Year 1 and Year 2 medium-term plan

Term 1			
Strand	**National Curriculum Year 1 objectives**	**National Curriculum Year 2 objectives**	**Content (Year 1 and Year 2 sub-objectives)**
Number and place value	• Count, read and write numbers to 100 in numerals. • Count to and across 100, forwards and backwards, beginning with 0 or 1. • Count to and across 100, forwards and backwards, from any given number. Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer).	• Count, read and write numbers to *at least* 100 in numerals. • Count to and across 100, forwards and backwards, *in steps of 2, 3 and 5* beginning with 0 or 1. • Count to and across 100 forwards and backwards *in steps of 10* from any given number. Given a number, identify *ten* more and *ten* less. • Identify, represent *and estimate* numbers using objects and pictorial representations including the number line.	**Week 4** **Y1 Term 1 Unit 1 Week 1: Counting within 50 – tackling 'teens' and 'tys'** **Y2 Term 1 Unit 1 Week 2: Representing numbers using practical materials.** • Count to 100, forwards, beginning with 0 or 1, or from any given number. • Count from 100, backwards. • Count, read and write numbers to 100 in numerals. • *Recognize the place value of each digit in a 2-digit number (tens, ones)* • Identify and represent *(and estimate)* numbers using objects and pictorial representations including the number track *(line)*.
			Week 5 **Y1 Term 1 Unit 1 Week 2: One more, one less – counting on and back** **Y2 Term 1 Unit 1 Week 1: Skip counting in twos, threes, fives and tens** • Count, read and write numbers to *(at least)* 100 in numerals • *Count in steps of 2, 3, and 5 from 0, and in 10 from any number, forwards and backwards.* • Given a number, identify one *(ten)* more • Given a number, identify one *(ten)* less • *Recognize the place value of each digit in a 2-digit number (tens, ones)* • Identify and represent numbers using objects and pictorial representations including the number track *(line)*.

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Addition and subtraction	• Represent and use number bonds and related subtraction facts within 20 • Add and subtract numbers using concrete and pictorial representations including 1-digit and 2-digit numbers to 20, including zero. • Solve problems that involve addition and subtraction, using concrete objects and pictorial representations, *and missing number problems such as 7 = □ – 9*.	• Represent, recall and use number bonds and related subtraction facts within 20 *fluently, and use related facts up to 100*. • Add and subtract numbers using concrete objects, pictorial representations, and *mentally, including: a 2-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three 1-digit numbers*. • 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*. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	**Week 6** **Y1 Term 1 Unit 2 Week 3: Introducing part-part-whole situations** **Y2 Term 1 Unit 2 Week 3: Representing simple addition and subtraction number sentences** • Add 1-digit numbers to 10. • Solve one-step problems that involve addition, using concrete objects and pictorial representations and numbers to 10. • *Add three 1-digit numbers using concrete objects, pictorial representations, and mentally*. • *Add a 2-digit number and ones using concrete objects, pictorial representations, and mentally*. **Week 7** **Y1 Term 1 Unit 2 Week 4: Part-part whole situations for addition** **Y2 Term 1 Unit 2 Week 4: Addition and subtraction within and to 20 (addition focus)** • Represent and use number bonds within 10. • Solve one-step problems that involve addition using concrete objects and pictorial representations and numbers to 10. • *Represent and use number bonds within 20*. • *Recall and use addition facts to 20 fluently*. • *Show that addition of two numbers can be done in any order (commutative).* **Week 8** **Y1 Term 1 Unit 2 Week 5: Part-part-whole situations for subtraction** **Y1 Term 1 Unit 2 Week 4: Addition and subtraction within and to 20 (subtraction focus)** • Represent and use number bonds within 10. • Represent and use subtraction facts within 10. • Solve one-step problems that involve addition using concrete objects and pictorial representations and numbers to 10. • *Represent and use number bonds within 20*. • *Recall and use subtraction facts to 20 fluently*. • *Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot*. • *Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems*.

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)

Measurement	• 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 the following:
	  ◦ lengths and heights.
	• Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).
	• Recognize and use language relating to dates including days of the week, weeks, months and years.
		• Choose and use appropriate *standard* units to *estimate* and measure length/height in any direction (m/cm); *mass (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 =*.
			Week 9
			Y1 Term 1 Unit 5 Week 10: Describe and compare lengths and heights
			Y2 Term 1 Unit 6 Week 11: Measuring, comparing and ordering using non-standard and standard units (measuring focus)
			• Compare, describe and solve practical problems for lengths and heights (for example, higher/lower, long/short, longer/shorter, tall/short, taller/shorter, double/half).
			• Measure and begin to record lengths and heights.
			• *Understand why we need standard units when measuring*.
			• *Read scales to the nearest appropriate unit*.

			Week 10 **Y1 Term 1 Unit 5 Week 11: Put events in time order** **Y2 Term 1 Unit 6 Week 12: Measuring, comparing and ordering using non-standard and standard units (comparing and ordering focus)** • Sequence events in chronological order using language (or example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). • Compare and *order* lengths, *mass, volume/capacity and record the results using >, < and =*.
Multiplication and division	• 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.	• *Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers*. • Solve problems involving multiplication and division, using materials, arrays, *repeated addition, mental methods, and multiplication and division facts, including problems in contexts*.	**Week 11** **Y1 Term 1 Unit 6 Week 12: Solve equal groups problems practically** **Y2 Term 1 Unit 3 Week 5: Multiplication as repeated addition** • Solve one-step problems involving multiplication by calculating the answer using concrete objects. • *Recall and use multiplication facts for the 2 multiplication table, and begin practising counting in threes*. • *Recall and use multiplication facts for the 5 and 10 multiplication tables*. • *Recognize odd and even numbers*.
			Week 12 **Y1 Term 1 Unit 6 Week 13: Solve sharing or equal groups problems practically** **Y2 Term 1 Unit 3 Week 6: Missing number problems** • Solve one-step problems involving division, by calculating the answer using concrete objects. • *Recall and use multiplication and division facts for the 2 multiplication table, and begin practising counting in threes*. • *Recall and use multiplication and division facts for the 5 and 10 multiplication tables*. • *Solve problems involving multiplication and division, using materials and arrays, including problems in contexts*.

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Addition and subtraction	• Read, write and interpret mathematical statements involving addition (+), subtraction • (–) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract 1-digit and 2-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.	• 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. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	**Week 13** **Y1 Term 1 Unit 4 Week 8: Addition facts** **Y2 Term 1 Unit 4 Week 7: Reasoning about addition and subtraction in the concrete and the pictorial** • Represent and use number bonds within 10. • Read, write and interpret mathematical statements involving addition (+) and equals (=) signs. • Solve one-step problems that involve addition, using concrete objects and pictorial representations and numbers to 10. • *Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures*. **Y1 Term 1 Unit 4 Week 9: Subtraction facts** **Y2 Term 1 Unit 4 Week 8: Reasoning about addition and subtraction in the abstract** • Represent and use subtraction facts within 10. • Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs. • Subtract 1-digit numbers to 10. • Solve one-step problems that involve subtraction, using concrete objects and pictorial representations and numbers to 10. • *Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems*.
Fractions	• Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity.	• Recognize, find, name and write *fractions ¼, ~~¾~~ and ¾ of a length*, shape, *set of objects* or quantity. • *Write simple fractions, for example, ½ of 6 = 3 and recognize the equivalence of ~~¾~~ and ½.*	**Week 14** **Y1 Term 2 Unit 10 Week 6: What does a half or a quarter look and feel like? (shape focus)** **Y2 Term 1 Unit 5 Week 9: Recognizing and finding unit and non-unit fractions** • Recognize, find and name a half as one of two equal parts of a shape or quantity. • Recognize, find and name a quarter as one of four equal parts of a shape or quantity • Recognize, find, name and write fractions ¼, ½ and ¾ *of a length*, shape, *set of objects* or quantity. **Y1 Term 2 Unit 10 Week 6: What does a half or a quarter look and feel like? (extend to consider objects and quantities)** **Y2 Term 1t Unit 5 Week 10: Representing fractions to solve problems** • Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity. • *Write simple fractions, for example ½ of 6 = 3.*

Term 2			
Strand	**National Curriculum Year 1 objectives**	**National Curriculum Year 2 objectives**	**Content (Year 1 and Year 2 sub-objectives)**
Number and place value	• 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. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words.	• Use place value and number facts to solve problems.	**Week 1** **Y1 Term 2 Unit 7 Week 1: Developing flexible counting and ordering to 100** **Y2 Term 2 Unit 7 Week 1: Model the problem (fluency through problem solving)** • Given a number, identify one more. • Given a number, identify one less. • Read and write numbers from 1 to 20 in words. • Count to and across 100, forwards, beginning from any given number. • Count back from any given number up to 100. • Count in multiples of twos, fives and tens. • Identify and represent numbers using objects and pictorial representations including the number line. • Use the language of: equal to, more than, less than (fewer), most, least. • *Use place value and number facts to solve problems.*

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Addition and subtraction	• Read, write and interpret mathematical statements involving addition (+), subtraction • (–) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract 1-digit and 2-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.	• 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*. • Add and subtract numbers using concrete objects, pictorial representations, *and mentally*, including: a 2-digit number and ones; *a 2-digit number and tens; two 2-digit numbers; adding three 1-digit numbers*. • *Recall* and use addition and subtraction facts to 20 *fluently, and derive and use related facts up to 100*. • *Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot*. • *Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems*.	**Week 2** **Y1 Term 2 Unit 9 Week 3: Adding and subtracting to and from teens by bridging 10** **Y2 Term 2 Unit 8 Week 2: Add pairs of multiples of 10 to 100** • Add and subtract 1-digit and 2-digit numbers to 20. • Represent and use number bonds within 10. • Represent and use subtraction facts within 10. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and numbers to 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • Recall and use addition and subtraction facts to 20 *fluently*. • *Derive and use related facts up to 100*. • Add and subtract a 2-digit number *and tens* using concrete objects, pictorial representations, *and mentally*. • Solve problems with addition and subtraction using concrete objects and pictorial representations, including *those involving numbers, quantities and measures*. • *Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot*. • *Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems*.
			Week 3 **Y1 Term 2 Unit 9 Week 4: Finding the difference** **Y2 Term 2 Unit 8 Week 3: Use inverse relationships to solve problems** • Add and subtract 1-digit and 2-digit numbers to 20. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and numbers to 20. • Solve missing number problems such as 7 = □ – 9 (within 10). • Add and subtract a 2-digit number *and 10s* using concrete objects, pictorial representations, *and mentally*. • Add and subtract *two 2-digit numbers* using concrete objects, pictorial representations, *and mentally*.
			Week 4 **Y1 Term 2 Unit 9 Week 5: Adding and subtracting within 20** **Y2 Term 2 Unit 8 Week 3 (cont): Use inverse relationships to solve problems** • Represent and use number bonds within 20. • Represent and use subtraction facts within 20. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and numbers to 20. • *Add and subtract a 2-digit number and 10s* using concrete objects, pictorial representations, *and mentally*. • *Add and subtract two 2-digit numbers* using concrete objects, pictorial representations, *and mentally*.

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Measurement (money)	• Recognize and know the value of different denominations of coins and notes.	• *Recognize and use symbols for pounds (£) and pence (p); combine amounts to make a particular value*. • *Find different combinations of coins that equal the same amounts of money*. • *Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change*.	**Week 5** **Y1 Term 2 Unit 8 Week 2: Working with money** **Y2 Term 2 Unit 9 Week 4: Finding amounts of money and giving change** • Recognize and know the value of different denominations of coins and notes. • Recognize and *use symbols for pounds (£) and pence (p); combine amounts to make a particular value*. • *Find different combinations of coins that equal the same amounts of money*. • *Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change*.
Multiplication and division	• 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.	• *Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) 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*.	**Week 6** **Y1 Term 2 Unit 12 Week 8: Solving multiplication from arrays problems** **Y2 Term 2 Unit 11 Week 6: Multiplication and division fact families** • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • *Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs*. • *Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot*.
			Week 7 **Y1 Term 2 Unit 12 Week 9: Solving, practically, division from arrays problems** **Y2 Term 2 Unit 11 Week 7: Solving problems using multiplication and division, sometimes with remainders** • 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. • Solve problems involving multiplication and division, using materials and arrays, *including problems in contexts*. • *Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs*.

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Geometry: properties of shapes Statistics (Y2 only)	• Recognize and name common 2D and 3D shapes, including: ◦ 2D shapes, for example, rectangles (including squares), circles and triangles. ◦ 3D shapes, for example, cuboids (including cubes), pyramids and spheres.	• Identify and describe the properties of 3D shapes, *including the number of edges, vertices and faces*. • Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid). • Identify and describe the properties of 2D shapes, *including the number of sides and line symmetry in a vertical line*. • Compare and sort common 2D and 3D shapes and everyday objects. • *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*.	**Week 8** **Y1 Term 1 Unit 3 Week 6: Describe and name cubes, cuboids and spheres** **Y2 Term 2 Unit 13 Week 10: Properties of 2D and 3D shapes** • Recognize and name common 3D shapes, including for example, cuboids (including cubes), and spheres. • Recognize and name common 2D shapes, including for example, rectangles (including squares), circles and triangles. • *Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces*. • *Compare and sort common shapes and everyday objects*. • *Identify 2D shapes as the faces of 3D shapes*. • *Identify and describe the properties of 2D shapes, including the number of edges and line symmetry in a vertical line*. **Week 9** **Y1 Term 1 Unit 3 Week 7: Use rules to sort cubes, cuboids and spheres** **Y2 Term 2 Unit 10 Week 5: Construct and interpret simple diagrams** • Recognize and name common 3D shapes, including for example, cuboids (including cubes), and spheres. • *Interpret and construct simple pictograms and block diagrams*. • *Ask and answer simple questions by counting the number of objects in each category*. • *Ask and answer questions about categorical data*.

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Measurement	• Compare, describe and solve practical problems for: ◦ mass/weight (for example, heavy/light, heavier than, lighter than) ◦ time (for example, quicker, slower, earlier, later). • Measure and begin to record the following: ◦ mass/weight ◦ 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). • Recognize 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.	• Choose and use appropriate *standard* units to *estimate* and measure length/height in any direction (m/cm); *mass (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 =*. • Compare and sequence intervals of time. • Tell and write the time to five minutes, including quarter past/to the hour and draw 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.	**Week 10** **Y1 Term 2 Unit 13 Week 10: Measuring mass (weight)** **Y2 Terms 1 Unit 6 Week 12 Review: Comparing and ordering measurements** • Compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than). • Measure and begin to record mass/weight. • Choose and use appropriate *standard* units to *estimate* and measure length/height in any direction (m/cm); *mass (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 =*. **Week 11** **Y1 Term 2 Unit 13 Week 11: Time as the duration of events** **Y2 Term 3 Unit 15 Week 2: Telling the time to 5 minutes** • Compare, describe and solve practical problems for time (for example, 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). • Recognize and use language relating to dates, including days of the week, weeks, months and years. • Tell *and write* the time to the hour and half past the hour, *to five minutes, including quarter past/to the hour* and draw the hands on a clock face to show these times. • Compare and sequence intervals of time. • Know the number of minutes in an hour and the number of hours in a day

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Fractions	• Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity.	• Recognize, find, name and write fractions ¼, ~~¾~~ *and ¾ of a length, shape, set of objects or quantity*. • *Write simple fractions, for example, ½ of 6 = 3 and recognize the equivalence of* ~~¾~~ *and ½.*	**Week 12** **Y1 Term 2 Unit 10 Week 6 (recap): What does a half or a quarter look and feel like?** **Y2 Term 2 Unit 12 Week 8: Recognizing, finding and naming fractions of area, sets of objects and quantities, and introducing thirds** • Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity. • Recognize, find, name and write fractions ¼, ½ *and ¾ of a length*, shape, *set of objects* or quantity.
			Week 13 **Y1 Term 2 Unit 10 Week 6 (cont): What does a half or a quarter look and feel like?** **Y2 Term 2 Unit 12 Week 9: Finding fractions of quantities and learning about equivalence** • Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity. • *Write simple fractions, for example ½ of 6 = 3 and recognize the equivalence of* ~~¾~~ *and ½.*

Term 3			
Strand	**National Curriculum Year 1 objectives**	**National Curriculum Year 2 objectives**	**Content (Year 1 and Year 2 sub-objectives)**
Number and place value	• 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. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words. • Given a number, identify one more and one less.	• Identify, represent *and estimate* numbers using different representations, including the number line. • *Compare and order numbers from 0 up to 100; use <, > and = signs.*	**Week 1** **Y1 Term 3 Unit 14 Week 1: Developing flexible counting and number ordering to 100** **Y2 Term 3 Unit 14 Week 1: Order and compare 2-digit numbers** • Read and write numbers from 1 to 20 in words. • Count to and across 100, forwards, beginning from any given number. • Count back from any given number up to 100. • Identify and represent numbers using objects and pictorial representations, including the number line. • Use the language of: equal to, more than, less than (fewer), most, least. • Given a number, identify one more. • Given a number, identify one less. • Identify, represent *and estimate* numbers using different representations, including the number line. • *Compare and order numbers from 0 up to 100, using <, > and = signs.*

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)

Addition and subtraction	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
	• Represent and use number bonds and related subtraction facts within 20.
	• Add and subtract 1-digit and 2-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.
		• 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 2-digit number and ones
		  ◦ *a 2-digit number and tens*
		  ◦ *two 2-digit numbers*
		  ◦ *adding three 1-digit numbers.*
		• *Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot*.
		• Recognize the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
			<u>Week 2</u>
			Y1 Term 3 Unit 15 Week 2: Deepening addition and subtraction strategies
			Y2 Term 3 Unit 16 Week 3: Developing addition and subtraction strategies
			• Add and subtract 1-digit and 2-digit numbers to 20.
			• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
			• Represent and use number bonds within 20.
			• Represent and use subtraction facts within 20.
			• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and numbers to 20.
			• *Recall* and use addition and subtraction facts to 20 *fluently*.
			• *Derive and use related facts up to 100*.
			• Add and subtract 2-digit numbers using concrete objects, pictorial representations, *and mentally*.
			• Solve problems with addition and subtraction *by applying increasing knowledge of mental and written methods*.
			• *Recognize and use the inverse relationship between addition and subtraction and use this to check calculations*.

			<u>Week 3</u> **Y1 Term 3 Unit 15 Week 3: Solving change-unknown problems** **Y2 Term 3 Unit 21 Week 8: Problem solving using additive reasoning** • Solve missing number problems such as 7 = □ – 9 (within 20). • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • Represent and use number bonds within 20. • Represent and use subtraction facts within 20. • Add and subtract 1-digit and 2-digit numbers to 20, including zero. • Recall and use addition and subtraction facts to 20 fluently. • *Derive and use related facts up to 100*. • Add and subtract two 2-digit numbers using concrete objects, pictorial representations, *and mentally*. • Solve problems with addition and subtraction *by applying knowledge of mental and written methods*. • *Recognize and use the inverse relationship between addition and subtraction and use this to check calculations*.

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Geometry: properties of shapes	• Recognize and name common 2D and 3D shapes, including: ◦ 2D shapes, for example, rectangles (including squares), circles and triangles. ◦ 3D shapes, for example, cuboids (including cubes), pyramids and spheres.	• Identify and describe the properties of 3D shapes, *including the number of edges, vertices and faces*. • Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid). • Identify and describe the properties of 2D shapes, *including the number of sides and line symmetry in a vertical line*. • Compare and sort common 2D and 3D shapes and everyday objects.	**Week 4** **Y1 Term 3 Unit 16 Week 4: Properties of shapes** **Y2 Term 2 Unit 13 Week 10 (recap): Properties of 2D and 3D shapes** • Recognize and name common 3D shapes, including pyramids. • Recognize and name common 2D shapes, including for example, rectangles (including squares), circles, hexagons and triangles. • *Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces*. • *Compare and sort common shapes and everyday objects*. • *Identify 2D shapes as the faces of 3D shapes*. • *Identify and describe the properties of 2D shapes, including the number of edges and line symmetry in a vertical line*.
Geometry: position and direction	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	• Order and arrange combinations of mathematical objects in patterns and sequences. • Use mathematical 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 anti-clockwise)*.	**Week 5** **Y1 Term 2 Unit 11 Week 7: Respond to and use the language of position, direction and movement** **Y2 Term 3 Unit 18 Week 5: Pattern, position and direction** • Describe position and direction. • Describe movement including whole, half, quarter and three-quarter turns. • *Order and arrange combinations of mathematical objects in patterns and sequences*. • *Use mathematical vocabulary* to describe position, direction *and movement in a straight line*. • *Use mathematical vocabulary* to describe movement, *distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)*.

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Multiplication and division	• 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.	• Solve problems involving multiplication and division, using materials, arrays, *repeated addition, mental methods, and multiplication and division facts, including problems in contexts*.	**Week 6** **Y1 Term 3 Unit 18 Week 7: Solving multiplication problems using arrays** **Y2 Term 3 Unit 17 Week 4: Using grouping and sharing to solve problems** • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Solve problems involving multiplication and division, using materials, arrays, *mental methods, and multiplication and division facts, including problems in contexts*.
			Week 7 **Y1 Term 3 Unit 18 Week 8: Solving multiplication and division problems** **Y2 Term 3 Unit 22 Week 9: Identifying equal and unequal number sentences** • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Solve problems involving multiplication and division, using materials, arrays, *repeated addition, mental methods, and multiplication and division facts, including problems in contexts*.
			Week 8 **Y1 Term 3 Unit 18 Week 8 (cont): Solving multiplication and division problems** **Y2 Term 3 Unit 22 Week 10: Solving simple scaling problems** • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Solve problems involving multiplication and division, using materials, arrays, *repeated addition, mental methods, and multiplication and division facts, including problems in contexts*.

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Fractions	• Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity.	• Write simple fractions, for example, ½ of 6 = 3 and recognize the equivalence of 2/4 and ½. • Recognize, find, name and write fractions 1/3, ¼, ~~2/4~~ *and ¾ of a length*, shape, *set of objects* or quantity.	**Week 9** **Y1 Term 3 Unit 19 Week 9: Representing and finding halves and quarters** **Y2 Term 2 Unit 12 Week 9 (recap): Finding fractions of quantities and learning about equivalence** • Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity. • *Write simple fractions, for example, ½ of 6 = 3 and recognize the equivalence of* ~~*2/4*~~ *and ½.*
			Week 10 **Y1 Term 3 Unit 19 Week 10: Halves and quarters are all around us** **Y2 Term 3 Unit 20 Week 7: Relationships between fractional parts and wholes** • Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity. • Recognize, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, set of objects or quantity. • Write simple fractions, for example ½ of 6 = 3, and recognize the equivalence of 2/4 and 1/2.
Measurement Statistics (Y2 only)	• Compare, describe and solve practical problems for: ◦ lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) ◦ capacity and volume (for example, full/empty, more than, less than, half, half full, quarter). • Measure and begin to record the following: ◦ lengths and heights ◦ capacity and volume.	• Choose and use appropriate *standard* units to *estimate* and measure length/height in any direction (m/cm); *mass (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 =*. • *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*.	**Week 11** **Y1 Term 3 Unit 17 Week 5: Measuring volume and capacity** **Y2 Term 1 Unit 6 Week 12 (recap): Comparing and ordering measurements** • Compare, describe and solve practical problems for capacity and volume (for example, full/empty, more than, less than, half, half full, quarter). • Measure and begin to record capacity and volume. • Compare and *order* lengths, *mass, volume/capacity and record the results using >, < and =*.
			Week 12 **Y1 Term 3 Unit 17 Week 6: Measuring length and height** **Y2Term 3 Unit 19 Week 6: Representing and interpreting data** • Measure and begin to record lengths and heights. • *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*.