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| **Autumn Term** | | | | | | |
| Text  Description automatically generated | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Block 1: Place Value within 100** | | | | **Block 2: Addition and subtraction within 100** | |
| **Small Steps** | * Count forwards and backwards within 20 * Tens and ones within 20 * Count forwards and backwards within 50 * Tens and ones within 50 * Compare numbers within 50 | * Count objects to 100 * Read and write numbers to 100 * Represent numbers to 100 * Tens and ones using a part-whole model | * Add with tens and ones * Use a place value chart * Compare objects * Compare numbers * Order objects and numbers | * Count in 2s * Count in 5s * Count in 10s * Count in 3s | * Fact families to 20 * Check calculations * Compare number sentences * Number bonds within 10 * Related facts (ones and tens) | * Bonds to 100 * Add and subtract ones * Ten more and ten less * Add and subtract tens * Add by making ten |
| **National Curriculum** | * Read and write numbers to at least 100 in numerals and in words * Recognise the place value of each digit in a two-digit number (tens, ones) * 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 * Identify, represent and estimate numbers using different representations, including the number line | * Recognise the place value of each digit in a two-digit number (tens, ones) * Compare and order numbers from 0 up to 100; use <, > and = signs | * Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward | * 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 calculations and solve missing number problems. * Solve problems with addition and subtraction: using concrete objects and pictorial representations, applying their increasing knowledge of mental and written methods | |
| **Ready-to -Progress Criteria** | **2NPV-1** Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning  **Year 1 conceptual prerequisites:** Know that 10 ones are equivalent to 1 ten Know that multiples of 10 are made up from a number of tens, for example, 50 is 5 tens  **Future applications**: Compare and order numbers  **2NPV-2** Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.  **Year 1 conceptual prerequisites:**   * Place the numbers 1 to 9 on a marked, but unlabelled, 0 to 10 number line * Estimate the position of the numbers 1 to 9 on an unmarked 0 -10 number line * Count forwards and backwards to and from 100. | | | | **2NF–1** Secure fluency in addition and subtraction facts within 10, through continued practice.  **Year 1 conceptual prerequisites**: Develop fluency in addition and subtraction facts within 10.  **2AS–1** Add and subtract across 10  **Year 1 conceptual prerequisites:** Learn and use number bonds to 10.  **2AS–3**   * Add and subtract within 100 by applying related one-digit addition and subtraction facts * Add and subtract only ones or only tens to/from a two-digit number.   **Year 1 conceptual prerequisites:** Add and subtract within 10, for example  **Future applications:** Add and subtract using mental and formal written methods. | |
| **TAF**  **Statements** | **Working Towards**:   * Read and write numbers in numerals up to 100 * Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them   **Working At**:   * Read scales in divisions of ones, twos, fives and tens * Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus   **Greater Depth:** Read scales where not all numbers on the scale and shown and estimate points in between | | | | **Working Towards**:   * Add and subtract (one-digit numbers) explaining their method verbally in pictures or using apparatus * Recall at least four of the six number bonds for 10 and reason about associated facts   **Working At:** Recall all the number bonds to and within 10 and use these to reason with.  **Greater Depth:** Use reasoning about numbers and relationships to solve more complex problems and explain their thinking | |

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| **Autumn Term** | | | | | | |
| Text  Description automatically generated | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| **Block 2: Addition and subtraction within 100** | | | **Block 3: Measurement: money** | | **Block 4: Multiplication and division** |
| **Small Steps** | * Add a 2-digit and 1-digit number (crossing ten) * Subtract (crossing ten) * Subtract a 1-digit from a 2-digit number (crossing ten) | * Add two 2-digit numbers (not crossing ten) * Add two 2-digit numbers (crossing ten) * Subtract two 2-digit numbers (not crossing ten) * Subtract two 2-digit numbers (crossing ten) | * Find and make number bonds within 20 * Number bonds to 100 (tens and ones) * Add three 1-digit numbers | * Count money in pence * Count money in pounds * Count money in pounds and pence * Make an mount of money * Make the same amount | * Compare money * Find the total * Find the difference * Find change * Solve two-step money problems | * Make equal groups * Make unequal groups equal * Add equal groups * Make arrays |
| **National Curriculum** | * 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 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 | | * Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |
| **Ready-to -Progress Criteria** | **2AS–1** Add and subtract across 10  **Year 1 conceptual prerequisites:** Learn and use number bonds to 10.  **2AS–3** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.  **Year 1 conceptual prerequisites:** Add and subtract within 10, for example  **Future applications**: Add and subtract using mental and formal written methods. | | **2AS–3** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.  **Year 1 conceptual prerequisites:** Add and subtract within 10, for example  **Future applications**:Add and subtract using mental and formal written methods.  **2NF–1** Secure fluency in addition and subtraction facts within 10, through continued practice.  **Year 1 conceptual prerequisites:** Develop fluency in addition and subtraction facts within 10. | **2NPV–1** Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning  **Year 1 conceptual prerequisites:** Know that 10 ones are equivalent to 1 ten. Know that multiples of 10 are made up from a number of tens, for example, 50 is 5 tens | **2NPV–2** Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.  **2AS–1** Add and subtract across 10  **2AS–2** Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”.  **2AS–3** Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.  **2AS–4** Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract any 2 two digit numbers. | **2MD–1** Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.  **Year 1 conceptual prerequisites:**  Count in multiples of 2, 5 and 10. |
| **TAF**  **Statements** | **Working Towards**:   * Add and subtract (one-digit numbers) explaining their method verbally in pictures or using apparatus * Recall At least four of the six number bonds for 10 and reason about associated facts   **Working At:** Recall all the number bonds to and within 10 and use these to reason with.  **Greater Depth:** Use reasoning about numbers and relationships to solve more complex problems and explain their thinking | | | **Working Towards:** Know the value of different coins  **Working At**:   * Use different coins to make the same amount | **Working At**: Use different coins to make the same amount  **Greater Depth:**   * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking * Solve unfamiliar word problems that involve more than one step | **Working Towards:** Count in twos, fives and tens from 0 and use this to solve problems  **Greater Depth:** Use reasoning about numbers and relationships to solve more complex problems and explain their thinking |

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| **Spring Term** | | | | | | |
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| **Block 1: Multiplication and division** | | | | **Block 2: Statistics** | |
| **Small Steps** | * Recognise equal groups * Make equal groups * Add equal groups * Multiplication sentences using the x symbol * Multiplication sentences from pictures | * Use arrays * Make doubles * 2 times table * 5 times table * 10 times table | * Make equal groups by sharing * Make equal groups by grouping * Make equal groups by grouping and sharing | * Divide by 2 * Recognise odd and even numbers * Divide by 5 * Divide by 10 | * Make tally charts * Draw pictogram 1-1 * Interpret pictograms 1-1 | * Draw pictograms in 2s * Draw pictograms in 5s and 10s * Interpret pictograms in 2s, 5s and 10s * Draw block diagrams * Interpret block diagrams |
| **National Curriculum** | * Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, 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 * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot | | | | * 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. * Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward | |
| **Ready-to -Progress Criteria** | **2MD–1** Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.  **Year 1 conceptual prerequisites:** Count in multiples of 2, 5 and 10  **Future applications:**   * Use multiplication to represent repeated addition context for other group sizes * Memorise multiplication tables. | | **2MD- 2** Relate grouping problems where the numbers of groups where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)  **Year 1 conceptual prerequisites:** Count in multiples of 2, 5 and 10 to find how many groups of 2,5 or 10 there are in a particular quantity, set in everyday contexts. | | **N/A** | **2NPV–2** Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.  **Year 1 conceptual prerequisites:** Place the numbers 1-9 on a marked, but unlabelled 0-10 number line.  **Future applications:** Compare and order numbers  **2MD–1** Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.  **Year 1 conceptual prerequisites:** Count in multiples of 2, 5 and 10 |
| **TAF**  **Statements** | **Working Towards:** Count in twos, fives and tens from 0 and use this to solve problems  **Working At**: Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary  **Greater Depth:**   * Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking | | | | **Working Towards:** Count in twos, fives and tens from 0 and use this to solve problems  **Working At:** Read scales in divisions of ones, twos, fives and tens  **Greater Depth**:   * Read scales where not all numbers on the scale are given and estimate points in between * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking * Solve unfamiliar word problems that involve more than one step | |

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| **Spring Term** | | | | | | |
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| **Block 3: Geometry - Properties of shape** | | | **Block 4: Fractions** | | |
| **Small Steps** | * Recognise 2D and 3D shapes * Make 2D and 3D shapes * Count sides on 2D shapes * Count vertices on 2D shapes * Draw 2D shapes | * Lines of symmetry * Sort 2D shapes * Make patterns with 2D shapes * Count faces on 3D shapes | * Count edges on 3D shapes * Count vertices on 3D shapes * Sort 3D shapes * Make patterns with 3D shapes | * Parts and wholes * Make equal parts * Recognise a half * Find a half * Recognise a quarter | * Find a quarter * Recognise a third * Find a third * Unit fractions * Non-unit fractions | * Recognise equivalence of a half and two quarters * Find three quarters * Count in fractions * Solve problems with fractions |
| **National Curriculum** | * 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 * Order and arrange combinations of mathematical objects in patterns and sequences | | | * Recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity * Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 | | |
| **Ready-to -Progress Criteria** | **2G–1** Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.  **Year 1 conceptual prerequisites:** Recognise common 2D and 3D shapes presented in different orientations.  **Future applications:**   * Identify similar shapes. * Identify regular polygons | | | **N/A** Ready -to -progress criteria relating to fractions are Year 3 objectives. | | |
| **TAF**  **Statements** | **Working Towards:**   * Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).   **Working At:**   * Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.   **Greater Depth:**   * Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions). | | | **Working Towards:** Count in twos, fives and tens from 0 and use this to solve problems  **Working At:**   * Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary * Identify 1/4, 1/3, 1/2, 2/4, 3/4 of a number or shape, and know that all parts must be equal parts of the whole   **Greater Depth:**   * Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking * Solve unfamiliar word problems that involve more than one step | | |

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|  | **Summer Term** | | | | | |
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| **Block 1 Measurement: Length and height** | | **Block 2 Geometry: Position and direction** | | **Consolidation**  **and**  **Problem Solving** | |
| **Small Steps** | * Compare lengths and heights * Measure length (non-standard units) * Measure length (cm) * Measure length (m) | * Compare lengths (m and cm) * Order lengths * Use the four operations with length * Solve problems involving lengths | * Describe position * Solve problems with position * Describe movement | * Describe turns * Describe movement and turns * Make patterns with shapes (using direction and turns) |
| **National Curriculum** | * Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit using rulers * Compare and order lengths and record the results using >, <, and = | * Compare and order lengths and record the results using >, <, and = * Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures * Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | * 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 anticlockwise). * Work with patterns of shapes, including those in different orientations. * Use the concept and language of angles to describe ‘turn’ by applying rotations, including in practical contexts | |
| **Ready-to -Progress Criteria** | **2NPV–2** Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.  **Year 1 conceptual prerequisites:** Count forwards and backwards to and from 100.  **Future applications:** Compare and order numbers | | **N/A** | **N/A** |
| **TAF**  **Statements** | **Working Towards:** Count in twos, fives and tens from 0 and use this to solve problems  **Working At:** Read scales in divisions of ones, twos, fives and tens.  **Greater Depth:**   * Read scales where not all numbers on the scale are given and estimate points in between. * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking * Solve unfamiliar word problems that involve more than one step | | **Greater Depth:**   * + Solve unfamiliar word problems that involve more than one step | **Working At:**   * Identify 1/4, 1/3, 1/2, 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole |

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|  | **Summer Term** | | | | | |
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| **Block 3**  **Measurement: Time** | | **Block 4**  **Measurement: Mass, capacity and temperature** | | | **Consolidation Week** |
| **Small Steps** | * Tell time to the hour * Tell time to the half hour * O-clock and half past * Quarter past and quarter to * Tell the time to 5 minutes | * Write the time * Hours and days * Find durations of time * Compare durations of time | * Introduce weight and mass * Measure mass * Compare mass * Measure mass in grams * Measure mass in kilograms | * Introduce capacity and volume * Measure capacity * Compare volumes * Measure in millilitres * Measure in litres | * Use the four operations with mass * Use the four operations with volume * Identify and compare temperature |
| **National Curriculum** | * 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. * Compare and sequence intervals of time | | * 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 = | | * Solve problems involving multiplication and division, including problems in contexts * Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures * Choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit, using thermometers * Compare and order numbers from 0 up to 100; use <, > and = signs |
| **Ready-to -Progress Criteria** | **2NPV–2** Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.  **Year 1 conceptual prerequisites:** Count forwards and backwards to and from 100.  **Future applications:** Compare and order numbers | | **2NPV–2** Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.  **Year 1 conceptual prerequisites:** Count forwards and backwards to and from 100.  **Future applications:** Compare and order numbers | | |
| **TAF**  **Statements** | **Working Towards:**   * Read and write numbers in numerals up to 100 * Count in twos, fives and tens from 0 and use this to solve problems   **Working At:** Read the time on a clock to the nearest 15 minutes  **Greater Depth:**   * Read the time on a clock to the nearest 5 minutes. * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking | | **Working At:** Read scales in divisions of ones, twos, fives and tens  **Greater Depth:**   * Read scales where not all numbers on the scale are given and estimate points in between. * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking * Solve unfamiliar word problems that involve more than one step | | |