can identify a 2D shape by name, number of sides and lines of vertical symmetry • I can describe a 2D shape's sides and lines of vertical symmetry • I can identify a 3D shape by name, number of edges, number of vertices and number of faces • I can describe a 3D shape's edges, vertices and faces • I can identify and name a 2D shape on the face of a 3D shape • I can compare and sort 2D shapes to everyday objects • I can compare and sort 3D shapes to everyday objects Position and direction • I can create patterns by ordering and arranging mathematical objects • I can create sequences by ordering and arranging mathematical objects • I can describe movement in a straight line using the correct vocabulary for position, direction and movement • I can describe and demonstrate a quarter rotation, a half rotation and a three-quarter rotation • I can describe and demonstrate a clockwise and anti-clockwise movement	• I can read a simple table and compare and total data • I can construct a simple tally chart and block diagram • I can ask and answer questions about my tally chart and block diagram
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	Statistics • I can read a simple table and answer question about it • I can read a simple table and sort information • I can read a simple table and compare and total data • I can construct a simple pictogram and tally chart • I can ask and answer questions about my pictogram and tally chart	
Disciplinary Knowledge		
Number Number and place value • count in steps of 2, 3, and 5 from 0, and in tens • recognise the place value of each digit in a two-digit number (tens, ones) • identify and represent 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 • use place value and number facts to solve problems. Addition and Subtraction solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods	Number Number and place value • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify and represent 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 • use place value and number facts to solve problems. Addition and Subtraction solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods	Number Number and place value • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, 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 • use place value and number facts to solve problems. Addition and Subtraction solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • 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: • a two-digit number and ones • a two-digit number and tens

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- recall and use addition and subtraction facts to 20, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers - 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 solve missing number problems. Multiplication and division - 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 - solve problems involving multiplication and division, using	- 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: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers - 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 solve missing number problems. Multiplication and division - 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	- two two-digit numbers - adding three one-digit numbers - 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 solve missing number problems. Multiplication and division - 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. Fractions - recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity - write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Measurement - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $=$
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materials, arrays, repeated addition, including problems in contexts. Measurement • use appropriate standard units length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) • 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 • solve simple problems in a practical context involving addition and subtraction of money of the same unit • know the number of minutes in an hour and the number of hours in a day. Statistics • interpret simple pictograms, tally charts, block diagrams and simple tables • answer simple questions by counting the number of objects in each category and sorting the categories by quantity • answer questions about totalling and comparing categorical data.	and division facts, including problems in contexts. Fractions • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Measurement • choose and use appropriate standard units to 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 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. Geometry	• 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 • know the number of minutes in an hour and the number of hours in a day. Geometry Properties of shapes • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, 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. Position and direction • 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 anticlockwise). Statistics • interpret and construct simple tally charts, 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.
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	Properties of shapes • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, 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. Position and direction • 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 anticlockwise). Statistics • interpret and construct simple pictograms, tally charts 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.	
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