

Short Term Plans to be taken & adapted for each year group from:			
Class 1 Planning - Abacus Active Learn Primary - Year 1 - Summer Term 2		Class 2 Planning - Abacus Active Learn Primary - Year 2 - Summer Term 2	
Wk	Weekly Summary	Strands	Objectives
26	Reception Count objects to 10, and beginning to count beyond 10. Estimate how many objects they can see and check by counting them. Use the language of 'more' and 'fewer' to compare two sets of objects. Begin to use everyday language related to money. Count reliably with numbers from 1 to 20. Recognise numerals 1 to 5.	Numbers Shape, space and measures	Count how many in a set, matching one-to-one. Begin to count in 2s. Count in 2s. Recognise that altering an arrangement does not change the number. Begin to identify coins. Know which coins are worth most/least. Recognise numerals. Recognise and write numerals to 9. Begin to write bigger numbers. Recognise and identify coins and which are worth most or least. Count in 5s.
	Year 1 Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between two numbers; identify 10s and 1s in 2-digit numbers and solve place-value additions	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
	Year 2 Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction using addition, beginning to understand that addition undoes subtraction and vice versa; add three or more small numbers using number facts; record amounts of money using £.p notation including amounts with no 10s or 1s; find more than one way to solve a money problem	Mental addition and subtraction (MAS)	MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back MAS.58 Understand addition and subtraction as inverses of each other and use this to find relationships MAS.18 Add several 1-digit numbers MAS.21 Find change from 10p and 20p by counting up
		Number and place value (NPV)	NPV.26 Begin to write amounts of money as pounds and pence, with no placeholder 0 in the 10s
		Measurement (MEA)	MEA.38 Recognise and use symbols for pounds and pence. Record amounts using £.p notation
	Extend – Year 3 Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together; subtract 3-digit numbers using counting up; solve word problems choosing an appropriate method	Written addition and subtraction (WAS)	WAS.44 Use column addition to add three 3-digit numbers with a total < 1000 WAS.46 Use column addition to add several 3-digit numbers with a total > 1000
Mental addition and subtraction (MAS)		MAS.49 Count up to subtract any 3-digit from 3-digit number MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back MAS.44 Subtract a 3-digit from a 3-digit number (with a difference < 50) by counting up MAS.45 Add mentally 2-digit to 3-digit numbers by partitioning or counting on	

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27	Reception Count objects to 10, and beginning to count beyond 10. Estimate how many objects they can see and checks by counting them. Use the language of 'more' and 'fewer' to compare two sets of objects. Begin to use everyday language related to money. Count reliably with numbers from 1 to 20. Recognise numerals 1 to 5.	Numbers Shape, space and measures	Count how many in a set, matching one-to-one. Begin to count in 2s. Count in 2s. Recognise that altering an arrangement does not change the number. Begin to identify coins. Know which coins are worth most/least. Recognise numerals. Recognise and write numerals to 9. Begin to write bigger numbers. Recognise and identify coins and which are worth most or least. Count in 5s.
	Year 1 Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10	Number and place value	NPV.21 Know number properties, including odd and even
		Mental multiplication and division (MMD) (FRP)	MMD.14 Count in 2s to 20 MMD.17 Count in 10s to 100 MMD.18 Count in 5s to 50 MMD.24 Understand the link between multiplication and grouping MMD.15 Double numbers to 10 and find related halves FRP.20 Find 1/2 of odd numbers
	Year 2 Count in 3s, recognising numbers in the 3 times-table; write multiplications to go with arrays and use arrays to solve multiplication problems; understand that multiplication is commutative and that division and multiplication are inverse operations; solve divisions as multiplications with a missing number; count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts	Mental multiplication and division (MMD)	MMD.29 Count in 3s MMD.30 Recall multiplication and division facts for the $\times 3$ table MMD.23 Multiply using arrays and friendly numbers MMD.31 Understand that multiplication is commutative and use it in mental calculations MMD.24 Understand the link between multiplication and grouping MMD.37 Understand division as the inverse of multiplication MMD.20 Recall multiplication and division facts for the $\times 10$ table MMD.26 Count in 2s and recall multiplication and division facts for the $\times 2$ table MMD.27 Count in 5s and recall multiplication and division facts for the $\times 5$ table
	Extend – Year 3 Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction	Written addition and subtraction (WAS)	WAS.44 Use column addition to add three 3-digit numbers with a total < 1000 WAS.45 Use column addition to add several 2-digit numbers WAS.46 Use column addition to add several 3-digit numbers with a total > 1000
Mental addition and subtraction (MAS)		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.45 Add mentally 2-digit to 3-digit numbers by partitioning or counting on MAS.46 Mentally add two friendly 3-digit numbers	

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Wk	Weekly Summary	Strands	Objectives
28	Reception Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.	Shape, space and measures	Recognise and name a cube and a sphere. Create solid shapes using play dough. Recognise and name a pyramid and a cone. Create a cone with assistance. Recognise and name a cone. Create a pyramid and name it. Recognise similarities and differences between two 3D shapes. Guess the name of a 3D shape from a description of it. Match solid shapes to names.
	Year 1 Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks; revise months of the year; read, interpret and create a pictogram; begin to recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and name simple 2D shapes and continue repeating patterns	Measurement (MEA)	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.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.09 Compare and measure lengths or heights using non-standard uniform units
		Statistics (STA)	STA.15 Read, interpret and begin to create a simple pictogram STA.28 Interpret and complete pictograms where 1 symbol represents 1 item STA.35 Interpret and complete block graphs where 1 block represents 2 items
		(GPS)	GPS.05 Recognise, name and describe squares, rectangles, circles and triangles
		(GPD)	GPD.06 Use 2D shapes to create patterns GPD.11 Create patterns using 3D shapes to print 2D shapes
	Year 2 Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later	Measurement (MEA)	MEA.29 Choose and use appropriate standard units to measure lengths and heights in any direction MEA.37 Read relevant scales to the nearest numbered unit MEA.40 Tell the time to the nearest five minutes using digital and analogue clocks MEA.41 Begin to say the time ten minutes, or twenty minutes, later or earlier
	Extend – Year 3 Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times	Geometry: properties of shapes (GPS)	GPS.31 Draw 2D shapes with specified simple properties, e.g. four straight edges GPS.41 Identify and draw horizontal, vertical, parallel, perpendicular and curved lines GPS.30 Identify right angles in 2D shapes GPS.40 Recognise angles as a property of shape and identify right angles and other angles in shapes GPS.42 Identify parallel and perpendicular lines in 2D shapes GPS.44 Identify line symmetry in 2D shapes presented in different orientations
		Measurement (MEA)	MEA.53 Measure the perimeter of simple shapes MEA.41 Begin to say the time ten minutes, or twenty minutes, later or earlier MEA.47 Use vocabulary such as morning, afternoon, noon, and midnight; also am and pm times and 12 hr clocks MEA.54 Write and tell the time to the nearest minute using analogue and digital clocks MEA.40 Tell the time to the nearest five minutes using digital and analogue clocks MEA.55 Use 24 hour clocks

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Wk	Weekly Summary	Strands	Objectives
29	<p>Reception Place numbers in order and say which number is one more or one less than a given number. Estimate how many objects they can see and check by counting them. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Use the language of 'more' and 'fewer' to compare two sets of objects.</p>	Numbers	<p>Add by counting on from a number of objects. Add two or three items to a set and say how many. Begin to record addition. Add two to a set and count on to find how many. Begin to add by counting on. Recognise and name some coins. Add two objects to a set. Begin to record addition. Count in 2s.</p>
	<p>Year 1 Use number facts to add and subtract 1-digit numbers to and from 2-digit numbers; find change from 10p and from 20p</p>	Mental addition and subtraction (MAS)	<p>MAS.23 Add 1-digit to 2-digit numbers, bridging 10 and using known facts MAS.24 Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts MAS.21 Find change from 10p and 20p by counting up</p>
	<p>Year 2 Partition to add two 2-digit numbers; find the difference between two 2-digit numbers; multiply two numbers using counting in steps of 2, 3, 5 and 10; solve division problems by counting in steps of 2, 3, 5 and 10</p>	(MAS)	<p>MAS.30 Add pairs of 2-digit numbers using partitioning (totals < 100) MAS.33 Subtract 2-digit from 2-digit numbers by counting up</p>
		Mental multiplication and division (MMD)	<p>MMD.26 Count in 2s and recall multiplication and division facts for the $\times 2$ table MMD.27 Count in 5s and recall multiplication and division facts for the $\times 5$ table MMD.30 Recall multiplication and division facts for the $\times 3$ table MMD.34 Recall multiplication and division facts for the $\times 4$ table MMD.35 Understand multiplication as repeated addition and as scaling MMD.24 Understand the link between multiplication and grouping MMD.25 Begin to understand division as 'how many groups of..?' MMD.37 Understand division as the inverse of multiplication</p>
		(WMD)	<p>WMD.43 Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method WMD.45 Divide numbers just beyond the tables by subtracting the multiple of 10 WMD.46 Divide numbers just beyond the tables, with integer remainders</p>
		(MMD)	MMD.44 Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders)
	<p>Extend – Year 3 Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems; recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers</p>	Fractions, ratio and proportion (FRP)	<p>FRP.34 Begin to understand equivalence by placing fractions on a number line FRP.46 Develop an understanding of equivalence in fractions; $1/2$s, $1/3$s, $1/4$s, $1/5$s, $1/6$s, $1/8$s, $1/10$s FRP.37 Find unit fractions of amounts and relate to division FRP.38 Find fractions of amounts and relate to division and multiplication</p>
(DPE)		DPE.40 Understand tenths ($1/10$ s) as fractions and place them on a line	

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Wk	Weekly Summary	Strands	Objectives
30	Reception Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Estimate how many objects they can see and check by counting them. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Solve problems, including doubling, halving and sharing.	Number	Begin to know pairs of numbers which add up to 10. Create number sentences adding to 10. Begin to recognise coins. Add two numbers. Begin to recognise patterns in addition. Solve an addition problem using trial and improvement methods.
	Year 1 Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify 10s and 1s in 2-digit numbers; say or write 1 more and 1 less and 10 more and 10 less than any number to 100; explore patterns in 10s, 5s and 2s on a 9x9 grid; count in tens from any given number	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.14 Count on and back in ones to 100 NPV.17 Count on and back in 10s from any number up to 100
		(MAS)	MAS.20 Add or subtract 10 from 2-digit numbers
		MMD	MMD.14 Count in 2s to 20 MMD.17 Count in 10s to 100 MMD.18 Count in 5s to 50
	Year 2 Compare two 2-digit numbers and find bonds to 100 using thermometers; revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places)	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.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
		(MAS)	MAS.36 Know number bonds to 100 MAS.47 Quickly work out or recall bonds to 100 and to the next 100
	Extend – Year 3 Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known tables facts	Mental addition and subtraction (MAS)	MAS.46 Mentally add two friendly 3-digit numbers MAS.48 Add mentally several 1-digit numbers, multiples of 10 or 100 MAS.42 Subtract multiples of 10 and 100 from 3-digit numbers MAS.49 Count up to subtract any 3-digit from 3-digit number MAS.40 Find change from £5, £10 and £20 by counting up
		(WAS)	WAS.44 Use column addition to add three 3-digit numbers with a total < 1000
		(WMD)	WMD.44 Multiply 2-digit by 1-digit numbers using the grid method WMD.46 Divide numbers just beyond the tables, with integer remainders
			(MMD)