| **Area of Maths** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Number and place value** | Hopscotch counting | 6 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Counting on and back | 7 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Snakes and ladders counting | 8–9 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Hopscotch 10s | 10 | **Number, money and measure: Number and number processes**  I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways. **MNU 0-03a** |
| **Number and place value** | Counting and grouping | 11 | **Number, money and measure: Number and number processes**  I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways. **MNU 0-03a** |
| **Number and place value** | Patterns on a 100 square | 13 | **Number, money and measure: Number and number processes**  I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Combining 10s and 1s | 14 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Place value grid | 15 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Partitioning 2-digit numbers | 16–17 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Ordering and drawing numbers | 18 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Comparing and ordering numbers | 19 | **Number, money and measure: Number and number processes**  I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a** |
| **Number and place value** | Using <,> and = | 20–21 | **Number, money and measure: Expressions and equations**  I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. **MTH 1-15a** |
| **Number and place value** | Number lines and number grids | 22–23 | **Number, money and measure: Number and number processes**  I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Estimating numbers on a number line | 24 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Writing numbers to 100 | 27 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Writing larger numbers | 28 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Place-value problems | 29 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Numbers to 20 | 30 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Make 20 | 31 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Numbers to 100 | 32–33 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Addition facts | 34 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Subtraction facts | 35 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Addition and subtraction | 36 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Inverse match | 37 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Arrow sentences | 38 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Missing numbers | 39 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | What’s the difference? | 40 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Split the number | 41 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Totals and differences | 42 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Adding order | 43 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Totals to 10 | 44 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Adding and subtracting several numbers | 45 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Adding 10s to 2-digit numbers | 46 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Subtracting 10s to 2-digit numbers | 47 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Addition problems | 48 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Party subtraction problems | 49 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | How many more? | 50 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Making money problems | 51 | **Number, money and measure: Money**  I can use money to pay for items and can work out how much change I should receive. **MNU 1-09a** |
| **Addition and subtraction** | Money problems | 52 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Add to solve the problem | 53 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Repeated addition and subtraction | 54–55 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Repeated addition and subtraction (2) | 56–57 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Using + and – to multiply and divide by 10 | 58–59 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Multiplication arrays | 60–61 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Division arrays | 62–63 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Multiples | 64 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Face the facts | 65 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Monster multiplication | 66 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Multiplication facts | 67 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Division facts | 68 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Relationship between x and ÷ | 69 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Multiplication order | 70 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Odd and even multiples | 71 | **Number, money and measure: Multiples, factors and primes**  Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers. **MTH 2-05a** |
| **Multiplication and division** | Multiplication and division problems | 72–73 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Fractions** | Fraction wall | 74 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. **MTH 1-07c** |
| **Fractions** | Equivalent fractions | 75 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. **MTH 1-07c** |
| **Fractions** | Three-quarters | 76 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b** |
| **Fractions** | Fractions of shapes | 77 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b** |
| **Fractions** | Fractions of objects | 78 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b** |
| **Fractions** | Fractions of measures | 79 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b** |
| **Fractions** | Fraction pairs | 80 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b** |
| **Fractions** | Fractions on a number line | 81 | **Number, money and measure: Fractions, decimal fractions and percentages**  Having explored fractions by taking part in practical activities, I can show my understanding of:   * how a single item can be shared equally * the notation and vocabulary associated with fractions * where simple fractions lie on the number line.  **MNU 1-07a** |
| **Measurement** | Measuring lengths in cm | 82 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | How long is it? | 83 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | Weighing in kg and g | 84 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | Measuring capacity using l and ml | 85 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | Reading scales | 87 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | Draw the measures | 88 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | Nature trail problems | 89 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | Measuring equipment | 90–91 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | Comparing measures | 92–93 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | Telling the time | 95 | **Number, money and measure: Time**  I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. **MNU 1-10a** |
| **Measurement** | Time problems | 96–97 | **Number, money and measure: Time**  I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. **MNU 1-10a**  I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. **MNU 2-10a** |
| **Measurement** | Different coins, same amount | 99 | **Number, money and measure: Money**  I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. **MNU 1-09b** |
| **Measurement** | Which coins? | 100 | **Number, money and measure: Money**  I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. **MNU 1-09b** |
| **Measurement** | Car boot sale | 101 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**  **Number, money and measure: Money**  I can use money to pay for items and can work out how much change I should receive. **MNU 1-09a** |
| **Geometry – properties of shapes** | Describe me | 102 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – properties of shapes** | Identifying 2D shapes | 103 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – properties of shapes** | Faces of 3D shapes | 104 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – properties of shapes** | Drawing 2D shapes | 105 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a**  I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. **MTH 2-16c** |
| **Geometry – properties of shapes** | Describe 3D shapes | 106 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – properties of shapes** | Name the shape | 107 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – properties of shapes** | Sorting 2D shapes | 108 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – properties of shapes** | Shape sorting diagram | 109 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – properties of shapes** | Sorting 3D shapes | 110 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – properties of shapes** | Problems with shapes | 111 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – position and direction** | Where am I heading? | 112 | **Shape, position and movement: Angle, symmetry and transformation**  I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. **MTH 1-17a** |
| **Geometry – position and direction** | Directions | 113 | **Shape, position and movement: Angle, symmetry and transformation**  I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. **MTH 1-17a** |
| **Geometry – position and direction** | Patterns in shapes | 114–115 | **Shape, position and movement: Angle, symmetry and transformation**  I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical patterns and pictures. **MTH 2-19a / MTH 3-19a** |
| **Statistics** | Tally charts | 116–117 | **Information handling: Data and analysis**  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a** |
| **Statistics** | Drawing tallies | 118 | **Information handling: Data and analysis**  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a** |
| **Statistics** | Information in tables | 119 | **Information handling: Data and analysis**  I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. **MNU 1-20a**  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a** |
| **Statistics** | Drawing a block graph | 120 | **Information handling: Data and analysis**  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a** |
| **Statistics** | Take-away pictogram | 121 | **Information handling: Data and analysis**  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a** |
| **Statistics** | Favourite colours | 122 | **Information handling: Data and analysis**  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a** |
| **Statistics** | Faulty graph | 123 | **Information handling: Data and analysis**  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a** |
| **Statistics** | Sorting sports | 125 | **Information handling: Data and analysis**  I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others’ criteria. **MNU 1-20b** |