

Cliddesden Primary School Medium Term Plans for Mathematics: Curriculum 2014 Year 1 and 2

<p>Y1 Block A Term 1 (15 lessons) 1A1</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value Year 1</p> <ul style="list-style-type: none"> 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 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero <p>Measures</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) Measure and begin to record the following: <ul style="list-style-type: none"> Lengths and heights Recognise and know the value of different denominations of coins and notes <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers <p>Measures</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); 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 = 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 <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line <p>Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables

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<p>numerals; count in multiples of twos, fives and tens</p> <p>Year 2</p> <ul style="list-style-type: none">• count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward• recognise the place value of each digit in a two-digit number (tens, ones)		
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<p>Y1 Block B Term 1 (15 lessons) 1B1</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value Year 1</p> <ul style="list-style-type: none"> 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 	<p>Multiplication and division</p> <ul style="list-style-type: none"> 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 <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity <p>Geometry: position and direction</p> <ul style="list-style-type: none"> describe position, directions and movements, including half, quarter and three-quarter turns. 	<p>Multiplication and division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Geometry: position and direction</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns <p>Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables

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- Read and write numbers from 1 to 20 in numerals and words.

Year 2

- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words

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<p>Y1 Block C Term 1 (15 lessons) 1C1</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning</p> <p>Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <p>Year 1</p> <ul style="list-style-type: none"> Given a number, identify one more and one less <p>Year 2</p> <ul style="list-style-type: none"> identify, represent and estimate numbers using 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. <p>Measures</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) Measure and begin to record the following: <ul style="list-style-type: none"> Lengths and heights Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D 	<p>Addition and subtraction (Block A/C)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. <p>Measures</p> <ul style="list-style-type: none"> compare and order lengths 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 <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

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<p>different representations, including the number line</p> <ul style="list-style-type: none">compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs	<p>shapes, including:</p> <ul style="list-style-type: none">3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	
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<p>Y1 Block D Term 1 (15 lessons) 1D1</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value Year 1</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Identify and represent numbers using objects 	<p>Multiplication and division</p> <ul style="list-style-type: none"> 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 <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<p>Multiplication and division (Block B/D)</p> <ul style="list-style-type: none"> 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 solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Geometry: position and direction</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns

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<p>and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Year 2</p> <ul style="list-style-type: none">• count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward• use place value and number facts to solve problems.		
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<p>Y1 Block A Term 2 (15 lessons) 1A2</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning</p> <p>Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <p>Year 1</p> <ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words. <p>Year 2</p> <ul style="list-style-type: none"> identify, represent and estimate numbers using 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. <p>Measures</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> Mass or weight (e.g. heavy/light, heavier than, lighter than) Measure and begin to record the following: <ul style="list-style-type: none"> Mass/weight Recognise and know the value of different denominations of coins and notes <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> solve one-step problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> 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 missing number problems. <p>Measures</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order mass and record the results using $>$, $<$ and $=$ 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

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<p>different representations, including the number line</p> <ul style="list-style-type: none">• compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs• read and write numbers to at least 100 in numerals and in words• use place value and number facts to solve problems.		<p>addition and subtraction of money of the same unit, including giving change</p> <p>Geometry: properties of shapes</p> <ul style="list-style-type: none">• identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
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<p>Y1 Block B Term 2 (15 lessons) 1B2</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning</p> <p>Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> 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 	<p>Multiplication and division</p> <ul style="list-style-type: none"> 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 <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p>Geometry: position and direction</p> <ul style="list-style-type: none"> describe position, directions and movements, including half, quarter and three-quarter turns. 	<p>Multiplication and division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Geometry: position and direction</p> <ul style="list-style-type: none"> 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). <p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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

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<p>Year 2</p> <ul style="list-style-type: none">• count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward• recognise the place value of each digit in a two-digit number (tens, ones)		
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<p>Y1 Block C Term 2 (15 lessons) 1C2</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning</p> <p>Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <p>Year 1</p> <ul style="list-style-type: none"> Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. <p>Measures</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> Capacity/volume (full/empty, more than, less than, quarter) Time (quicker, slower, earlier, later) Measure and begin to record the following: <ul style="list-style-type: none"> Capacity and volume Time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Addition and subtraction (Block A/C)</p> <ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers <p>Measures</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order 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

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<p>number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Year 2</p> <ul style="list-style-type: none">• identify, represent and estimate numbers using different representations, including the number line• compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs		
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<p>Y1 Block D Term 2 (15 lessons) 1D2</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning</p> <p>Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <p>Year 1</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 	<p>Multiplication and division</p> <ul style="list-style-type: none"> 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 <p>Geometry: position and direction</p> <ul style="list-style-type: none"> Describe position, directions and movements, including half, quarter and three-quarter turns. 	<p>Multiplication and division (Block B/D)</p> <ul style="list-style-type: none"> 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. <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Geometry: position and direction</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns 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).

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- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

Year 2

- count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward
- use place value and number facts to solve problems.

<p>Y1 Block A Term 3 (15 lessons) 1A3</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning</p> <p>Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. <p>Measures</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) Measure and begin to record the following: <ul style="list-style-type: none"> Lengths and heights Recognise and know the value of different denominations of coins and notes <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> solve one-step problems with addition and subtraction: <ul style="list-style-type: none"> 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 <p>Measures</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths and record the results using $>$, $<$ and $=$ 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 <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

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<p>more than, less than (fewer), most, least</p> <p>Year 2</p> <ul style="list-style-type: none">• recognise the place value of each digit in a two-digit number (tens, ones)• identify, represent and estimate numbers using different representations, including the number line• compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs		<ul style="list-style-type: none">• 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
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<p>Y1 Block B Term 3 (15 lessons) 1B3</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning</p> <p>Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <p>Year 1</p> <ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 	<p>Multiplication and division</p> <ul style="list-style-type: none"> 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 <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<p>Multiplication and division</p> <ul style="list-style-type: none"> show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 totaling and comparing categorical data.

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<ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words. <p>Year 2</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward recognise the place value of each digit in a two-digit number (tens, ones) read and write numbers to at least 100 in numerals and in words 		
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Y1 Block C Term 3 (15 lessons) 1C3	Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>
<p>Problem solving and reasoning</p> <p>Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p>	<p>Addition and subtraction</p> <ul style="list-style-type: none"> 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 one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. <p>Measures</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> Lengths and heights (e.g. long/short, longer/shorter, 	<p>Addition and subtraction (Block A/C)</p> <ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

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<ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <p>Year 1</p> <ul style="list-style-type: none"> 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 <p>Year 2</p> <ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs use place value and number facts to solve problems. 	<p>tall/short, double/half)</p> <ul style="list-style-type: none"> Mass or weight (e.g. heavy/light, heavier than, lighter than) Capacity/volume (full/empty, more than, less than, quarter) Time (quicker, slower, earlier, later) <ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds) Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). 	<p>addition and subtraction and use this to check calculations and missing number problems.</p> <p>Measures</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = 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 hours in a day <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> compare and sort common 2-D and 3-D shapes and everyday objects
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<p>Y1 Block D Term 3 (15 lessons) 1D3</p>	<p>Year 1 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>	<p>Year 2 Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i></p>
<p>Problem solving and reasoning</p> <p>Year 1</p> <ul style="list-style-type: none"> Solve problems involving counting, simple adding, subtracting, doubling or halving in the context of measures or money, e.g. 'pay' and 'give change' Describe a problem using numbers, practical materials and pictures and use these to solve the problem and set the solution back in context Talk about methods used to solve problems and explain choices and decisions orally or using pictures Talk about and generate simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and say how objects differ or share the same properties <p>Year 2</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <p>Year 1</p> <ul style="list-style-type: none"> 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 <p>Year 2</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward use place value and number facts to solve problems 	<p>Multiplication and division</p> <ul style="list-style-type: none"> 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 <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<p>Multiplication and division (Block B/D)</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 totaling and comparing categorical data.