Key Objectives
R-Y2

Reception

- Say and use the number names in order in familiar contexts.
- Count reliably up to 10 everyday objects.
- Recognise numerals 1 to 9.
- Use language such as more or less, greater or smaller, heavier or lighter, to compare two numbers or quantities.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
- Find one more or one less than a number from 1 to 10.
- Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'.
- Talk about, recognise and recreate simple patterns.
- Use language such as circle or bigger to describe the shape and size of solids and flat shapes.
- Use everyday words to describe position.
- Use developing mathematical ideas and methods to solve practical problems.

Year 1

- Count reliably at least 20 objects.
- Count on and back in ones from any small number, and in tens from and back to zero.
- Read, write and order numbers from 0 to at least 20; understand and use the vocabulary of comparing and ordering these numbers.
- Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.
- Understand the operation of addition, and of subtraction (as 'take away' or 'difference'), and use the related vocabulary.
- Know by heart all pairs of numbers with a total of 10.
- Use mental strategies to solve simple problems using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally.
- Compare two lengths, masses or capacities by direct comparison.
- Suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure, a length, mass or capacity.
- Use everyday language to describe features of familiar 3-D and 2-D shapes.

Year 2

- Count, read, write and order whole numbers to at least 100; know what each digit represents (including 0 as a place holder).
- Describe and extend simple number sequences (including odd/even numbers, counting on or back in ones or tens from any two-digit number, and so on).
- Understand that subtraction is the inverse of addition; state the subtraction corresponding to a given addition and vice versa.
- Know by heart all addition and subtraction facts for each number to at least 10.
- Use knowledge that addition can be done in any order to do mental calculations more efficiently.
- Understand the operation of multiplication as repeated addition or as describing an array.
- Know and use halving as the inverse of doubling.
- Know by heart facts for the 2 and 10 multiplication tables.
- Estimate, measure and compare lengths, masses and capacities, using standard units; suggest suitable units and equipment for such measurements.
- Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre.
- Use the mathematical names for common 2-D and 3-D shapes; sort shapes and describe some of their features.
- Use mathematical vocabulary to describe position, direction and movement.
- Choose and use appropriate operations and efficient calculation strategies to solve problems, explaining how the problem was solved.

Useful Websites

- www.bbc.co.uk/skillswise/
- www.mathszone.co.uk/
- www.woodlands-junior.kent.sch.uk

- www.google.co.uk
- Skillswise
- Mathszone
- Woodlands