



Sandhills Community Primary
School
Year One Curriculum

Introduction

This document contains specific information about the Year One curriculum at Sandhills Primary School. Please see the Curriculum Overview document for wider curriculum information including our:

- Curriculum Statement
- Foundation subject information - progression documents, subject statements
- SEND information

Sept 2020 - Due to restrictions caused by Covid 19, there are some small temporary changes to some aspects of this document including PE, music, school visits and visitors.

Sandhills Primary School - Cornerstones topic choices Sept 2021

Year group	Term one	Term two	Term three	Term four	Term five	Term six
Whole school focus	Black History Month	Chosen charity event Remembrance Day Anti-bullying	Random acts of kindness Feb 14th - 20th	International Women's Day Science Day World Book Day	Eco Week/Day Chosen charity event	Windrush Day Pride Month Arts Week tbc
Key religious festivals	Rosh Hashannah	Christmas Diwali (4th Nov) Hanukah(29th Nov)		Easter Passover 15th - 23rd Apr Ramadan		
EYFS	All about me	Let's celebrate	Once upon a time	Help! Help!	Old MacDonald had a farm	Off to outer space
Year One	Superheroes	Memory Box	Moon Zoom	Dinosaur	Enchanted Woodland	Splendid Skies
Year Two	The Scented Garden	Muck, Mess and Mixtures	Land Ahoy!	Wriggle and Crawl	Beachcomber	Towers, Tunnels and Turrets
Year Three	Tribal Tales	Predators	Heroes & Villains	Gods and Mortals	Tremors	Flow
Year Four	Burps, Bottoms & Bile	Traders & Raiders	Playlist	Blue Abyss	Misty Mountain Sierra	I am Warrior!
Year Five	Alchemy Island	Pestilence	Stargazers	A Child's War	Scream Machine	Time Traveller
Year Six	ID	Victorian Revolution	Frozen Kingdom	Bloodheart	You Are Awesome	Hola Mexico

Year One Long Term Plan Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Superheroes	Memory Box	Moon Zoom	Dinosaur	Enchanted Woodland	Splendid Skies
Whole school focus	Black History Month	Chosen charity event Remembrance Day Anti-bullying	Random acts of kindness Feb 14th - 20th	International Women's Day Science Day World Book Day	Eco Week/Day Chosen charity event	Windrush Day Pride Month Arts Week tbc
Maths	Place value and addition & subtraction	Shape and place value (within 20)	Addition & subtraction and place value (within 50)	Length & height and weight & volume	Multiplication & division, fractions and position & direction	Place value (within 100), money and time
Science	Working Scientifically Exploring senses Human body	Working Scientifically	Materials & Working Scientifically	Animals, including humans & Working Scientifically	Seasonal changes & Plants & Working Scientifically	Working Scientifically
PSHE	Being me in my world	Celebrating differences - including anti-bullying	Dreams and goals	Healthy me	Relationships	Changing me
History and Geography	Rosa Parks and Mary Seacole	Maps Changes in living memory History of the teddy	Physical features; maps - simple directions. Neil Armstrong -	Continents and oceans. Mary Anning	Creating our own fantasy maps inc keys.	Weather

		bear	moon landing			
RE	Is everybody special?	Should we celebrate Harvest or Christmas?	Does Creation help people understand God?	Should everyone follow Jesus?	Are some stories more important than others?	Do we need shared special places?
PE	Ball skills and gymnastics	Team building and Dance	Ball skills	Yoga	Athletics and Dance	Striking and fielding and Athletics
Art	drawing superheroes	painting / collage		modelling clay	natural materials	painting/collage
DT	cooking - healthy diet		Wheels and axles		building structures	
Music	Hey you! Old School Hip Hop	Rhythm in the way we walk and Banana Rap - Reggae and Hip Hop	In the groove - Blues, Latin, Folk, Funk, Baroque, Bhangra	Round and round - Latin Bossa Nova, Film music, Big Band Jazz	Your imagination - Pop	Reflect, rewind and replay - Western Classical Music
Computing	Digital painting	E-safety	Coding - beebots	Technology around us	Digital writing	Coding tbc

Topic Webs for each term are available on the school website

<https://sandhills.oxon.sch.uk/curriculum-information/curriculum-maps/>

				Animals to school	KS1 Music Festival tbc	Visit to Oxford Castle
	Tribal Tales	Predators	Heroes and Villain	Gods and Mortals	Tremors	Flow
Y3	Biscuit Henge Houses				Ashmolean Museum	Salter's Steamers Boat Trip
	Burps, bottoms and bile	Traiders and Raiders	Playlist	Blue Abyss	Misty Mountains	I am a Warrior
Y4	Visit from STEM Ambassador	Metro Bank visit Trade Fair				Harry Potter Museum
	Alchemy Island	Pestilence	Stargazer	A Child's War	Time Traveller	Scream Machine
Y5	Visit from a Games Designer	Medieval Day RE Inspired		Residential visit	School Nurse visiting Outdoor Learning	Thorpe Park
	ID	Victorian Revolution	Frozen Kingdom	Bloodheart	You Are Awesome	Hola Mexico
Y6	Forensic Afternoon with visiting Forensic Investigator Fingerprinting		Roald Dahl Day Visit to Roald Dahl Museum	Creating a class newspaper	You Are Awesome Residential Visit	Cooking a Mexican two course meal IMPS Junior Citizen

English

Year One English Curriculum Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes	Memory Box	Moon Zoom	Dinosaurs	Enchanted Woodland	Splendid Skies
	Reading and writing in Y1 are taught through the phonics scheme Read, Write Inc. The topics provide opportunities for additional cross-curricular writing.					
Class Story	Flat Stanley AD550L	Match box diary AD610L			<u>The red tree - Shaun Tan - COPS/RS</u>	

Maths



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation

Year 1 – Yearly Overview - Autumn



		Week 1 – 4 (BLOCK 1)	Week 5 – 8 (BLOCK 2)	Week 9 (BLOCK 3)	Week 10 – 11 (BLOCK 4)	Week 12
		Number: Place Value (within 10)	Number: Addition and Subtraction (within 10)	Geometry: Shape	Number: Place Value (within 20)	Consolidation
TAF Statements 2018 - 2019	White Rose Maths Small Steps	<ul style="list-style-type: none"> Sort objects. Count objects. Represent objects. Count, read and write forwards from any number 0 to 10. Count, read and write backwards from any number 0 to 10. Count one more. Count one less. One to one correspondence to start to compare groups. Compare groups using language such as equal, more/greater, less/fewer. Introduce =, > and < symbols. Compare numbers. Order groups of objects. Order numbers. Ordinal numbers (1st, 2nd, 3rd ...). The number line. 	<ul style="list-style-type: none"> Part whole model. Addition symbol. Fact families – Addition facts. Find number bonds for numbers within 10. Systematic methods for number bonds within 10. Number bonds to 10. Compare number bonds. Addition: Adding together. Addition: Adding more. Finding a part. Subtraction: Taking away, how many left? Crossing out. Subtraction: Taking away, how many left? Introducing the subtraction symbol. Subtraction: Finding a part, breaking apart. Fact families – The 8 facts. Subtraction: Counting back. Subtraction: Finding the difference. Comparing addition and subtraction statements $a + b > c$. Comparing addition and subtraction statements $a + b > c + d$. 	<ul style="list-style-type: none"> Recognise and name 3D shapes. Sort 3D shapes. Recognise and name 2D shapes. Sort 2D shapes. Patterns with 3D and 2D shapes. 	<ul style="list-style-type: none"> Count forwards and backwards and write numbers to 20 in numerals and words. Numbers from 11 to 20. Tens and ones. Count one more and one less. Compare groups of objects. Compare numbers. Order groups of objects. Order numbers. 	All
	National Curriculum Link	<ul style="list-style-type: none"> Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or 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. 	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. 	<ul style="list-style-type: none"> Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres). 	<ul style="list-style-type: none"> Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or 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. 	All
	WT	<ul style="list-style-type: none"> Read and write numbers in numerals (to 10). 	<ul style="list-style-type: none"> Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. Recall at least four of the six number bonds for 10 and reason about associated facts. 	<ul style="list-style-type: none"> Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties. 	<ul style="list-style-type: none"> Read and write numbers in numerals (to 20). Partition a two-digit number into tens and ones and demonstrate understanding of place value, though they may use structured resources to support them. 	All
WA	<ul style="list-style-type: none"> Read scales in divisions (of ones). 	<ul style="list-style-type: none"> Recall all the number bonds to and within 10, and use these to reason with. 	<ul style="list-style-type: none"> Name and describe properties of 2D and 3D shapes. 	<ul style="list-style-type: none"> Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. 		
GD	<ul style="list-style-type: none"> Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> Describe the similarities and differences of 2D and 3D shapes, using their properties. 	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involve more than one step. 		

Year 1 – Yearly Overview - Spring



		Week 1 - 4 (BLOCK 1)	Week 5 - 7 (BLOCK 2)	Week 8 - 9 (BLOCK 3)	Week 10 - 11 (BLOCK 4)	Week 12
		Number: Addition and Subtraction	Number: Place Value (within 50) (including multiples of 2, 5 and 10)	Measurement: Length and Height	Measurement: Weight and Volume	Consolidation
White Rose Maths Small Steps		<ul style="list-style-type: none"> Add by counting on. Find and make number bonds. Add by making 10. Subtraction – Not crossing 10. Subtraction – Crossing 10 (1). Subtraction – Crossing 10 (2). Related Facts. Compare Number Sentences. 	<ul style="list-style-type: none"> Numbers to 50. Tens and ones. Represent numbers to 50. One more one less. Compare objects within 50. Compare numbers within 50. Order numbers within 50. Count in 2s. Count in 5s. 	<ul style="list-style-type: none"> Compare lengths and heights. Measure length (1). Measure length (2). 	<ul style="list-style-type: none"> Introduce weight and mass. Measure mass. Compare mass. Introduce capacity. Measure capacity. Compare capacity. 	All
National Curriculum Link		<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. 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 $7 = \square - 9$. 	<ul style="list-style-type: none"> Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or 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. Count in multiples of twos, fives and tens. 	<ul style="list-style-type: none"> Measurement: Length and Height Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). 	<ul style="list-style-type: none"> Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for: 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). 	All
TAF Statements 2018 - 2019	WT	<ul style="list-style-type: none"> Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. Recall at least four of the six number bonds for 10 and reason about associated facts. 	<ul style="list-style-type: none"> Read and write numbers in numerals (to 50). Partition a two-digit number into tens and ones and demonstrate an understanding of place value, though they may use structured resources to support them. 	N/A	N/A	All
	WA	<ul style="list-style-type: none"> Recall all the number bonds to and within 10, and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. 	<ul style="list-style-type: none"> Read scales in divisions of ones, twos, fives. Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. 	N/A	N/A	
	GD	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. 	

Year 1 – Yearly Overview - Summer



		Week 1 – 3 (BLOCK 1)	Week 4 – 5 (BLOCK 2)	Week 6 (BLOCK 3)	Week 7 – 8 (BLOCK 4)	Week 9 (BLOCK 5)	Week 10 – 11 (BLOCK 6)	Week 12
		Number: Multiplication and (including multiples of 2, 5 and 10)	Number: Fractions	Geometry: Position and Direction	Number: Place Value (within 100)	Measurement: Money	Measurement: Time	Consolidation
White Rose Small Steps		<ul style="list-style-type: none"> Count in 10s. Make equal groups. Add equal groups. Make arrays. Make doubles. Make equal groups – grouping. Make equal groups – sharing. 	<ul style="list-style-type: none"> Halving shapes or objects. Halving a quantity. Find a quarter of a shape or object. Find a quarter of a quantity. 	<ul style="list-style-type: none"> Describe turns. Describe Position (1). Describe Position (2). 	<ul style="list-style-type: none"> Counting to 100. Partitioning numbers. Comparing numbers (1). Comparing numbers (2). Ordering numbers. One more, one less. 	<ul style="list-style-type: none"> Recognising coins. Recognising notes. Counting in coins. 	<ul style="list-style-type: none"> Before and after. Dates. Time to the hour. Time to the half hour. Writing time. Comparing time. 	All
	National Curriculum Link	<ul style="list-style-type: none"> Count in multiples of two, five and tens. 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. 	<ul style="list-style-type: none"> 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. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: 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). 	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three quarter turns 	<ul style="list-style-type: none"> 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. 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, most, least. 	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. 	<ul style="list-style-type: none"> 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. Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later). Measure and begin to record time (hours, minutes, seconds). 	All
TAF Statements 2018 – 2019	WT	<ul style="list-style-type: none"> Count in 2s, 5s and 10s from 0 and use this to solve problems. 	N/A	N/A	<ul style="list-style-type: none"> Read and write numbers in numerals (to 50). Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them. 	<ul style="list-style-type: none"> Know the value of different coins. 	<ul style="list-style-type: none"> Read the time on a clock 	All
	WA	<ul style="list-style-type: none"> Recall multiplication and division facts for 2 and 10 and use them to solve simple problems, demonstrating and understanding of the commutativity as necessary. 	<ul style="list-style-type: none"> Identify $\frac{1}{2}$ of a number or shape and know that all the parts must be equal parts of the whole. 	N/A	<ul style="list-style-type: none"> Read scales in divisions of ones, two, five. Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. 	<ul style="list-style-type: none"> Use different coins to make the same amount. 	<ul style="list-style-type: none"> Read the time on a clock (to half an hour) 	
	GD	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	

The following tables show the 'ready to progress' criteria laid out in the DfE guidance for KS1 and KS2 published in June 2020. The complete document can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf

NPV - number and place value

NF - number facts

AS - addition and subtraction

MD - multiplication and division

F - fractions

G - geometry

Measurement and Statistics are integrated as applications of number criteria, and elements of measurement that relate to shape are included in the Geometry strand.

Ready-to-progress criteria: year 1 to year 6

The table below is a summary of the ready-to-progress criteria for all year groups.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NPV	<u>1NPV-1</u> Count within 100, forwards and backwards, starting with any number.		<u>3NPV-1</u> Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.	<u>4NPV-1</u> Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.	<u>5NPV-1</u> Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.	<u>6NPV-1</u> Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).
		<u>2NPV-1</u> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	<u>3NPV-2</u> Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.	<u>4NPV-2</u> Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	<u>5NPV-2</u> Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.	<u>6NPV-2</u> Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.
	<u>1NPV-2</u> Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$	<u>2NPV-2</u> Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	<u>3NPV-3</u> Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.	<u>4NPV-3</u> Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	<u>5NPV-3</u> Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.	<u>6NPV-3</u> Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NPV			3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. →	4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. →	5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. →	6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
					5NPV-5 Convert between units of measure, including using common decimals and fractions.	
NF	1NF-1 Develop fluency in addition and subtraction facts within 10. →	2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice. →	3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.			
	1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. →		3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. →	4NF-1 Recall multiplication and division facts up to 12×12 , and recognise products in multiplication tables as multiples of the corresponding number. →	5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	
				4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.		
			3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). →	4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). →	5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AS	1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	2AS-1 Add and subtract across 10.	3AS-1 Calculate complements to 100.			6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).
	1AS-2 Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	3AS-2 Add and subtract up to three-digit numbers using columnar methods.			6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
		2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.			6AS/MD-3 Solve problems involving ratio relationships.
		2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.				6AS/MD-4 Solve problems with 2 unknowns.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MD		2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. →	5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.	For year 6, MD ready-to-progress criteria are combined with AS ready-to-progress criteria (please see above).
		2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).		4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.	
				4MD-3 Understand and apply the distributive property of multiplication. →	5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	
					5MD-4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.	

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
F			<u>3F-1</u> Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.			<u>6F-1</u> Recognise when fractions can be simplified, and use common factors to simplify fractions.
			<u>3F-2</u> Find unit fractions of quantities using known division facts (multiplication tables fluency). →		<u>5F-1</u> Find non-unit fractions of quantities.	<u>6F-2</u> Express fractions in a common denominator and use this to compare fractions that are similar in value.
			<u>3F-3</u> Reason about the location of any fraction within 1 in the linear number system. →	<u>4F-1</u> Reason about the location of mixed numbers in the linear number system.		<u>6F-3</u> Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denominator as a comparison strategy.
				<u>4F-2</u> Convert mixed numbers to improper fractions and vice versa.	<u>5F-2</u> Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	
			<u>3F-4</u> Add and subtract fractions with the same denominator, within 1. →	<u>4F-3</u> Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	<u>5F-3</u> Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.	
G	<u>1G-1</u> Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. →	<u>2G-1</u> Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. →	<u>3G-1</u> Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.		<u>5G-1</u> Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
G					5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.	
	1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. →		3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides. →	4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. →		6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.
				4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.		
				4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.		

