

Year R	Year 1	Year 2
<p><u>Number</u> <u>Children at the expected level of development will: -</u></p> <ul style="list-style-type: none"> • have a deep understanding of number to 10, including the composition of each number • subitise (recognise quantities without counting) up to 5 • automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>Numerical Patterns</u> <u>Children at the expected level of development will: -</u></p> <ul style="list-style-type: none"> • verbally count beyond 20, recognising the pattern of the counting system • compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p><u>Children at the expected level will:-</u></p> <ul style="list-style-type: none"> • 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 such as $7 = ? - 9$. • count in multiples of 2, 5 and 10 • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects • solve one-step problems involving multiplication and division using pictorial representations and arrays with the support of the teacher 	<p><u>Children at the expected level will:-</u></p> <ul style="list-style-type: none"> • solve problems with addition and subtraction: • use concrete objects and pictorial representations, including those involving numbers, quantities and measures • apply their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently • derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> • 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 (\times), division (\div) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <ul style="list-style-type: none"> • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

