



|                    |          | 1          | 2                             | 3 | 4 | 5                            | 6 | 7 |  | 8                                     | 9 | 10 | 11             | 12 | 13 |
|--------------------|----------|------------|-------------------------------|---|---|------------------------------|---|---|--|---------------------------------------|---|----|----------------|----|----|
| <b>Autumn Term</b> | Year One | Assessment | Numbers and the number system |   |   | Visualising and constructing |   |   |  | Calculating: addition and subtraction |   |    | Exploring time |    |    |
|                    | Year Two | Assessment | Numbers and the number system |   |   | Counting and comparing       |   |   |  | Calculating: addition and subtraction |   |    | Exploring time |    |    |

|                    |          | 1  | 2                                     | 3 | 4               | 5                                  | 6 |                     | 7                                  | 8                  | 9               | 10                  | 11 | 12 |
|--------------------|----------|--|---------------------------------------|---|-----------------|------------------------------------|---|---------------------|------------------------------------|--------------------|-----------------|---------------------|----|----|
| <b>Spring Term</b> | Year One | Numbers and the number system            | Calculating: addition and subtraction |   | Measuring space |                                    |   | Exploring fractions |                                    | Measuring movement | Exploring money | Exploring time      |    |    |
|                    | Year Two | Calculating: multiplication and division |                                       |   |                 | Investigating properties of shapes |   |                     | Investigating properties of shapes | Measuring space    |                 | Exploring fractions |    |    |

|                    |          | 1  | 2 | 3 | 4 | 5                             | 6                     |  | 7                                     | 8                     | 9               | 10              | 11                   | 12 | 13 |
|--------------------|----------|--|---|---|---|-------------------------------|-----------------------|--|---------------------------------------|-----------------------|-----------------|-----------------|----------------------|----|----|
| <b>Summer Term</b> | Year One | Calculating: multiplication and division                           |   |   |   | Numbers and the number system |                       |  | Calculating: addition and subtraction |                       |                 | Closing the gap |                      |    |    |
|                    | Year Two | Calculating: addition and subtraction, multiplication and division |   |   |   |                               | Mathematical movement |  |                                       | Mathematical movement | Closing the gap |                 | Presentation of data |    |    |



# Year One

| Numbers and the number system   | Visualising and constructing   | Calculating: addition and subtraction  |
|---|--|--|
| <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To count read and write numbers to ten - understanding the value of each digit.</li> <li>To write numerals 0-9 forming numbers correctly</li> <li>To order numbers to ten quickly</li> <li>To write in words numbers 1 – 10 (number hunt/match)</li> <li>To recognise numbers 0 – 20</li> <li>write numbers to 20 in numerals</li> <li>To compare two groups – more, less, same, most, least, equal</li> <li>To position numbers on a number line</li> <li>To count forward and back in ones to 20, starting from any given number</li> <li>To count in steps of 10 to 100.</li> <li>To write numbers to ten in words</li> </ul> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To recognise and name common shapes – circles, squares, triangles – shape picture (colour the scarecrow); feely bag description; build a shape dinosaur; shape phone call</li> <li>To recognise shapes in different orientations, including irregular shapes. Quick recognition – tick all the triangles.</li> <li>To group and sort 2d shapes – sorting by colour / shape.</li> <li>To group and sort 2d shapes based on features – straight and curved</li> <li>To use everyday vocab to describe 3d shapes – e.g. sorting into objects that can be rolled / can be used to build.</li> <li>To explore 2d shapes on the faces of 3d shapes. Draw around 3d shapes to make shape pictures.</li> <li>To make 3d shapes and name – playdoh, art straws, cocktail sticks – sphere, cuboid, cube, pyramid</li> <li>To recognise 3d shapes in the world around.</li> <li>To begin to recognise and name other common shapes e.g. cylinder, cone, prism; pentagon, hexagon</li> <li>To begin to recognise a range of irregular shapes</li> <li>To begin to represent shapes using drawings.</li> </ul> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To use objects to partition 5 – pictorial, concrete objects, part part whole, patterns and oral – 1 and 4 make 5, moving on to missing numbers – finding the unknown 1 and? Make 5. Before using digits and recording as <math>1 + ? = 5</math></li> <li>To recognise number bonds for numbers up to and including 10</li> <li>To partition numbers to 10 and telling as a number story.</li> <li>To add up to 10 using practical resources – solving calculations</li> <li>To add up to 10 by counting on from the largest number.</li> <li>To add beyond 10 by counting on a number line</li> <li>To find missing numbers in a number sentence.</li> <li>To solve simple problems using addition</li> <li>To partition teen numbers and record as a number sentence.</li> </ul> |

| Exploring time 1   | Numbers and the number system 2   | Calculating: addition and subtraction 2   |
|--|---|---|
| <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To name days of the week in order</li> <li>To compare units of time in hours, minutes and seconds.</li> <li>To tell the time to the hour</li> <li>To draw the hour and minute hands on a clock to show o'clock</li> <li>To sequence events in chronological order to sequence o'clock times</li> <li>To solve simple problems involving time</li> </ul> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To count and recognise numbers to 30</li> <li>To find 1 more / 1 less up to 30</li> <li>To count in steps of 2 / groups of 2.</li> <li>To count in tens / groups of 10</li> <li>To count a set of objects up to 30 accurately, and begin to recognise tens and ones.</li> <li>To partition 2 digit numbers into tens and ones</li> </ul> <p><i>Children will also practise and consolidate learning from Numbers and the number system 1</i></p> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To use a range of resources to calculate up to 10.</li> <li>To use bar models to represent number bonds to 10.</li> <li>To add /subtract by counting forward / back</li> <li>To add tens and ones using practical resources.</li> <li>To add and subtract using resources within 20.</li> <li>To use number bonds within ten to add and subtract within 20.</li> <li>To find the difference between two numbers, including finding the missing number.</li> </ul> <p><i>Children will also practise and consolidate learning from Addition and Subtraction 1</i></p> |



| Measuring space  | Exploring Fractions  | Measuring Movement  |
|--|--|---|
| <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To compare and describe lengths using related vocabulary e.g. longer, shorter, taller, smaller.</li> <li>To solve problems where required to compare lengths.</li> <li>Compare and measure using standard units</li> <li>Begin to recognise that direct comparisons need the same units.</li> <li>Begin to measure length using standard units cm.</li> <li>To compare the weight of two objects.</li> <li>To measure weight using non-standard / standard units.</li> <li>To describe the capacity of different containers.</li> <li>To measure capacity using non-standard / standard units.</li> <li>To solve problems involving weight and capacity.</li> </ul> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To recognise that fractions are equal parts of a whole.</li> <li>To recognise half as one of two equal parts of an object or shape.</li> <li>To recognise a half as one of two equal parts of a quantity e.g. measures.</li> <li>Identify half of a set of objects.</li> <li>To use fraction notation to write one half.</li> <li>To recognise a quarter as one of four equal parts of an object or shape.</li> <li>To recognise a quarter as one of four equal parts of a quantity.</li> <li>To use fraction notation to write one quarter.</li> <li>To identify quarter of a set of objects.</li> </ul> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To use mathematical language to describe position.</li> <li>To use mathematical language to describe movement along a straight line.</li> <li>To use mathematical language to describe a turn, including whole and half turns.</li> <li>To use mathematical language to describe a turn, including quarter turns and three quarter turns.</li> <li>To solve problems involving turns.</li> </ul> |

| Exploring Money   | Exploring Time 2  | Calculating: Multiplication and Division   |
|---|---|--|
| <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To name coins and notes.</li> <li>To be able to recognise the value of coins / notes - to differentiate between pounds and pence.</li> <li>To find the total of a group of coins.</li> <li>To use coins to make an amount.</li> <li>To solve problems involving money (addition and subtraction).</li> </ul> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To read the time to the hour and solve simple problems – 1 hour later / earlier</li> <li>To tell the time to half hour</li> <li>To compare times – e.g. Sam arrived at school at 9 o'clock, Sarah arrived at 8:30. Who was earlier? Who was later?</li> <li>To know the months of the year in order.</li> </ul> <p><i>Children will also practise and consolidate learning from Exploring Time 1</i></p> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To count aloud in 2s, 5s and 10s.</li> <li>To count in 2s, 5s and 10s to count a set of objects.</li> <li>To solve simple problems using repeated addition and repeated subtraction.</li> <li>To solve simple multiplication and division problems within the 2, 5 and 10 times table, using pictures and objects, with guidance from the teacher.</li> <li>To mentally recall the 10 x table.</li> <li>To use knowledge of doubling and halving.</li> <li>To divide by sharing objects into equal groups.</li> </ul> |

| Numbers and the Number System 3   | Calculating: addition and subtraction 3   | Closing the Gap   |
|---|---|---|
| <ul style="list-style-type: none"> <li>To understand place value in 2 digit numbers.</li> <li>To count, read and write numbers up to 100.</li> <li>To find 1 more / 1 less than numbers to 100.</li> <li>To compare and order numbers up to 100.</li> </ul> <p><i>Numbers and the number system 1 and 2</i></p> | <ul style="list-style-type: none"> <li>To use mental methods to quickly add single digits.</li> <li>To add and subtract up to 30 confidently using a range of resources.</li> <li>To solve problems using addition and subtraction, including missing number problems.</li> <li>To find the difference between given numbers.</li> </ul> <p><i>Children will also practise and consolidate learning from Addition and Subtraction 1 and 2</i></p> | <p><b>Children will consolidate learning from all of the areas through a range of activities.</b></p> |



## Year Two

| Numbers and the number system  | Counting and Comparing   | Calculating: addition and subtraction 1  |
|--|--|--|
| <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To explain the value of each digit in a two- digit number</li> <li>To read numbers to 100 in numerals and words</li> <li>To read numbers to 500 in numerals and words</li> <li>To write numbers to 100 in numerals and words</li> <li>To write numbers to 500 in numerals and words</li> <li>To represent and estimate numbers using a number line</li> <li>To compare the value of numbers explaining if they are more/ less than or equal to another number or numbers</li> <li>To represent numbers different ways using partitioning</li> </ul> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To compare numbers from 0 to up to 100</li> <li>To use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> symbols to when comparing numbers</li> <li>To order numbers from lowest to greatest value</li> <li>To order numbers from greatest to lowest value)</li> <li>To count on and back in steps of 2 from 0</li> <li>To count on and back in steps of 3 from 0</li> <li>To count on and back in steps of 5 from 0</li> <li>To count on and back in tens from any number</li> </ul> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To recall and use addition facts within 20</li> <li>To derive addition facts within 100</li> <li>To understand why addition is commutative</li> <li>To add a two-digit number and ones using concrete objects, pictorial representations, and mentally</li> <li>To add a two-digit number and tens using concrete objects, pictorial representations, and mentally</li> <li>To add two two-digit numbers using concrete objects, pictorial representations, and mentally</li> <li>To add three one-digit numbers using concrete objects, pictorial representations, and mentally</li> <li>To recall and use subtraction facts within 20</li> <li>To derive subtraction facts within 100</li> <li>To understand why subtraction is not commutative</li> <li>To subtract ones from a two-digit number using concrete objects, pictorial representations, and mentally</li> <li>To subtract tens from a two-digit number using concrete objects, pictorial representations, and mentally</li> <li>To subtract two two-digit number using concrete objects, pictorial representations, and mentally</li> <li>To solve problems involving addition or subtraction using concrete objects and pictorial representations</li> <li>To solve missing number problems</li> <li>To check calculations using the correct inverse operation</li> </ul> <p><i>Children will have opportunities to practise and consolidate this learning in Addition and subtraction 2.</i></p> |



| Exploring time  | Calculating: multiplication and division 1  | Investigating properties of shapes   |
|---|---|--|
| <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To know that there are 60 minutes in one hour</li> <li>To know that there are 24 hours in one day</li> <li>To tell the time using quarter past/to the hour on an analogue clock</li> <li>To write the time using quarter past/to the hour on an analogue clock</li> <li>To tell the time to five minute intervals on an analogue clock</li> <li>To write the time to five minute intervals on an analogue clock</li> <li>To draw the hands on a clock face to show times to five minutes, including quarter past/to the hour</li> <li>To compare and order a selection of times from earliest to latest or vice versa</li> </ul>   | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To recall and use multiplication facts for the 2 times table</li> <li>To recall and use multiplication facts for the 5 times table</li> <li>To recall and use multiplication facts for the 10 times table, linking multiplying by 10 to place value</li> <li>To understand that multiplication is commutative</li> <li>To recall and use division facts for the 2 times table</li> <li>To recall and use division facts for the 5 times table</li> <li>To recall and use division facts for the 10 times table</li> <li>To understand that division is not commutative</li> <li>To create mathematical statements for multiplication</li> <li>To create mathematical statements for division</li> <li>To recognise odd and even numbers</li> <li>To use knowledge of commutativity when multiplying and dividing mentally</li> <li>To understand the connection between multiplication and repeated addition</li> <li>To identify the correct operation(s) required in order to solve a problem</li> <li>To solve missing number problems involving multiplication</li> <li>To solve missing number problems involving division</li> </ul> <p><i>Children will have opportunities to practise and consolidate this learning in Multiplication and division 2.</i></p>  | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To identify and describe the properties of 2-D shapes including the number of sides</li> <li>To identify symmetry properties of 2-D shapes using vertical lines</li> <li>To compare 2-D shapes and explain how they are similar or different</li> <li>To Sort 2-D shapes</li> <li>To identify and describe 2-D shapes on the surface of 3-D shapes</li> <li>To identify and describe the properties of 3-D shapes including the number of edges</li> <li>To identify and describe the properties of 3-D shapes including the number of vertices</li> <li>To identify and describe the properties of 3-D shapes including the number of faces</li> <li>To compare 3-D shapes and explain how they are similar or different</li> <li>To sort 3-D shapes and everyday objects</li> </ul> |
| Measuring space   | Exploring Fractions   | Calculating: addition and subtraction, multiplication and division 2<br><br>Exploring money  |
| <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To choose appropriate units to measure a given distance</li> <li>To choose appropriate units to measure a given mass</li> <li>To choose appropriate units to measure a given capacity</li> <li>To measure a given distance choosing the appropriate equipment</li> <li>To measure a given mass choosing the appropriate equipment</li> <li>To measure a given capacity choosing the appropriate equipment</li> <li>To measure a given temperature choosing the appropriate equipment</li> <li>To estimate a given distance</li> <li>To estimate a given mass</li> <li>To estimate a given capacity</li> <li>To compare and order lengths</li> <li>To compare and order masses</li> <li>To compare and order capacities</li> <li>To compare and order temperatures</li> <li>To compare and order measurements using &gt;, &lt; and =</li> </ul> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To recognise one quarter as one of four equal parts of an object, shape or quantity and use fraction notation</li> <li>To recognise two quarters as two of four equal parts, or two of one quarter, of an object, shape or quantity and use fraction notation</li> <li>To recognise a three quarters as three of four equal parts, or three of one quarter of an object, shape or quantity and use fraction notation</li> <li>To recognise one third as one of three equal parts of an object, shape or quantity and use fraction notation</li> <li>To find one quarter of an object, shape or set of objects</li> <li>To find two quarters of an object, shape or set of objects</li> <li>To find three quarters of an object, shape or set of objects</li> <li>To find one third of an object, shape or set of objects</li> <li>To recognise that a half is equivalent to two quarters</li> <li>To write simple fraction statements involving the fraction <math>\frac{1}{2}</math> such as <math>\frac{1}{2}</math> of 6 = 3</li> <li>To write simple fraction statements involving the fractions <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> such as <math>\frac{1}{4}</math> of 8 = 2</li> <li>To write simple fraction statements involving the fractions <math>\frac{1}{3}</math> such as <math>\frac{1}{3}</math> of 6 = 2</li> </ul> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>To recognise and use the symbols for pounds (£) and pence (p)</li> <li>To read and say amounts of money combining the coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2</li> <li>To count, say and record amounts of money combining the coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2</li> <li>To find different combinations of coins that equal the same amounts of money</li> <li>To solve practically simple problems involving addition of money</li> <li>To solve practically simple problems of money, including giving change</li> </ul> <p><i>Children will also practise and consolidate learning from Addition and subtraction 1, Multiplication and division 1</i></p>   |



| Mathematical Movement   | Closing the Gap   | Presentation of Data   |
|---|---|--|
| <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>• To use mathematical language to describe position</li> <li>• To use mathematical language to describe movement along a straight line</li> <li>• To use mathematical language to describe direction of a turn, including meaning of clockwise and anti-clockwise</li> <li>• To understand and use the language of right angles to describe the size of turn</li> <li>• To interpret instructions for following a simple route</li> <li>• To devise instructions for following a simple route</li> <li>• To order combinations of mathematical objects in patterns and sequences</li> <li>• To arrange combinations of mathematical objects in patterns and sequences</li> </ul> | <p><b>Children will consolidate learning from all of the areas through a range of activities.</b></p> | <p><b>In this unit, children learn:</b></p> <ul style="list-style-type: none"> <li>• To interpret a pictogram where the symbol represents a single item</li> <li>• To interpret a pictogram where the symbol represents a multiple of 2 items</li> <li>• To interpret a pictogram where the symbol represents a multiple of 5 items</li> <li>• To construct a pictogram where the symbol represents a single item</li> <li>• To construct a pictogram where the symbol represents a multiple of 2 items</li> <li>• To construct a pictogram where the symbol represents a multiple of 5 items</li> <li>• To interpret and construct a tally chart</li> <li>• To interpret and construct a block diagram</li> <li>• To interpret information in a simple table</li> <li>• To create a table to show information</li> <li>• To ask and answer simple questions by counting the number of objects in each category</li> <li>• To ask and answer questions about totalling and comparing categorical data</li> </ul> |