Unit		Lesson name	Step No.		Expected Standard (EXS)	Greater Depth Standard (GDS)
Year 2 Autumn Block 1 - Place Value		Numbers to 20	1	To read, write and understand numbers to 20.	Pupils read, write, and represent numbers to 20 using numerals and objects.	Pupils explain how numbers to 20 are composed and decomposed and compare them using reasoning.
		Count Objects to 100 by Making 10s	2	To count to 100 by grouping objects in tens.	Pupils group objects in tens to count up to 100.	Pupils explain why grouping in 10s is efficient and apply it to solve counting and estimation problems.
		Recognise Tens and Ones	3	To understand the place value of 2-digit numbers as tens and ones.	Pupils identify the tens and ones in two-digit numbers using concrete and pictorial representations.	Pupils explain how numbers are composed of tens and ones and use this understanding to solve place value problems.
		Use A Place Value Chart	4	To represent numbers using a place value chart.	Pupils use a place value chart to represent and partition numbers to 100.	Pupils use the chart to explain how the digits in a number represent their value and apply it in reasoning tasks.
		Partition Numbers to 100	5	To partition numbers into tens and ones in different ways.	Pupils partition two-digit numbers into tens and ones.	Pupils show different ways to partition the same number and explain the flexibility of place value.
		Write Numbers to 100 in Words	6	To read and write numbers to 100 in numerals and words.	Pupils write two-digit numbers in words accurately.	Pupils write and read numbers in both numeral and word form confidently and use them in different contexts.
		Flexiby Partitiion Numbers to 100	7	To partition numbers in a variety of ways to support calculation.	Pupils partition numbers to 100 in more than one way (e.g. 74 = 70 + 4 or 60 + 14).	Pupils use flexible partitioning to solve addition and subtraction problems efficiently.
		Write Numbers to 100 in Expanded Form	8	To write numbers in expanded form using place value knowledge.	Pupils write two-digit numbers in expanded form (e. g. 45 = 40 + 5).	Pupils explain the value of each digit in a number and use expanded form in reasoning and problem solving.
		10s on the Number Line to 100	9	To count and place multiples of 10 on a number line to 100.	Pupils count in multiples of 10 and place them correctly on a number line.	Pupils explain patterns when counting in 10s and estimate missing values on a number line.
		10s & 1s on the Number Line to 100	10	To locate numbers using tens and ones on a number line.	Pupils identify and position numbers to 100 using tens and ones on a number line.	Pupils explain their placement of numbers on a number line using place value understanding.
		Estimate Numbers on A Number Line	11	To estimate positions of numbers on a partially marked number line.	Pupils estimate the position of numbers on a partially marked number line.	Pupils justify their estimates using knowledge of intervals, midpoints, and place value.
		Compare Objects	12	To compare groups of objects using <, > and =.	Pupils compare quantities using language such as more than, fewer than, and equal to.	Pupils compare and explain their reasoning using different representations and contexts.
		Compare Numbers	13	To compare numbers using place value knowledge.	Pupils compare numbers within 100 using symbols (<, >, =).	Pupils explain and justify their comparisons using place value understanding.
		Order Objects & Numbers	14	To order numbers and objects from smallest to largest and vice versa.	Pupils order objects and numbers up to 100 from smallest to greatest and vice versa.	Pupils solve ordering problems and explain their decisions using clear reasoning.
		Count in 2s, 5s and 10s	15	To count in 2s, 5s and 10s from 0 and other multiples.	Pupils count in 2s, 5s and 10s up to 100.	Pupils apply knowledge of patterns in counting sequences to solve problems and identify errors.
		Count in 3s	16	To count in 3s forward and backward.	Pupils count forwards in 3s from 0 to at least 30.	Pupils recognise the 3s pattern and apply it to solve real-world problems and continue sequences.
		ASSESSMENT				
Year 2 Autumn Block 2 - Addition & Subtraction		Bonds to 10	1	To recall and use number bonds to 10 fluently.	Pupils recall and use number bonds to 10 fluently.	Pupils apply number bonds to solve problems and explain how different pairs combine to make 10.
		Fact Families - Addition & Subtraction Bonds	2	To explore and represent related addition and subtraction facts.	Pupils identify and use addition and subtraction fact families within 20.	Pupils explain how the facts in a family are related and use this to solve missing number problems.
		Related Facts	3	To use known facts to solve related addition and subtraction problems.	Pupils use related number facts to support mental addition and subtraction.	Pupils use known facts flexibly and explain how related facts support efficient problem-solving.
		Bonds to 100	4	To recall number bonds to 100 using multiples of 10.	Pupils know and use number bonds to 100 in multiples of 10.	Pupils explain the link between bonds to 10 and bonds to 100, applying patterns in reasoning.
		Add & Subtract 1s	5	To add and subtract ones from any 2-digit number.	Pupils add and subtract ones from a 2-digit number within 20.	Pupils choose efficient strategies and explain how the number changes when adding or subtracting 1s.
		Add by Making 10	6	To add two numbers by making 10 first.	Pupils add numbers by partitioning to make 10 first.	Pupils explain and apply the make-10 strategy in different contexts and justify its efficiency.
		Add Three 1 Digit numbers	7	To add three 1-digit numbers using number bonds and known facts.	Pupils add three one-digit numbers using strategies like making 10 or doubles.	Pupils choose and justify the most efficient strategy and solve problems involving three addends.
		Add to the Next 10	8	To bridge through 10 when adding.	Pupils add numbers by bridging to the next multiple of 10.	Pupils explain how bridging to the next 10 helps in mental addition and apply it in word problems.
		Add Across a 10	9	To add a 2-digit number across a tens boundary.	Pupils add numbers that cross a tens boundary using mental strategies.	Pupils confidently explain how to adjust calculations when crossing a 10 and apply it fluently.
		Subtract Across 10	10	To subtract across a tens boundary using known facts.	Pupils subtract numbers that cross a tens boundary using known facts.	Pupils explain and apply strategies to subtract across 10 using number lines or mental methods.

		Subtract from A 10	11	To subtract from 10 using number bonds.	Pupils subtract a number from 10 using known number bonds.	Pupils use known bonds from 10 flexibly to solve subtraction problems and explain the inverse relationship.
		Subtract A 1 Digit number from a 2 Digit	12	To subtract a 1-digit number from a 2-digit number without regrouping.	Pupils subtract a 1-digit number from a 2-digit number using mental strategies or practical resources.	Pupils explain how to partition or adjust numbers to subtract efficiently and solve two-step problems.
		10 more 10 less	13	To find 10 more and 10 less than a given number.	Pupils identify 10 more and 10 less than a given number.	Pupils explain patterns when adding or subtracting 10 and apply this to reasoning tasks.
		Add & Subtract 10s	14	To add and subtract multiples of 10.	Pupils add and subtract multiples of 10 within 100.	Pupils use number patterns and place value knowledge to explain and solve problems involving 10s.
		Add two 2 Digit Numbers (not across 10)	15	To add two 2-digit numbers without crossing a tens boundary.	Pupils add two 2-digit numbers using place value without crossing a tens boundary.	Pupils use and explain efficient strategies for adding 2-digit numbers and apply them in problem-solving contexts.
		Add two 2 Digit Numbers (across a 10)	16	To add two 2-digit numbers with regrouping.	Pupils add two 2-digit numbers mentally or with resources, where no regrouping is needed.	Pupils select appropriate mental methods and explain why they work, including when estimating and checking.
		Subtract two 2 Digit Numberd (not acorss 10)	17	To subtract two 2-digit numbers without crossing a tens boundary.	Pupils subtract two 2-digit numbers using place value without crossing tens.	Pupils apply subtraction strategies accurately and explain their steps using number facts and place value.
		Subtract two 2 Digit Numberd (across a 10)	18	To subtract two 2-digit numbers with regrouping.	Pupils subtract two 2-digit numbers when crossing a tens boundary, using counting on or partitioning.	Pupils justify their choice of method for crossing a 10 and explain how they adjusted to solve the problem efficiently.
		Mixed Addition & Subtraction	19	To solve mixed addition and subtraction problems using number facts and written methods.	Pupils solve problems involving both addition and subtraction, choosing the correct operation.	Pupils explain how to identify the correct operation and justify their method using reasoning and representations.
		Compare Number Sentences	20	To compare mathematical statements using inequality symbols.	Pupils identify, describe, and compare number sequences using patterns.	Pupils create, extend, and compare sequences with increasing complexity, explaining pattern rules clearly.
		Missing Number Problems	21	To solve missing number problems using inverse operations and known facts.	Pupils solve missing number problems using known facts and inverse operations.	Pupils explain how to find missing numbers using reasoning and apply this skill to multi-step problems.
		ASSESSMENT				
Year 2 Autumn Block 3 - Multiplication and Division		L1 – Recognise Equal Groups	1	To recognise and describe equal groups in arrays and real-life contexts.	Pupils identify and describe equal groups in practical situations.	Pupils explain how equal and unequal groups differ and apply this understanding to problem-solving.
		L2 – Make Equal Groups	2	To make equal groups using objects or pictures.	Pupils create equal groups using objects and count how many groups or how many in each.	Pupils explore different groupings of the same total and explain the relationship between them.
		L3 – Add Equal Groups	3	To represent repeated addition as equal groups.	Pupils use repeated addition to find the total of equal groups.	Pupils represent repeated addition in different ways and explain its link to multiplication.
		L4 – Introduce Multiplication Symbol	4	To use the multiplication symbol to represent equal groups.	Pupils use the multiplication symbol to represent equal groups as repeated addition.	Pupils explain the meaning of the multiplication symbol in different contexts and problems.
		L5 – Multiplication Sentences	5	To write multiplication sentences using arrays and groups.	Pupils write and interpret multiplication sentences using symbols (×, =).	Pupils explain how a multiplication sentence represents equal groups and relate it to arrays or real-life contexts.
		L6 – Use Arrays	6	To use arrays to represent multiplication and solve problems.	Pupils use arrays to represent multiplication facts.	Pupils describe arrays using both rows and columns and link them to multiplication and division sentences.
		L7 – Make Equal Groups Grouping	7	To solve division problems by grouping.	Pupils group objects into equal groups and count the number of groups.	Pupils explain grouping as a division strategy and represent it in different ways.
		L8 – Make Equal Groups Sharing	8	To solve division problems by sharing into equal parts.	Pupils share objects equally into a given number of groups.	Pupils choose between sharing and grouping and explain which is most efficient in a given situation.
		L9 – The 2 Times Table	9	To recall and use multiplication and division facts for the 2 times table.	Pupils recall and use multiplication facts for the 2 times table.	Pupils apply 2x facts to solve word problems and reason about patterns in the table.
		L10 – Divide By 2	10	To divide numbers by 2 using known facts and practical methods.	Pupils solve division problems by sharing and grouping into twos.	Pupils use the inverse relationship between multiplication and division to solve and explain problems.
		L11 – Doubling and Halving	11	To double and halve numbers using concrete and mental strategies.	Pupils double and halve numbers to 20 using objects and mental methods.	Pupils apply doubling and halving flexibly and explain the relationship between the two operations.
		L12 – Odd and Even Numbers	12	To identify odd and even numbers and understand their properties.	Pupils identify odd and even numbers using counting and grouping strategies.	Pupils explain patterns in odd/even numbers and use them to solve problems.
		L13 – The 10 Times Table	13	To recall and use multiplication and division facts for the 10 times table.	Pupils recall and use multiplication facts for the 10 times table.	Pupils identify and explain patterns in the 10x table and apply them to solve real-life problems.
		L14 – Divide By 10	14	To divide numbers by 10 using sharing or grouping.	Pupils solve division problems involving grouping in tens.	Pupils explain how dividing by 10 relates to the 10 times table and use the inverse to check.
		L15 – The 5 Times Table	15	To recall and use multiplication and division facts for the 5 times table.	Pupils recall and use multiplication facts for the 5 times table.	Pupils identify patterns in the 5x table and solve problems involving time and money.
		L16 – Divide By 5	16	To divide numbers by 5 using known facts.	Pupils solve division problems involving grouping or sharing in 5s.	Pupils use known facts from the 5 times table to explain and solve division problems.
		L17 – The 5 and 10 Times Table	17	To compare and apply knowledge of the 5 and 10 times tables in problems.	Pupils recall and apply facts from the 5 and 10 times tables.	Pupils compare the 5x and 10x tables, identifying patterns and using them to solve mixed problems.
		ASSESSMENT				

Year 2 Spring Block 1 - Stats		L1 – Make Tally Charts	1	To collect and record data accurately using tally marks to organise information.	Pupils can collect and record information using tally marks accurately and organise data clearly.	Pupils can design and use their own tally chart to collect specific information and explain why tally charts are useful.
		L2 – Tables	2	To use and interpret tables to display and understand collected data.	Pupils can use a table to display data and answer simple questions about it.	Pupils can compare and interpret information in a table to explain patterns or conclusions.
		L3 – Block Diagrams	3	To draw and label block diagrams to represent data clearly.	Pupils can draw and label a block diagram accurately using one block per item.	Pupils can use different scales on a block diagram and explain what the data shows.
		L4 – Draw Pictograms	4	To draw pictograms using symbols and keys to show data accurately.	Pupils can draw a pictogram using a key where one picture represents one item.	Pupils can design a pictogram using an appropriate key (e.g., 2, 5, or 10) and justify their choice of symbols.
		L5 – Interpret Pictograms (1 to 1)	5	To interpret and answer questions about pictograms where one symbol represents one item.	Pupils can read and interpret a pictogram to find totals, most, and least values.	Pupils can compare categories and explain differences using data from a pictogram.
		L6 – Draw Pictograms (2, 5 and 10)	6	To draw pictograms using keys where one symbol represents 2, 5, or 10 items.	Pupils can draw a pictogram accurately using a given key of 2, 5, or 10.	Pupils can choose an efficient key for a given set of data and explain how it affects the representation.
		L7 – Interpret Pictograms (2, 5 and 10)	7	To interpret and compare data in pictograms using keys 2, 5, and 10.	Pupils can interpret pictograms using keys of 2, 5, or 10 to answer questions and find totals.	Pupils can compare and draw conclusions from pictograms using different keys and explain what the data shows.
		ASSESSMENT				
Year 2 Spring Block 2 - Mass Capacity & Temp		L1 – Compare Mass	1	To compare the mass of objects using balancing and standard units.	Pupils can compare the mass of objects using balancing and recognise which is heavier or lighter.	Pupils can estimate mass in standard units and explain comparisons using reasoning.
		L2 – Measure in Grams	2	To measure mass accurately in grams using appropriate equipment.	Pupils can measure the mass of objects accurately in grams using scales.	Pupils can choose suitable units (grams or kilograms) for measuring mass in context.
		L3 – Measure in Kilograms	3	To measure mass accurately in kilograms and understand the relationship between grams and kilograms.	Pupils can measure and record mass in kilograms and grams, and understand how to convert between them.	Pupils can convert between grams and kilograms confidently and use these in problem-solving.
		L4 – Four Operations with Mass	4	To solve problems involving addition and subtraction of mass.	Pupils can use addition and subtraction to solve problems involving mass in kilograms and grams.	Pupils can solve multi-step problems involving mass using all four operations and explain their reasoning.
		L5 – Compare Volume and Capacity	5	To compare volume and capacity using non-standard and standard units.	Pupils can compare and describe volume and capacity using standard units.	Pupils can compare and estimate volume and capacity using different units and justify their choices.
		L6 – Measure in Millilitres	6	To measure capacity accurately in millilitres using appropriate tools.	Pupils can measure liquid capacity in millilitres accurately using measuring equipment.	Pupils can select appropriate measuring tools and estimate volumes in millilitres before measuring.
		L7 – Measure in Litres	7	To measure capacity accurately in litres and convert between litres and millilitres.	Pupils can measure and record capacity in litres and millilitres accurately.	Pupils can convert between litres and millilitres to solve complex problems.
		L8 – Four Operations with Volume and Capacity	8	To solve problems involving the four operations with volume and capacity.	Pupils can use the four operations to solve simple problems involving volume and capacity.	Pupils can solve multi-step problems involving all four operations with volume and capacity.
		L9 – Temperature	9	To read thermometers accurately and compare temperatures in degrees Celsius.	Pupils can read temperatures on a thermometer and identify if they are above or below zero.	Pupils can compare temperature changes and explain the relationship between positive and negative values on a thermometer.
		ASSESSMENT				
Year 2 Spring Block 3 - Length & Height		L1 – Measure in Centimetres	1	To measure length accurately in centimetres using a ruler.	Pupils can measure objects accurately in centimetres using a ruler.	Pupils can estimate and check lengths measured in centimetres and explain their reasoning.
		L2 – Measure in Metres	2	To measure length accurately in metres and understand the relationship between metres and centimetres.	Pupils can measure and record lengths in metres and centimetres accurately.	Pupils can convert between metres and centimetres and use them in problem-solving.
		L3 – Compare Lengths and Heights	3	To compare lengths and heights using standard units.	Pupils can compare two or more lengths or heights using standard units.	Pupils can explain how and why objects differ in length or height using mathematical vocabulary.
		L4 – Order Lengths and Heights	4	To order lengths and heights from shortest to longest using standard measurements.	Pupils can arrange and record lengths and heights in order using measurements.	Pupils can compare and order lengths and heights using mixed units and explain their reasoning.
		L5 – Four Operations with Lengths and Heights	5	To solve problems involving the four operations with lengths and heights.	Pupils can use addition and subtraction to solve problems involving length and height.	Pupils can solve multi-step problems involving all four operations with lengths and heights, explaining their methods clearly.
		ASSESSMENT				
Year 2 Spring Block 4 - Shape		L1 – Recognise 2D and 3D Shapes	1	To recognise and name common 2D and 3D shapes in different orientations and sizes.	Pupils can recognise and name common 2D and 3D shapes in various orientations.	Pupils can explain the similarities and differences between 2D and 3D shapes using precise mathematical vocabulary.
		L2 – Count Sides on 2D Shapes	2	To count and describe the number of sides on 2D shapes.	Pupils can count and describe sides on regular and irregular 2D shapes.	Pupils can describe the properties of 2D shapes using mathematical vocabulary such as sides, vertices, and angles.
		L3 – Count Vertices on 2D Shapes	3	To count and describe the number of vertices on 2D shapes.	Pupils can count vertices on a range of 2D shapes accurately.	Pupils can explain how the number of vertices relates to the number of sides in 2D shapes.
		L4 – Draw 2D Shapes	4	To draw 2D shapes accurately using a ruler and recognise their properties.	Pupils can draw simple 2D shapes using a ruler and recognise their sides and vertices.	Pupils can draw complex 2D shapes accurately and describe their properties in detail.

		L5 – Lines of Symmetry on Shapes	5	To identify and draw lines of symmetry on 2D shapes.	Pupils can identify lines of symmetry on shapes and draw them correctly.	Pupils can identify multiple lines of symmetry and explain their importance in different shapes.
		L6 – Use Lines of Symmetry to Complete Shapes	6	To use lines of symmetry to complete missing parts of shapes.	Pupils can complete shapes by reflecting across a line of symmetry.	Pupils can reflect shapes accurately across a given line and describe the symmetry involved.
		L7 – Sort 2D Shapes	7	To sort 2D shapes based on their properties such as sides, vertices, and symmetry.	Pupils can sort 2D shapes based on one or more of their properties.	Pupils can compare and sort 2D shapes using multiple criteria and explain their reasoning.
		L8 – Count Faces on 3D Shapes	8	To count and describe the number of faces on 3D shapes.	Pupils can count and describe faces on common 3D shapes.	Pupils can describe and compare the faces of different 3D shapes using mathematical language.
		L9 – Count Edges on 3D Shapes	9	To count and describe the number of edges on 3D shapes.	Pupils can count and describe edges on a range of 3D shapes.	Pupils can explain how edges connect faces and vertices in 3D shapes.
		L10 – Count Vertices on 3D Shapes	10	To count and describe the number of vertices on 3D shapes.	Pupils can count and describe vertices on different 3D shapes.	Pupils can compare and classify 3D shapes based on detailed properties such as edges, faces, and vertices.
		L11 – Sort 3D Shapes	11	To sort 3D shapes according to their properties such as faces, edges, and vertices.	Pupils can sort 3D shapes into groups based on shared properties.	Pupils can describe and justify how 3D shapes are grouped and related based on their properties.
		L12 – Make Patterns with 2D and 3D Shapes	12	To create and describe repeating patterns using 2D and 3D shapes.	Pupils can make simple repeating patterns using 2D and 3D shapes.	Pupils can design and explain complex repeating patterns using a variety of 2D and 3D shapes.
		ASSESSMENT				
Fractions		L1 – Introduction to Parts and Wholes	**1**	To understand that a whole can be split into parts and that parts make up a whole.	Pupils can identify a whole and its parts and explain how parts combine to make a whole.	Pupils can explain the relationship between parts and the whole using visual and numerical examples.
		L2 – Equal and Unequal Parts	2	To recognise the difference between equal and unequal parts of a shape or set.	Pupils can identify equal and unequal parts in shapes or sets.	Pupils can reason about equal and unequal parts and justify their thinking.
		L3 – Recognise a Half	3	To recognise one half of a shape or quantity.	Pupils can recognise and describe one half of a shape or quantity.	Pupils can recognise and represent one half in different contexts and explain its meaning.
		L4 – Find a Half	4	To find one half of a shape, object, or quantity.	Pupils can find one half of a shape, object, or set by sharing equally.	Pupils can solve problems involving finding halves of shapes, numbers, and quantities.
		L5 – Recognise a Quarter	5	To recognise one quarter of a shape or quantity.	Pupils can recognise and describe one quarter of a shape or quantity.	Pupils can identify quarters in various representations and explain how they relate to the whole.
		L6 – Find a Quarter	6	To find one quarter of a shape, object, or quantity.	Pupils can find one quarter of a shape, object, or set by sharing equally.	Pupils can solve problems involving finding quarters of numbers and quantities.
		L7 – Recognise a Third	7	To recognise one third of a shape or quantity.	Pupils can recognise and describe one third of a shape or quantity.	Pupils can represent and explain one third using different models and contexts.
		L8 – Find a Third	8	To find one third of a shape, object, or quantity.	Pupils can find one third of a shape, object, or set by sharing equally.	Pupils can solve real-life problems involving finding one third of a quantity.
		L9 – Find a Whole	9	To find the whole when given a fraction of a quantity.	Pupils can identify the whole when given a known fraction of it.	Pupils can reason about the relationship between parts and the whole to find missing values.
		L10 – Unit Fractions	10	To identify and describe unit fractions as one part of a whole divided into equal parts.	Pupils can recognise and describe unit fractions of shapes and sets.	Pupils can identify and represent unit fractions of shapes and sets and explain their meaning.
		L11 – Non-Unit Fractions	11	To identify and describe non-unit fractions as more than one equal part of a whole.	Pupils can identify and describe non-unit fractions using correct notation.	Pupils can identify, represent, and compare non-unit fractions using models and reasoning.
		L12 – Recognise the Equivalence of Half and Two Quarters	12	To recognise that two quarters are equivalent to one half.	Pupils can recognise that two quarters are the same as one half.	Pupils can explain and prove equivalence between one half and two quarters using diagrams and reasoning.
		L13 – Recognise Three Quarters	**13**	To recognise three quarters of a shape or quantity.	Pupils can recognise and describe three quarters of a shape or quantity.	Pupils can represent and explain three quarters in various ways and contexts.
		L14 – Find Three Quarters	14	To find three quarters of a shape, object, or quantity.	Pupils can find three quarters of a shape, object, or quantity by sharing equally.	Pupils can solve problems involving finding three quarters of numbers, shapes, and quantities.
		L15 – Count in Fractions up to a Whole	15	To count forwards and backwards in fractions up to a whole.	Pupils can count forwards and backwards in unit fractions up to one whole.	Pupils can count fluently in fractions and explain the relationship between unit fractions and the whole.
		ASSESSMENT				
Money		L1 – Count Money Pence	1	To count and recognise different amounts of money in pence.	Pupils can recognise and count coins to find a total amount in pence.	Pupils can explain how different coin values can be combined to make a given amount.
		L2 – Count Money Pounds, Notes and Coins	2	To count and recognise different amounts of money in pounds using notes and coins.	Pupils can recognise notes and coins and count money in pounds accurately.	Pupils can represent and calculate total amounts of money using both pounds and pence.
		L3 – Count Money Pounds and Pence	3	To count mixed amounts in pounds and pence.	Pupils can count and combine pounds and pence to find a total.	Pupils can solve problems involving mixed amounts of pounds and pence and explain their reasoning.
		L4 – Choose Notes and Coins	4	To select the correct combination of notes and coins to make a given amount.	Pupils can choose the correct notes and coins to make a specific amount.	Pupils can select efficient combinations of notes and coins and justify their choices.
		L5 – Make the Same Amount	5	To make the same amount of money in different ways.	Pupils can show the same amount of money using different combinations of coins and notes.	Pupils can find multiple ways to make the same amount and explain their strategies.

		L6 – Compare Amounts of Money	6	To compare amounts of money using greater than, less than and equal to symbols.	Pupils can compare two amounts of money and use comparison symbols correctly.	Pupils can reason about money comparisons and explain how they know which amount is greater or smaller.
		L7 – Calculate with Money	7	To add and subtract amounts of money to solve simple problems.	Pupils can use addition and subtraction to solve simple money problems.	Pupils can use all four operations to solve multi-step problems involving money.
		L8 – Make a Pound	8	To make one pound using different combinations of coins.	Pupils can find different combinations of coins that make one pound.	Pupils can reason about coin combinations to make one pound in different ways.
		L9 – Find Change	9	To find the correct change when paying for an item.	Pupils can subtract to find change accurately from a given amount.	Pupils can solve real-life problems involving finding change and explain their methods.
		L10 – Two Step Problems	10	To solve two-step word problems involving money.	Pupils can solve two-step problems involving money, including finding totals and change.	Pupils can solve complex two-step problems involving totals, change, and comparisons using reasoning.
		ASSESSMENT				
Position & Direction		L1 – Language of Position	1	To use the correct mathematical language to describe position.	Pupils can use mathematical language such as above, below, next to, left, and right to describe position.	Pupils can use precise positional language to describe and explain where objects are located.
		L2 – Describe Movement	2	To describe movement using words such as forwards, backwards, left, and right.	Pupils can describe movement using terms such as forwards, backwards, left, and right.	Pupils can give and follow directions using a combination of movement and positional vocabulary.
		L3 – Describe Turns	3	To describe turns using quarter, half, and three-quarter turns in both directions.	Pupils can describe a turn as a quarter, half, or three-quarter turn clockwise or anti-clockwise.	Pupils can describe and predict the result of turns using reasoning and visualisation.
		L4 – Describe Movement and Turns	4	To describe and combine movement and turns accurately.	Pupils can describe combined movements and turns accurately using correct language.	Pupils can combine movements and turns to describe and solve practical problems.
		L5 – Shape Patterns with Turns	5	To create and describe repeating patterns using shapes and turns.	Pupils can recognise and continue shape patterns that include turns.	Pupils can create complex repeating patterns using shapes and turns and explain how they continue.
		ASSESSMENT				
Time		L1 – O'Clock and Half Past	1	To tell and show the time to the hour and half past the hour on an analogue clock.	Pupils can tell and show the time to the hour and half past the hour on an analogue clock.	Pupils can read and represent times to the hour and half past using both analogue and digital formats confidently.
		L2 – Quarter Past and Quarter To	2	To tell and show the time to quarter past and quarter to the hour on an analogue clock.	Pupils can tell and show the time to quarter past and quarter to the hour on an analogue clock.	Pupils can explain the relationship between quarter past, half past, and quarter to the hour.
		L3 – Tell the Time Past the Hour	3	To tell and write the time past the hour using analogue and digital clocks.	Pupils can tell and write times past the hour using both analogue and digital clocks.	Pupils can use reasoning to compare times and explain how many minutes have passed since the hour.
		L4 – Tell the Time To the Hour	4	To tell and write the time to the hour using analogue and digital clocks.	Pupils can tell and write times to the hour using both analogue and digital clocks.	Pupils can reason about how much time remains until the next hour and explain using mathematical language.
		L5 – Tell the Time to 5 Minutes	5	To tell and show the time to the nearest 5 minutes using analogue and digital clocks.	Pupils can tell and show the time to the nearest 5 minutes using both analogue and digital clocks.	Pupils can solve problems involving telling and converting times to the nearest 5 minutes.
		L6 – Minutes in an Hour	6	To understand that there are 60 minutes in an hour and 60 seconds in a minute.	Pupils can state that there are 60 minutes in an hour and 60 seconds in a minute.	Pupils can convert between seconds and minutes and solve problems involving elapsed time.
		L7 – Hours in a Day	7	To know that there are 24 hours in a day and sequence events using time language.	Pupils can describe and order events using hours in a day and appropriate time vocabulary.	Pupils can reason about the structure of a day using hours and apply this understanding to solve time problems.
		ASSESSMENT				