PLACE VALUE			
Pupils should be taught to: * count in steps of 2, 3 & 5 from zero, & in tens from any number, forward & backward * recognise the place value of each digit in a two-digit number (tens, ones) * identify, represent & estimate numbers using different representations, including the number line * compare & order numbers from 0 up to 100 * use <, > & = signs * read & write numbers to at least 100 in numerals & in words * use place value & number facts to solve problems.			
FLUENCY	REASONING & PROBLEM SOLVING	TEST %	TEACHER ASSESSMENT BEST FIT

ADDITION & SUBTRACTION			
Pupils should be taught to: * solve problems with addition & subtraction: - using concrete objects & pictorial representations, including those involving numbers, quantities & measures - applying their increasing knowledge of mental & written methods * recall & use addition & subtraction facts to 20 fluently, & derive & use related facts up to 100 * add & subtract numbers using concrete objects, pictorial representations & mentally, including: - a two-digit number & ones - a two-digit number & tens -two two-digit numbers - adding three one-digit numbers * show that addition of two numbers can be done in any order (commutative) & subtraction of one number from another cannot * recognise & use the inverse relationship between addition & subtraction, & use this to check calculations & solve missing number problems.			
FLUENCY	REASONING & PROBLEM SOLVING	TEST %	TEACHER ASSESSMENT BEST FIT

MULTIPLICATION & DIVISION			
Pupils should be taught to: * recall & use multiplication & division facts for the 2, 5 & 10 multiplication tables, including recognising odd & even numbers * calculate mathematical statements for multiplication & division within the multiplication tables & write them using the multiplication (x), division (÷) & equals (=) signs * show that multiplication of two numbers can be done in any order (commutative) & division of one number by another cannot * solve problems involving multiplication & division, using material, arrays, repeated addition, mental methods & multiplication & division facts, including problems in contexts.			
FLUENCY	REASONING & PROBLEM SOLVING	TEST %	TEACHER ASSESSMENT BEST FIT

FRACTIONS			
Pupils should be taught to: * recognise, find, name & write fractions 1/3, ¼, 2/4 & ¾ of a length, shape, set of objects or quantity * write simple fractions (e.g. ½ of 6 = 3) & recognise the equivalence of 2/4 & ½.			
FLUENCY	REASONING & PROBLEM SOLVING	TEST %	TEACHER ASSESSMENT BEST FIT

MEASUREMENT
Pupils should be taught to:
* choose & use appropriate standard units to estimate & 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 & measuring vessels
* compare & order lengths, mass, volume / capacity & record results using <, > & =
* recognise & use symbols for pounds (£) & pence (p) & combine amounts to make a particular value
* find different combinations of coins that equal the same amount of money
* solve simple problems in a practical context, involving addition & subtraction of money of the same unit, including giving change
* compare & sequence intervals of time
* tell & write the time to five minutes, including quarter past / to the hour, & draw the hands on a clock face to show these times
* know the number of minutes in an hour & the number of hours in a day.

FLUENCY	REASONING & PROBLEM SOLVING	TEST %	TEACHER ASSESSMENT BEST FIT

GEOMETRY
Pupils should be taught to:
* identify & describe the properties of 2-D shapes, including the number of sides & line of symmetry in a vertical line
* identify & describe the properties of 3-D shapes, including the number of edges, vertices & faces
* identify 2-D shapes on the surface of 3-D shapes (e.g. a circle on a cylinder & a triangle on a pyramid)
* compare & sort common 2-D & 3-D shapes & everyday objects
* order & arrange combinations of mathematical objects in patterns & sequences
* use mathematical vocabulary to describe position, direction & movement, including movement in a straight line & distinguishing between rotation as a turn & in terms of right angles for quarter, half & three-quarter turns (clockwise & anti-clockwise).

FLUENCY	REASONING & PROBLEM SOLVING	TEST %	TEACHER ASSESSMENT BEST FIT

STATISTICS
Pupils should be taught to:
* interpret & construct simple pictograms, tally charts, block diagrams & simple tables
* ask & answer simple questions by counting the number of objects in each category & sorting the categories by quantity
* ask & answer questions about totalling & comparing categorical data.

FLUENCY	REASONING & PROBLEM SOLVING	TEST %	TEACHER ASSESSMENT BEST FIT