Autumn Term

	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	

Autumn Term

	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

Spring Term

	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	

Spring Term

	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		

<table>
<tr><th></th><th colspan="6">Summer Term</th></tr>
<tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr>
<tr><td></td><td colspan="2"><u>Block 1 Measurement: Length and height</u></td><td colspan="2"><u>Block 2 Geometry: Position and direction</u></td><td colspan="2" rowspan="4">Consolidation and Problem Solving</td></tr>
<tr><td>Small Steps</td><td>● Compare lengths and heights
● Measure length (non-standard units)
● Measure length (cm)
● Measure length (m)</td><td>● Compare lengths (m and cm)
● Order lengths
● Use the four operations with length
● Solve problems involving lengths</td><td>● Describe position
● Solve problems with position
● Describe movement</td><td>● Describe turns
● Describe movement and turns
● Make patterns with shapes (using direction and turns)</td></tr>
<tr><td>National Curriculum</td><td>● 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 =</td><td>● 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.</td><td colspan="2">● 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</td></tr>
<tr><td>Ready-to - Progress Criteria</td><td colspan="2">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</td><td>N/A</td><td>N/A</td></tr>
<tr><td>TAF Statements</td><td colspan="2">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</td><td>Greater Depth:
● Solve unfamiliar word problems that involve more than one step</td><td>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</td></tr>
</table>

Summer Term

	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			