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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
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| **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** |
| Text  Description automatically generated | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **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** |
| Text  Description automatically generated | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| **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** |
| Text  Description automatically generated | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **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** |
| Text  Description automatically generated | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Wk 12** |
| **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

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