Short Term Plans to be taken & adapted for each year group from:			
Class 1 Planning - Abacus Active Learn Primary - Year 1 - Spring Term 2		**Class 2 Planning - Abacus Active Learn Primary - Year 2 - Spring Term 2**	
Wk	**Weekly Outline**	**Strand**	**Objectives**
16	**Reception** Count reliably with numbers from 1 to 20. Select the correct numeral to represent 1 to 5, then 1 to 10 objects. Recognise numerals 1 to 5. Count objects to 10, and beginning to count beyond 10.	Numbers	Count to 5. Match numbers of dots on a dice to numbers of fingers. Match a number to a quantity. Match numerals to number names up to six. Recognise numbers on a number line. Say which number is missing on a number line.
	Year 1 Recognise odd and even numbers; count objects in 5s and 10s and begin to say 5 lots and 10 lots; find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole and that two quarters is a half	Number and place value (NPV)	**NPV.21** Know number properties, including odd and even
		Mental multiplication and division (MMD)	**MMD.17** Count in 10s to 100 **MMD.18** Count in 5s to 50
		Fractions, ratio and proportion (FRP)	**FRP.12** Understand that a fraction is an equal part of a whole; 1/2s and 1/4s of shapes **FRP.15** Understand that two 1/2s = one whole **FRP.17** Understand that four 1/4s = one whole and two 1/4s = 1/2
	Year 2 Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; Revise and recognise 1/2s, 1/4s, 1/3s and 2/3s of shapes; place 1/2s on a number line; count in 1/2s and 1/4s; understand and write mixed numbers	Mental multiplication and division (MMD)	**MMD.19** Double numbers to 12 and find related halves **MMD.21** Double numbers to 20, including partitioning teen numbers, and find related halves **MMD.36** Double and halve numbers to 100, including partitioning 2-digit numbers
		Fractions, ratio and proportion (FRP)	**FRP.20** Find 1/2 of odd numbers **FRP.12** Understand that a fraction is an equal part of a whole; 1/2s and 1/4s of shapes **FRP.23** Understand the concept of a unit fraction; 1/2, 1/3, 1/4, 1/8 **FRP.27** Place 1/2s and 1/4s on a number line **FRP.19** Count in halves beyond 1 to 10 **FRP.21** Count in 1/4s beyond 1, not saying equivalent fractions
	Extend - Year 3 Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition (expanded); add 2- and 3- digit numbers using vertical written addition (expanded)	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.48** Read and write numbers to at least 1000 in numerals and in words
		Written addition and subtraction (WAS)	**WAS.41** Use expanded column addition to add pairs of 3-digit numbers **WAS.45** Use column addition to add several 2-digit numbers

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17	**Reception** Count reliably with numbers from 1 to 20. Use ordinal numbers in different contexts. Recognise, create and describe patterns. Say the number that is one more than a given number. Place numbers in order and say which number is one more or one less than a given number.	Numbers Shape, space and measures	Count to 10. Make and discuss patterns. Begin to recognise the first, second and third objects in a line. Recognise and continue a repeating pattern. Count small sets of objects. Count back from 6 with support. Count to 10 and beyond.
	Year 1 Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to 20; use number facts to solve word problems	Mental addition and subtraction (MAS)	**MAS.06** Find addition pairs to 8 and subitise to 8 **MAS.11** Find addition pairs to 9 and subitise to 9 **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.15** Use number facts to 10 to solve problems including word problems
		Mental multiplication and division (MMD)	**MMD.15** Double numbers to 10 and find related halves
	Year 2 Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the × sign; record the 2, 5 and 10 times-tables; find multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative	Mental multiplication and division (MMD)	**MMD.14** Count in 2s to 20 **MMD.17** Count in 10s to 100 **MMD.18** Count in 5s to 50 **MMD.20** Recall multiplication and division facts for the ×10 table **MMD.26** Count in 2s and recall multiplication and division facts for the ×2 table **MMD.27** Count in 5s and recall multiplication and division facts for the ×5 table **MMD.35** Understand multiplication as repeated addition and as scaling **MMD.23** Multiply using arrays and friendly numbers
	Extend – Year 3 Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method)	Mental addition and subtraction (MAS)	**MAS.30** Add pairs of 2-digit numbers using partitioning (totals < 100) **MAS.45** Add mentally 2-digit to 3-digit numbers by partitioning or counting on **MAS.46** Mentally add two friendly 3-digit numbers
		Written addition and subtraction (WAS)	**WAS.41** Use expanded column addition to add pairs of 3-digit numbers

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Wk	**Weekly Outline**	**Strand**	**Objectives**
18	**Reception** In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Place numbers in order and say which number is one more or one less than a given number. Say the number that is one more than a given number.	Numbers	Begin to add one more to a quantity. Begin to take one away from a quantity. Begin to know what 1 more than a number up to 5 is. Complete a simple addition sentence. Understand that 1 more than a number is the next number in the count. Add one more to a quantity.
	Year 1 Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o'clock and half past) on analogue and digital clocks; measure using uniform units (cubes and rulers)	Measurement (MEA)	**MEA.13** Begin to recognise units of time (minutes, hours, days, weeks, months, years) **MEA.25** Sequence events in chronological order using appropriate language **MEA.14** Tell the time to the nearest hour using analogue and digital clocks **MEA.20** Tell the time to the nearest half hour using analogue and digital clocks **MEA.26** Identify appropriate units of time to measure a duration (minutes, hours, days, weeks, months, years) **MEA.09** Compare and measure lengths or heights using non-standard uniform units
	Year 2 Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things	Measurement (MEA)	**MEA.28** Tell the time to the nearest quarter of an hour using digital and analogue clocks **MEA.23** Recognise and use language relating to date, including days, weeks, months and years **MEA.26** Identify appropriate units of time to measure a duration (minutes, hours, days, weeks, months, years)
		Statistics (STA)	**STA.24** Begin to read and construct tally charts **STA.28** Interpret and complete pictograms where 1 symbol represents 1 item **STA.29** Interpret and complete block graphs where 1 block represents 1 item **STA.47** Interpret and present data using bar charts where one division represents one unit **STA.23** Read and enter data in tables **STA.34** Interpret and complete pictograms where 1 symbol represents 2 items
	Extend – Year 3 Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time	Measurement (MEA)	**MEA.51** Recognise Roman numerals on analogue clocks **MEA.54** Write and tell the time to the nearest minute using analogue and digital clocks **MEA.48** Estimate and read time with increasing accuracy; record and compare time using seconds, minutes, hours **MEA.49** Know the number of seconds in a minute, minutes in an hour, hours in a day and days in a week **MEA.52** Compare durations of events to calculate the time taken by particular events or tasks

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Wk	**Weekly Outline**	**Strand**	**Objectives**
19	**Reception** In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Place numbers in order and say which number is one more or one less than a given number. Say the number that is one more than a given number.	Numbers	Begin to add one more to a quantity. Begin to take one away from a quantity. Begin to know what 1 more than a number up to 5 is. Complete a simple addition sentence. Understand that 1 more than a number is the next number in the count. Add one more to a quantity.
	Year 1 Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s) and from multiples of 10	Mental addition and subtraction (MAS)	**MAS.16** Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on **MAS.23** Add 1-digit to 2-digit numbers, bridging 10 and using known facts **MAS.17** Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back
	Year 2 Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the ÷ sign	Mental multiplication and division (MMD)	**MMD.20** Recall multiplication and division facts for the ×10 table **MMD.23** Multiply using arrays and friendly numbers **MMD.26** Count in 2s and recall multiplication and division facts for the ×2 table **MMD.27** Count in 5s and recall multiplication and division facts for the ×5 table **MMD.29** Count in 3s **MMD.33** Count on and back in 4s **MMD.24** Understand the link between multiplication and grouping **MMD.25** Begin to understand division as 'how many groups of..?'
	Extend – Year 3 Order 3-digit numbers and find numbers between; solve subtractions of 3-digit - 3-digit numbers using counting up (Frog); use counting up and counting back as strategies to perform mental subtractions; choose to solve a given subtraction by counting up or counting back	Number and place value (NPV)	**NPV.34** Order and compare 3-digit numbers and say a number between
		Mental addition and subtraction (MAS)	**MAS.43** Add to the next multiple of 100 by counting up from any 2-digit or 3-digit number **MAS.44** Subtract a 3-digit from a 3-digit number (with a difference < 50) by counting up **MAS.49** Count up to subtract any 3-digit from 3-digit number **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.42** Subtract multiples of 10 and 100 from 3-digit numbers

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Wk	**Weekly Outline**	**Strand**	**Objectives**
20	**Reception** In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Place numbers in order and say which number is one more or one less than a given number. Say the number that is one more than a given number.	Numbers	Begin to add one more to a quantity. Begin to take one away from a quantity. Begin to know what 1 more than a number up to 5 is. Complete a simple addition sentence. Understand that 1 more than a number is the next number in the count. Add one more to a quantity.
	Year 1 Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some 10s and 1s; make 2-digit numbers using 10p and smaller coins; find 1 more or 1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100	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.17** Count on and back in 10s from any number up to 100
		Mental addition and subtraction (MAS)	**MAS.09** Say the number 1 more (≤ 20) **MAS.10** Say the number 1 less (≤ 20) **MAS.20** Add or subtract 10 from 2-digit numbers
	Year 2 Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £.p notation; order coins 1p – £2 and notes £5 – £20; add several coins writing totals in £.p notation (no zeros in 10p place); add two amounts of pence, using counting on in 10s and 1s; add two amounts of money, beginning to cross into £s	Measurement (MEA)	**MEA.22** Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins **MEA.24** Recognise and know the value of £2 coins and £5, £10, £20, £50 notes **MEA.33** Combine amounts to make particular values; match different combinations of coins to make equal amounts of money **MEA.38** Recognise and use symbols for pounds and pence. Record amounts using £.p notation **MEA.34** Add and subtract money of the same unit; solving money problems in a practical context
		Number and place value (NPV)	**NPV.26** Begin to write amounts of money as pounds and pence, with no placeholder 0 in the 10s **NPV.35** Write amounts of money as pounds and pence, including placeholder 0 in the 10s
		Mental addition and subtraction (MAS)	**MAS.28** Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back
	Extend – Year 3 Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division	Mental multiplication and division (MMD)	**MMD.36** Double and halve numbers to 100, including partitioning 2-digit numbers **MMD.43** Multiply mentally 2-digit by 1-digit numbers using partitioning **MMD.37** Understand division as the inverse of multiplication
		Written multiplication and division (WMD)	**WMD.43** Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method **WMD.55** Solve problems involving multiplying and adding using the distributive law to multiply 2-digit numbers by 1-digit numbers (grid method)