

Year 1 / 2 Autumn	Week 1 – 3	Week 4-6	Week 7-10	Week 11 -12
Unit	Number and Place Value within 20	Addition and Subtraction within 20 Add in 1 weeks worth of column method lessons for Y2 children	Place Value within 100	Geometry Shape
National Curriculum Links Y1	Identify and represent numbers using concrete objects and pictorial representations including the number line.	Represent and use number bonds and related subtraction facts within 20.	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	recognise and name common 2-D and 3-D shapes, including: 2-D shapes
National Curriculum Links Y2	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ♣ recognise the place value of each digit in a two-digit number (tens, ones) ♣ identify, represent and estimate numbers using different representations, including the number line ♣ compare and order numbers from 0 up to 100; use and = signs ♣ read and write numbers to at least 100 in numerals and in words ♣ use place value and number facts to solve problems.	solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ♣ recognise and use the inverse relationship between addition and subtraction and use this to check	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ♣ recognise the place value of each digit in a two-digit number (tens, ones) ♣ identify, represent and estimate numbers using different representations, including the number line ♣ compare and order numbers from 0 up to 100; use and = signs ♣ read and write numbers to at least 100 in numerals and in words ♣ use place value and number facts to solve problems	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ♣ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ♣ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ♣ compare and sort common 2-D and 3-D shapes and everyday objects.

		calculations and solve missing number problems.		
Key Vocabulary	sort, groups, pattern digits, number count on, count back, one more, one more than, one less, one less than matched, equal to, = fewer, less than, <, least, fewest more, greater than, >, most, greatest number line, number track, ten frame	group, part-whole model, whole, part, diagram, different partition, biggest, true, false	100 square, number square α place value grid α pattern, same, different α less than, fewer, smaller, less, () α equal to, (=) α greatest, biggest α fewest, smallest α tens, ones, place value, partition α	2D, 3D cube, cuboid, sphere, cylinder, pyramid, cone circle, triangle, square, rectangle, side, edge, face, corner, pattern, repeat

Year 1 /2 Spring	Week 1-4	Week 5-8	Weeks 9-10	Week 11	Week 11	Week 12
Unit	Addition and Subtraction within 100	Number: Multiplication and Division	Measurement: Length and Height	Statistics	Measurement: Mass and Volume	Consolidation
National Curriculum Links Y1	read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs ♣ represent and use number bonds and related subtraction facts within 20 ♣ add	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Measure and begin to record lengths and heights		Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for	

	and subtract one-digit and two-digit numbers to 20, including zero ♣ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.				example, full/empty, more than, less than, half, half full, quarter]	
National Curriculum Links Y2	solve problems with addition and subtraction: ♣ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ♣ applying their increasing knowledge of mental and written methods ♣ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ♣ a two-digit number	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ♣ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ♣ compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$	interpret and construct simple pictograms, tally charts, block diagrams and simple tables ♣ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ♣ ask and answer questions about totalling and comparing categorical data.	compare, describe and solve practical problems for: ♣ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ♣ mass/weight [for example, heavy/light, heavier than, lighter than] ♣ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ♣ time [for example, quicker, slower,	

	and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers ♣ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ♣ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.				earlier, later] ♣ measure and begin to record the following: ♣ lengths and heights ♣ mass/weight ♣ capacity and volume	
Key Vocabulary	group, part-whole model, whole, part, diagram, different partition, biggest, true, false	equal groups α array α row, column α double, twice α add, addition, adding, altogether, total equal groups, same, different α share, sharing equally α fairly α total, altogether, each α division	long, longer, longest short, shorter, shortest tall, taller, tallest length, height compare, comparison measure distance unit, non-standard units ruler centimetre (cm) total difference	Data, interpret, key, tally chart, pictogram, block diagram, table, total, compare, symbol.	weight, weigh capacity, volume, contains, container heavier, heaviest, lighter, lightest more, most, fewer, less, least >	

Year 1 / 2 Summer	Week 1	Week 3 -5	Week 6-8	Week 9-10	Week 11	Week 12
Unit	Money	Number- Fractions	Measurement - Time	Mass, Capacity and Temperature	Geometry – Position and Direction	Consolidation
National Curriculum Links – Y1	Recognise and know the value of different denominations of coins and notes.	recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Compare, describe and solve practical problems for time (quicker, slower, earlier, later) Measure and begin to record time (hours, minutes, seconds) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	Describe position, direction and movement, including, whole, half, quarter and three-quarter turns	
National Curriculum Links – Y2	recognise and use symbols for pounds (£) and pence (p); combine amounts	recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape,	compare and sequence intervals of time ♣ tell and write the time to five minutes, including quarter past/to the hour and draw	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass	order and arrange combinations of mathematical objects in patterns and sequences ♣ use mathematical	

	to make a particular value ♣ find different combinations of coins that equal the same amounts of money	set of objects or quantity ♣ write simple fractions for example, $2 \frac{1}{6} = \frac{3}{6}$ and recognise the equivalence of $4 \frac{2}{2}$ and $2 \frac{1}{1}$.	the hands on a clock face to show these times ♣ know the number of minutes in an hour and the number of hours in a day	(kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ♣ compare and order lengths, mass, volume/capacity and record the results using >, < and =	vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	
Key Vocabulary	pound, penny, pennies, pence α coins, notes, banknotes α £, p α greater than, less than, equal, total, altogether α , and =, greater than, less than α value, worth	half, halves, quarter α equal α share, split α part, whole	before, after α faster, slower, shorter, longer, earlier, later α yesterday, today, tomorrow α day, week, month, year α calendar, date α minute hand, hour hand, second hand α o'clock, half past α second, minute, hour	weight, weigh capacity, volume, contains, container heavier, heaviest, lighter, lightest more, most, fewer, less, least > ,	turn, position, direction α half turn, quarter turn, three-quarter turn, whole turn α left, right, in between α forwards, backwards α above, below α top, middle, bottom α up, down	