

Short Term Plans to be taken & adapted for each year group from:			
Class 1 Planning - Abacus Active Learn Primary - Year 1 - Spring Term 1		Class 2 Planning - Abacus Active Learn Primary - Year 2 - Spring Term 1	
Wk	Weekly Summary	Strands	Objectives
11	Reception Count reliably with numbers from 1 - 20. Estimate how many objects they can see and check by counting them. Solve problems, including doubling, halving and sharing. Count an irregular arrangement of up to ten objects. Use ordinal numbers in different contexts. Recognise numerals 1 to 5.	Numbers	Estimate how many up to ten. Count up to 10 objects, using one-to-one correspondence. Count up to six objects, understanding that the number does not change if the objects are moved. Match numerals to positions in a line. Use ordinal language. Read numerals and match to objects on a number line. Count sets of the same number. Find practical ways of finding a total.
	Year 1 Say the number one more or less and two more or less using a number line or a 100 grid; locate 2-digit numbers on a 100 grid and a 1-100 bead string; read, write and say 2-digit numbers and understand them as some tens and some ones	Number and place value (NPV)	NPV.14 Count on and back in ones to 100 NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.15 Recognise, read and write numbers to 100
		Mental addition and subtraction (MAS)	MAS.09 Say the number 1 more (≤ 20) MAS.10 Say the number 1 less (≤ 20) MAS.13 Count on 1, 2, 3 more than numbers up to and just beyond 20 MAS.14 Count back 1, 2, 3 from numbers up to and just beyond 20
	Year 2 Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11	Number and place value (NPV)	NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least
		(MAS)	MAS.20 Add or subtract 10 from 2-digit numbers MAS.26 Add and subtract 9 and 11 to and from 2-digit numbers
	Extend – Year 3 Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100.	Number and place value (NPV)	NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.34 Order and compare 3-digit numbers and say a number between NPV.38 Multiply 2-digit numbers by 10 NPV.39 Divide 3-digit multiples of 10 by 10 NPV.54 Divide large multiples of 10 and 100 by 10 and 100 to give whole number answers NPV.40 Count in 10s and 100s up to 1000 NPV.41 Count on and back in 50s
		(MAS)	MAS.41 Add multiples of 10 and 100 to 3-digit numbers MAS.42 Subtract multiples of 10 and 100 from 3-digit numbers

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12	Reception Count reliably with numbers from 1 - 20. Estimate how many objects they can see and check by counting them. Solve problems, including doubling, halving and sharing. Count an irregular arrangement of up to ten objects. Use ordinal numbers in different contexts. Recognise numerals 1 to 5.	Numbers	Estimate how many up to ten. Count up to 10 objects, using one-to-one correspondence. Count up to six objects, understanding that the number does not change if the objects are moved. Match numerals to positions in a line. Use ordinal language. Read numerals and match to objects on a number line. Count sets of the same number. Find practical ways of finding a total.
	Year 1 Revise pairs to 5, 6, 7, 10 and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown; use number facts to solve simple addition and subtraction word problems; find pairs of numbers with a total of 8	Mental addition and subtraction (MAS)	MAS.12 Find number bonds to 10 and subitise to 10 MAS.01 Find addition pairs to 5 and subitise to 5 MAS.02 Find addition pairs to 6 and subitise to 6 MAS.03 Find addition pairs to 7 and subitise to 7 MAS.15 Use number facts to 10 to solve problems including word problems MAS.06 Find addition pairs to 8 and subitise to 8
		Mental multiplication and division (MMD)	MMD.12 Double numbers to 5 and find related halves
	Year 2 Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on	Mental addition and subtraction (MAS)	MAS.12 Find number bonds to 10 and subitise to 10 MAS.23 Add 1-digit to 2-digit numbers, bridging 10 and using known facts MAS.19 Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20 MAS.29 Add 1-digit to 2-digit numbers to reach the next multiple of 10 MAS.33 Subtract 2-digit from 2-digit numbers by counting up
	Extend – Year 3 Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice	Mental addition and subtraction (MAS)	MAS.30 Add pairs of 2-digit numbers using partitioning (totals < 100) MAS.31 Add pairs of 2-digit numbers with a total ≤ 198 MAS.46 Mentally add two friendly 3-digit numbers
		Mental multiplication and division (MMD)	MMD.39 Understand what a multiple is and identify multiples MMD.40 Count in 8s and recall multiplication and division facts for the $\times 8$ table MMD.41 Use doubling and halving to multiply and divide by 4 and 8 and solve correspondence problems MMD.36 Double and halve numbers to 100, including partitioning 2-digit numbers
Statistics (STA)		STA.11 Sort objects on to a Venn diagram (two overlapping sets)	

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13	Reception Count reliably with numbers from 1 - 20. Estimate how many objects they can see and check by counting them. Solve problems, including doubling, halving and sharing. Count an irregular arrangement of up to ten objects. Use ordinal numbers in different contexts. Recognise numerals 1 to 5.	Numbers	Estimate how many up to ten. Count up to 10 objects, using one-to-one correspondence. Count up to six objects, understanding that the number does not change if the objects are moved. Match numerals to positions in a line. Use ordinal language. Read numerals and match to objects on a number line. Count sets of the same number. Find practical ways of finding a total.
	Year 1 Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number	Mental addition and subtraction (MAS)	MAS.13 Count on 1, 2, 3 more than numbers up to and just beyond 20 MAS.16 Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on
	Year 2 Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on	Mental addition and subtraction (MAS)	MAS.29 Add 1-digit to 2-digit numbers to reach the next multiple of 10 MAS.33 Subtract 2-digit from 2-digit numbers by counting up MAS.12 Find number bonds to 10 and subitise to 10 MAS.19 Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20 MAS.21 Find change from 10p and 20p by counting up MAS.27 Find change from 20p and 50p by counting up MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back
		Measurement (MEA)	MEA.36 Give change using appropriate coins and calculating the amount to be given
	Extend – Year 3 Identify $\frac{1}{2}$ s, $\frac{1}{3}$ s, $\frac{1}{4}$ s, $\frac{1}{6}$ s, and $\frac{1}{8}$ s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts	Fractions, ratio and proportion (FRP)	FRP.24 Understand the concept of a non-unit fraction (non-unit halves, non-unit thirds, non-unit quarters, non-unit eighths) FRP.32 Add fractions with the same denominator to make one whole FRP.41 Understand unit and non-unit fractions with denominators ≤ 12 FRP.43 Know fraction complements to 1 (fractions with denominators ≤ 12) FRP.34 Begin to understand equivalence by placing fractions on a number line FRP.46 Develop an understanding of equivalence in fractions; $\frac{1}{2}$ s, $\frac{1}{3}$ s, $\frac{1}{4}$ s, $\frac{1}{5}$ s, $\frac{1}{6}$ s, $\frac{1}{8}$ s, $\frac{1}{10}$ s FRP.33 Place fractions with denominators ≤ 8 on a number line FRP.25 Use fraction strips to find fractions of amounts FRP.30 Find familiar fractions of small amounts

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14	Reception Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Order 2 or 3 items by length or height. Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems.	Shape, space and measures	Compare the length of two objects. Measure their height in mystery eggs. Estimate and find out how many leaves cover a page. Understand how large a dinosaur was. Measure a dinosaur footprint using their own footprint. Measure their own footprint in cubes.
	Year 1 Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons	Geometry: properties of shapes (GPS)	GPS.08 Recognise, name and describe cubes, spheres, cones, cuboids, pyramids GPS.09 Sort 3D shapes according to their properties
		Statistics (STA)	STA.11 Sort objects on to a Venn diagram (two overlapping sets)
		(MEA)	MEA.13 Begin to recognise units of time (minutes, hours, days, weeks, months, years)
	Year 2 Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks	Geometry: properties of shapes (GPS)	GPS.08 Recognise, name and describe cubes, spheres, cones, cuboids, pyramids GPS.28 Identify 2D shapes on the faces of 3D shapes, e.g. circle on a cone and triangle on a tetrahedron GPS.27 Make cubes, cuboids and pyramids using modelling materials GPS.38 Make cuboids, cubes, tetrahedra and pyramids from nets
		(GPD)	GPD.12 Describe positions using 3D shapes
		(MEA)	MEA.28 Tell the time to the nearest quarter of an hour using digital and analogue clocks
	Extend – Year 3 Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise ° as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in relation to 90°	Geometry: properties of shapes (GPS)	GPS.48 Identify whether angles are greater than or less than a right angle GPS.50 Begin to understand that angles are measured in degrees GPS.54 Estimate and measure angles, recognising that they are measured in degrees GPS.24 Understand that 2D shapes with straight sides are polygons and so identify polygons GPS.25 Name and identify 2D shapes including circles, ovals and simple polygons GPS.30 Identify right angles in 2D shapes GPS.53 Identify and describe angles as more than 90°, less than 90° or right angles in 2D shapes
		Geometry: position and direction (GPD)	GPD.29 Associate angle with a measure of turn GPD.30 Identify right angles (90°) as quarter turns GPD.41 Identify right angles, recognising one right angle as a quarter turn and two right angles as half a turn GPD.44 Identify right angles, recognising three right angles as a three-quarter turn and four right angles as a whole turn GPD.46 Associate angles smaller and larger than 90° with turn
		(MEA)	MEA.53 Measure the perimeter of simple shapes

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	Year 1 Count on and back in tens from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; can begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s	Number and place value (NPV)	NPV.17 Count on and back in 10s from any number up to 100 NPV.18 Estimate a set of objects (≤ 100) and count in 5s or 10s to check
		Mental multiplication and division (MMD)	MMD.17 Count in 10s to 100 MMD.18 Count in 5s to 50 MMD.14 Count in 2s to 20
	Year 2 Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity <100 within a range	Number and place value (NPV)	NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.24 Round 2-digit numbers up or down to the nearest 10 NPV.18 Estimate a set of objects (≤ 100) and count in 5s or 10s to check
Extend – Year 3 Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds	Number and place value (NPV)	NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.36 Round 3-digit numbers up or down to the nearest 100 and 10	
	Mental addition and subtraction (MAS)	MAS.33 Subtract 2-digit from 2-digit numbers by counting up MAS.37 Subtract by counting up from a 2-digit to a 3-digit number < 200 MAS.40 Find change from £5, £10 and £20 by counting up	