Strand Map – Curriculum V Framework Y1/2

Strand	Year 1	Year 2	Interim Framework statements Working towards	Working at	Working at greater depth
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.	• 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.	• count in twos ,fives and tens from 0 • demonstrate an understanding of place value, though may still need to use apparatus to support them • read and write numbers correctly in numerals up to 100	• partition two-digit numbers (may include using apparatus)	N/A

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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 $7 = \square - 9.$	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 • 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.	• use number bonds and related subtraction facts within 20 • can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required, they can demonstrate their method using concrete apparatus or pictorial representations.	• Add 2 two-digit numbers within 100 eg 48+35 and can demonstrate their method using concrete apparatus or pictorial representations. • use estimation to check that their answers to a calculation are reasonable • subtract mentally a two-digit number from another two-digit number when there is no regrouping required • recognise the inverse relationships between addition and subtraction • use inverse relationships to check calculations and work out missing number problems	• reason about addition • work out mental calculations where regrouping is required • solve more complex missing number problems • solve word problems that involve more than one step • recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements

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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.	• 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 (×), division (÷) 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.	• count in twos, fives and tens from 0 and use counting strategies to solve problems (for these)	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrate an understanding of commutativity as necessary	• use multiplication facts to make deductions outside known multiplication facts • solve more complex missing number problems • determine remainders given known facts • solve word problems that involve more than one step • recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements

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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.	• recognise, find, name and write fractions 1/3,1/4,2/4 and ¾ of a length, shape, set of objects or quantity • write simple fractions for example, ½ Of 6 = 3 and recognise the equivalence of 2/4 and ½	• recall doubles and halves to 20	• identify ⅓, ¼, ½, $^{2}/_{4}$ ¾ and know all parts of a fraction must be equal parts of the whole	• find and compare fractions of amounts

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Measures	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 • 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.	• 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 • 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 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.		• use different coins to make the same amount • read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given • read the time on the clock to the nearest 15 minutes	• read the time on the clock to the nearest 5 minutes • read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given

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Geometry	**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]. **Geometry – position and direction** describe position, direction and movement, including whole, half, quarter and three-quarter turns	**Geometry – properties of shape** • 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. **Geometry – 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 anti-clockwise).	• recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres	• can describe properties of 2-D and 3-D shapes	• describe similarities and differences of shape properties

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Statistics	N/A	• interpret and construct simple pictograms, 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.	N/A	N/A	N/A