

A glossary of terms is supplied separately

Where a skill means 'do mentally' it says 'mentally' or 'know'

Counting	+	-	X	÷	Measures
Read and write (in digits) numbers to 100.	Add two 1-digit numbers.	Use fingers or scoring out lines to do subtraction.	Use repeated addition for two: 2, 4, 6, 8, ... 20.	Draw half of circle, square, rectangle, or triangle.	Use ruler or tape as a number line.
Count forwards and back on number line.	Add any 2 numbers with total up to 20.	Count backwards or forwards on number line to do subtraction.	Count objects or dots in twos.	Find half of 2, 4, 6, 8, 10, or 12 when presented as 2 rows of counters or dots.	Measure small distances with ruler, including length of 1cm on finger to show child estimate.
Count on from any number. Thus, from 5, '6, 7, 8, 9, 10, 11..'	'Count on'. Eg, count 7+4 as '8, 9, 10, 11'.	Subtract 1-digit number from 1-digit number using aids.	Recognise an array as 'two threes' etc. ••• •••	Draw quarter of circle, square, or rectangle.	Use more than, less than for distances (also longer, shorter).
Count back from any number, say (9) '8, 7, 6..'	Know number bonds for 10.	Subtract numbers up to 20 using aids.	Use repeated addition for five: 5, 10, 15,...50.		Recognise different coins
Understand columns labelled T, U are tens and units ('ones').	Know number bonds for 20 in terms of 3 + 7 = 10 so 3 + 17 = 20 etc	Subtract a 1-digit number from a 1-digit number mentally.	Use repeated addition for ten: 10, 20, ... 100.	Find quarter of 4, 8, 12, 16, or 20 when presented as four rows of dots or counters.	Equate 10p plus 1p coins to tens and ones as numbers.
Know 45 = 4 tens and 5 ones, etc. Know 16 = '1 ten and 6 ones' etc ('Place Value').	Know 0 + any number = same number.	Know any number - 0 = same number.		Recognise equal groups as a step to understanding division.	Use more than, less than for cash amounts.
Know < >, more than, less than, and compare numbers to 100.	Use number sentences with + such as 18 = 3 + 15.	Use number sentences with - such as 18 - 3 = 15.			
Use number sentences such as 12 > 3, 0 < 6	Add 10 to any 2-digit number.	Subtract 10 from any 2-digit number.			
Understand even (two balancing rows) or odd (one object left over).	Count on 'flipped', eg 4+7 = 7+4 so count '8, 9, 10, 11'.				

Core curriculum Year 2

Needs to follow school teaching plan during year

Greyed boxes are if time permits

'Regrouping' is making 10 into ten 1s or ten 1s into a 10

Counting	+	-	X	÷	Measures
Count from 0 in 2s, 3s, and 5s. Use this to count objects or dots in 2s, 3s, and 5s.	Mentally build on known addition facts: eg, 5+5 = 10 so 5+6=11, to help addition.	Understand and use “- version of number bonds to 10”. Eg, 6+4=10 so 10-6=4.	Know 3 X 4 = count of 3 rows of 4 etc. • • • • • • • • • • • •	Know 12 ÷ 3 means split 12 equally between 3 people.	Know 1 metre = 100 centimetres.
Know even and odd for all numbers to 100.	Add two 2-digit numbers without regrouping.	Understand and use ‘- is inverse of +’. Eg, 7 + 8=15 so 15 - 8=7.	Know 4 X 3 = 3 X 4 etc. ‘Commutative’	Know 12 ÷ 3 is not same as 3 ÷ 12, etc. ‘Not commutative’.	Measure 1m on child’s height to give them an estimate of 1m.
Solve missing number problems such as. 3 + □ = 10, □ - 12 = 34 Generally use easier underlying sums.	Add a 1-digit to a 2-digit number with regrouping.	Subtract one 2-digit number from another with no regrouping. (Use Tens and Units headers if needed.)	Understand and use ‘÷ is inverse of X’. Eg, as 4 X 5 = 20 , 20 ÷ 5 = 4 etc.	Understand fraction with 1 in top row (‘numerator’) ½ ⅓ ¼ and draw these on square, rectangle.	Use symbols £ and p Know £1 is 100p. Be able to count amounts with coins.
Estimate numbers to nearest multiple of 10, seeing for example that 26 is closer to 30.	Use partitioning to support addition. Eg, 27 + 7 = 27 + 3 + 4 = 34.	Subtract 1-digit from 2-digit number with regrouping (with any aids needed).	Know 2 times table to 2 X 10. Eg, mentally, what is 6 times 2? See all values are even.	Know 2/4 = ¼ + ¼, ¾ = ¼ + ¼ + ¼ etc. See 2/4 = ½ in square.	Know 60 minutes is an hour. Tell time to closest 5 minutes including ¼ past/to and half past.
Count on or back from any number in 10s.	Add two 2-digit numbers with regrouping.	Use partitioning 23 = 20 + 3 = 10 +13 etc to support subtraction.	Know 10 times table to 100. Eg, mentally, what is 10 times 7?	Understand simple fractions of small numbers, eg ⅓ of 6. Relate to ÷.	See that minutes on clock give 5 times table.
Estimate sum of two numbers to nearest multiple of 10.	Mentally add all pairs of 1 digit numbers including sums over 10.		Know 5 times table to 10 X 5 and recognise pattern.	Understand ½+½ = 1 ¼ + ¼ + ¼ + ¼ = 1 ⅓+ ⅓ + ⅓=1	Calculate change with simple examples.
Solve simple word problems in +, -, X or ÷. Eg, 4 children each have 5 pencils – how many pencils in total?	Use 9+1 = 10 to add and subtract 9 mentally. Similarly, use 11 = 10+1 to add and subtract 11 mentally.	Use ‘bar modelling’ (see glossary) to solve word problems requiring subtraction	Reason that a number not ending in 0 or 5 does not divide by 5.	Understand remainder for small division sums: 7 ÷ 3 is 2 remainder 1.	

Core curriculum Year 3

Needs to follow school teaching plan during year On fractions and decimals, it is important to ensure the child really understands the basic ideas

Number, Place Value	+	-	X	÷	Measures
Count from 0 in 4s, 8s, 50s, and 100s.	Mentally find 10 or 100 more than a given number.	Mentally find 10 or 100 less than a given number.	Revise/learn 2, 3, 4, 8, and 10 multiplication tables.	Learning to count in fractions up to 1, eg $5/7 + 1/7 = 6/7$.	Tell time to the minutes on an analogue clock.
Know place value of 3 digit numbers and partition these, eg $372 = 3 \text{ hundreds} + 7 \text{ tens} + 2 \text{ units}$.	Mentally add a 3 digit number to a 1 digit number or a number of tens or a number of hundreds. Eg $176 + 200$.	Mentally subtract from a 3 digit number a 1 digit number or a number of tens or a number of hundreds. Eg $454 - 30$.	Learn written method for multiplication by 1-digit number ('short multiplication') such as the 'grid method' or the 'written method'.	Learn written method for division by 1 digit number ('short division').	Know there are 60 seconds in a minute, 60 minutes in an hour, and 24 hours in a day, and the days in each month, year, and leap year.
Compare and order numbers to 1,000.	Learn and use addition facts. Eg $3+5 = 8$ so $95 + 8 = 95 + 5 + 3 = 103$	Learn and use addition facts in subtraction. Eg $13+7=20$ so $20-7=13$.	Learn and use multiplication facts. Eg $3 \times 2 = 6$ so $3 \times 20 = 60$.	Count in tenths and relate to number $\div 10$ and 1-digit decimal 0.1.	Become fluent in using coins including £1s and £2s and mixed £ and p
Understand the basic idea that decimals are another way of writing fractions: $0.1 = 1/10$	Know addition is the inverse of subtraction and check addition sums using subtraction.	Know subtraction is the inverse of addition and check subtractions using addition.	Understand and use commutativity and associativity, eg $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$.	Count in other fractions (thirds, fifths, etc) and relate to number \div number (eg $3/4 = 3 \div 4$).	Calculate change in practical examples.
Understand decimals with 1 place. Eg, $0.3 = 3/10$ $1.3 = 1 + (3/10)$	Add 3-digit numbers in columns including regrouping. (I.e 'crossing tens' as in $367 + 44$).	Subtract 3-digit numbers in columns with regrouping. Eg $165 - 27 = 138$.	Solve problems such as how many different outfits can you wear from 3 coats and 4 hats?	Add and subtract unit fractions with same denominator, eg $6/7 - 2/7 = 4/7$.	Understand lengths in mixed units'. Eg 120 centimetres = 1 metre plus 20 centimetres.
Recognise place value of decimals with 1 digit, eg 0.5, 2.5, or 23.4.	Estimate addition sums. Eg $77 + 35$ is about 100 or 110	Estimate subtractions. Eg $187 - 45$ is about 140.		Use multiplication facts in division. Eg $4 \times 8 = 32$ so $32 \div 8 = 4$.	Add and subtract lengths.
Roman numerals to 12: I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII		Solve missing number problems such as $226 - \square = 145$		Use $<$ $>$ with fractions with same denominator. Eg $2/7 < 6/7$.	Measure the perimeter of simple 2D shapes such as rectangles.