| **Area of Maths** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Number and place value** | Counting in 1s | 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 sets | 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** | Missing number | 8 | **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 in 2s | 9 | **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 and place value** | Counting in 5s | 10 | **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 and place value** | Missing 10s | 11 | **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 in 2s, 5s and 10s | 12 | **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** | More or fewer | 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** |
| **Number and place value** | Numbers to 20 | 14–15 | **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** | One more, one less | 16 | **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** | Less, than, more than, equal to | 17 | **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** | Less, than, more than, equal to (2) | 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** | Ordering numbers | 20 | **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** | Number match | 21 | **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 (1) | 22 | **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 (2) | 23 | **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** |
| **Addition and subtraction** | Addition to 5 | 24–25 | **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 of 5 | 26 | **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 + and - | 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**  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 to 10 (1) | 28 | **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 to 10 (2) | 29 | **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 | 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** | Subtraction from 10 | 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** | Subtraction facts | 32 | **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: largest number first | 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** | Number bonds to 20 | 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** | Total 17 | 35 | **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** | Difference of 4 | 36 | **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** | Difference pairs | 37 | **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** | Coin totals | 38 | **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** |
| **Addition and subtraction** | Money totals | 39 | **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** |
| **Addition and subtraction** | Giving change | 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**  **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** | Add and subtract money | 41 | **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** | Shopping totals | 42 | **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** | Number families | 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** | Adding order | 44 | **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** | Counting on | 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** | Addition leaps | 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** | Number routes | 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** | Adding three numbers | 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** | Double trouble | 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** | Double bubble | 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** | Near doubles | 51 | **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 word problems (1) | 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** | Adding and subtracting word problems (2) | 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** |
| **Addition and subtraction** | Adding and subtracting word problems (3) | 54 | **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 word problems (4) | 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** | Lots of seeds | 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** | Arrays | 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** | Sharing football stickers | 60 | **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** | Alien grouping | 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** |
| **Fractions** | Halves of shapes | 62 | **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**   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** | Finding half | 63 | **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**   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** | Quarters of shapes | 64 | **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**   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** | Halves and quarters | 65 | **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**   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** | Quarters of cubes | 66 | **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**   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** | Fishy Fractions | 67 | **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**   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** |
| **Measurement** | Comparing length | 68 | **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** | Pencil length | 69 | **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 many shoes? | 70 | **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 length in metres | 71 | **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 length in cm | 72 | **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 up – lengths | 73 | **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** | Ribbons | 74 | **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** | Length problems | 75 | **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: 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 much does it weigh? | 76 | **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 weight in kg | 77 | **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 weight in g | 78 | **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** | Measure up – weights | 79 | **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 weights | 80 | **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** | Ordering weights | 81 | **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** | Apple weighing | 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** | Measurement problems | 83 | **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: 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 much does it hold | 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** | Comparing capacity | 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** | How many cups | 86 | **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 in litres | 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** | Measuring capacity in ml | 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** | Measure up – capacity | 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** | Ordering capacity | 90 | **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** | Capacity problems | 91 | **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: 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** | Time words | 94 | **Number, money and measure: Time**  I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. **MNU 0-10a** |
| **Measurement** | Telling the time – to the hour | 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** | Telling the time – to the half hour | 96 | **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** | In a minute | 97 | **Number, money and measure: Time**  I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. **MNU 1-10c** |
| **Measurement** | Measure up – time | 98 | **Number, money and measure: Time**  I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. **MNU 0-10a** |
| **Measurement** | Days of the week | 99 | **Number, money and measure: Time**  I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. **MNU 0-10a** |
| **Measurement** | Months of the years | 100 | **Number, money and measure: Time**  I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. **MNU 0-10a** |
| **Measurement** | Time word problems | 101 | **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** | At the sweet shop | 102 | **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** |
| **Measurement** | Money problems | 103 | **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** | 2D 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** |
| **Geometry – properties of shapes** | 2D shape search | 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** | Sorting 2D 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** | Which 2D shape am I? | 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** | 3D shapes | 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** | 3D shape search | 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** | Shopping 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 – properties of shapes** | Sorting 3D shapes | 112 | **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** | Can I roll? | 113 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I enjoy investigating objects and shapes and can sort, describe and be creative with them. **MTH 0-16a** |
| **Geometry – properties of shapes** | Which 3D shape am I? | 114 | **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** | 2D and 3D shapes | 115 | **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 patterns | 116 | **Number, money and measure: Patterns and relationships**  I can continue and devise more involved repeating patterns or designs, using a variety of media. **MTH 1-13a** |
| **Geometry – position and direction** | Where is it? | 118–119 | **Shape, position and movement: Angle, symmetry and transformation**  In movement, games, and using technology I can use simple directions and describe positions. **MTH 0-17a** |
| **Geometry – position and direction** | Directions | 120–121 | **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** | Turns on a clock | 124 | **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** | Problems with directions | 125 | **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** |