Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Place Value		Addition and Subtraction		Properties of Shape	
Vocab	number numeral twenty-one… represent > greater than < less than hundred one/two/three-digit place place value stands for exchange twenty-first… partition part-whole model		addition more subtraction less fewer number fact fact family bonds compare tens boundary inverse commutative		vertices edges faces symmetry symmetrical quadrilateral properties patterns repeating pattern flat curved straight corner side point pointed circle triangle rectangle pentagon hexagon octagon polygon	
KIRFS	Know number bonds to 20					
Y1 Consolidation	→ Count forwards and backwards to 50 from any given number →*Practise counting as reciting numbers and enumerating objects and to identify order (1st, 2nd, 3rd…).* →Count, read and write numbers to 20 in numerals and words →to 50 in numerals →Given a number, identify one more and one less, *relating this to adding and subtracting one.* →Identify and represent numbers using objects and pictorial representations including the number line. →Use the language of: equal to, more than, less than (fewer), most, least *to compare and order numbers and quantities.* →*Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations*		→ **Represent and use number bonds and related subtraction facts within 20** using concrete objects and pictorial representations to support understanding. →Memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). This establishes addition and subtraction as related operations. Make connections between bonds for 10 and 20 e.g. between 7 + 2= 9 and 17 + 2 = 19 supported by representations →**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.**		→ **Recognize and name common 2-D and 3-D shapes, including:** **2-D shapes [e.g. rectangles (including squares), circles and triangles] 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].** →Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognize these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other. →*Compare and sort common 2D and 3D shapes and everyday objects.* *Recognize and create repeating patterns with objects and with shapes.*	
Y2 NC	→Read and write numbers to at least 100 in numerals and in words. →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.		→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: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. →Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.		→Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. →Compare and sort common 2-D and 3-D shapes and everyday objects.	
Small Steps/ RtP	→ Counting forwards and backwards within 20. → Tens and ones within 20. →Numbers to 20 → Counting forwards and backwards within 50 →Tens and ones within 50. → Compare numbers within 50. →Count objects to 100 by making 10s →Recognise 10s and 1s 2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning 2NPV–2 Reason about the location of any twodigit number in the linear number system, including identifying the previous and next multiple of 10. → Partition numbers to 100 →Count objects to 100 and read and write numbers in numerals and words. → Write numbers to 100 in words →Represent numbers to 100. → Flexibly partition →Tens and ones with a part whole model. → Write numbers to 100 in expanded form. → 10s on the number linen to 100 → 10s and 1s on a number line to 100. → Estimate numbers on a number line. →Compare objects. →Compare numbers. →Order objects and numbers → Count in 2s → Count in 5s. → Count in 10s		→ Bonds to 10 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. →Fact families – Addition and subtraction bonds to 20. 2AS–1 Add and subtract across 10. →Related facts. →Bonds to 100 (tens). →Add and subtract 1s. → Add three 1-digit numbers → Add by making 10. → Add to the next 10 → Add across a 10 → Subtract across a 10 → Subtract from a 10 → Subtract a 1-digit number from a 2-digit number (across a 10) 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". →10 more and 10 less. →Add and subtract 10s.		→Recognise 2D and 3D shapes. 2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. →Count sides on 2D shapes. →Count vertices on 2D shapes. →Draw 2D shapes. →Lines of symmetry. → Use lines of symmetry to complete shapes →Sort 2D shapes. →Make patterns with 2D shapes.	

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Addition and Subtraction		**Multiplication and Division**		**Length and Height**	**Statistics**
Vocab	addition more subtraction less fewer number fact fact family bonds compare tens boundary inverse commutative regroup exchanging two-digit crossing combine altogether sum plus minus equal bonds		times tables equal groups grouping multiplication arrays commutative multiple step counting multiply multiplied by groups of repeated addition row column		measure measurement height width metre centimetre nearly/close to long(er) short(er) ruler metre stick	count tally sort vote graph block graph pictogram diagram table data most/least popular/common
KIRFS	Count, read and write numbers to 100 in numerals and words					
Y1 Consolidation	→ **Add and subtract one-digit and two-digit numbers to 20, including zero** (progressing from counting to non-counting strategies, starting to use recall of number bonds). → Realise the effect of adding or subtracting zero. → **Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.** → Combine and increase numbers, counting forwards and backwards → **Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ⬚ - 9.** → Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.		→ Count in multiples of two. → *Make connections between arrays, number patterns, and counting in twos, fives and tens.* → *Recall doubles of numbers to 5 and corresponding halves.* → Count in multiples of two and five to develop recognition of patterns. → **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.** → Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and *make connections with finding simple fractions of objects, numbers and quantities.* → Make connections between arrays, number patterns, and counting in twos and fives. → *Recall doubles of numbers to 10 and corresponding halves*		→ Compare, describe and solve practical problems for: **lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]** **time [e.g. quicker, slower, earlier, later]** **mass/weight [e.g. heavy/light, heavier than, lighter than]** **capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]** **measure and begin to record the following:** **mass/weight** **capacity and volume** Begin to use measuring tools such as a ruler, weighing scales and containers. measure and begin to record the following: lengths and heights	→ *NB this is not included in the National Curriculum for Year 1 but schools may wish to introduce pupils to these skills or use data contexts to support problem solving* → *Begin to interpret and construct simple pictograms, tally charts, block diagrams and simple tables often in cross curricular contexts* → *Begin to ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.*
Y2 NC	→**Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.** →**Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.** →**Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.** →**Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.**		→**Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.** →**Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.** →**Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.** →**Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.**		→**Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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 =**	→**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.**
Small Steps	2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number → Subtraction – Crossing 10 → Add two 2-digit numbers (not across a 10) → Add two 2-digit numbers (across a 10) 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit number →Subtract a 2-digit number from a 2-digit number – not crossing ten. → Subtract two 2-digit numbers (crossing a 10) → Mixed addition and subtraction → Compare number sentences → Missing number problems		→ Make equal groups → Add equal groups → Make arrays →Recognise equal groups. →Make equal groups. 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. →Add equal groups. →Multiplication sentences using the x symbol. →Multiplication sentences from pictures. →Use arrays. → Make doubles →2 times-table. →5 times-table. →10 times-table.		→ Compare lengths and heights → Measure lengths (1) → Measure lengths (2) →Measure length (cm). →Measure length (m). →Compare lengths. →Order lengths. →Four operations with lengths.	→Make tally charts. →Draw pictograms (1-1). →Interpret pictograms (1-1).

Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Place Value:	**Addition and Subtraction**		**Multiplication and Division**		**Properties of Shape**
Vocab	place value ones/tens column stands for represent digit numeral place holder	addition more subtraction less fewer number fact fact family bonds compare tens boundary inverse commutative operation number bonds part-whole tens ones		times tables equal groups grouping multiplication arrays commutative multiple step counting multiply multiplied by groups of repeated addition row column divide division times tables sharing equally groups grouping odd even commutative		Vertices vertex edge(s) faces properties patterns repeating flat curved straight cube cuboid pyramid sphere cone cylinder prism
KIRFS	Know doubles and halves of numbers to 20					
Y1 Consolidation	→ *Begin to recognise place value in numbers beyond 20* by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations ⬜ Use the language of: equal to, more than, less than (fewer), most, least to compare and order numbers and quantities.	→ See previous		→ **Count in multiples of twos, fives and tens** from different multiples to develop recognition of patterns.		→ Recognise and create repeating patterns with objects and with shapes.
Y2 NC	→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.	→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: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. →Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. →Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		→Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. →Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. →Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. →Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.		→Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. →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.
Small Steps	→ Count in 2s 5s and 10s → Count in 5s →Compare objects. →Compare numbers. →Order objects and numbers Revisited	→Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens. → Find and make number bonds. →Bonds to 100 (tens and ones). →Add three 1-digit numbers.		2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division) → Make equal groups – sharing →Make equal groups – sharing. → Make equal groups – grouping →Make equal groups – grouping. →Divide by 2. →Odd and even numbers. →Divide by 5. →Divide by 10.		→Count faces on 3D shapes. →Count edges on 3D shapes. →Count vertices on 3D shapes. →Sort 3D shapes. →Make patterns with 2D and 3D shapes.

Spring

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Fractions		**Money**		**Time**	
Vocab	fraction equal part grouping sharing parts of a whole half halve one of two/four/three equal parts quarter third equivalent unit fraction non unit fraction numerator denominator		coin note price cost amount change pence penny buy sell pay cost value left pounds select compare total difference change		clock time hour minute hand face o'clock half quarter past to half interval clockwise anti-clockwise analogue 5/10/20 minutes past/to	
KIRFS	Know the multiplication and division facts for the 2 x tables					
Y1 Consolidation	→ *Experience* half and quarter as 'fractions of' discrete (*e.g. countable*) and continuous (*e.g. liquid*) quantities by solving problems using shapes, objects and quantities. For example, recognise and find half a length, quantity, set of objects or shape. → Connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole. → **Recognize, find and name a half as one of two equal parts of an object, shape or quantity** → **Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity**		→ Recognize and know the value of different denominations of coins and notes.		→ Connect experiences of turning clockwise with movement of hands on a clock face. measure and begin to record the following: time (hours, minutes, seconds). → **Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].** → **Recognize 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.** → Use the language of time, including telling the time throughout the day, first using o'clock and then half past.	
Y2 NC	→Recognise, find, name and write fractions 1/2 1/3 1/4 2/4 ¾ of a length shape, set of objects or quantity. →Write simple fractions for example, $^{1/2}$ of 6 = 3 and recognise the equivalence of $^{2/4}$ and $^{1/2}$		→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.		→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. →Compare and sequence intervals of time.	
Small Steps	→Make equal parts. →Recognise half. →Find half. →Recognise quarter. →Find a quarter. →Recognise a third. →Find a third. →Unit fractions. →Non0unit fractions.		→ Recognising coins and notes. →Count money – pence. →Count money – pounds (notes and coins). →Count money – notes and coins. →Select money. →Make the same amount. →Compare money. →Find the total. →Find the difference. →Find change. →Two-step problems.		→ Telling time to the hour → Telling time to half hour →O'clock and half past. →Quarter past and quarter to. →Telling time to 5 minutes. → Writing time →Minutes in an hour, hours in a day. →Find durations of time. →Compare durations of time.	

Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Place Value	**Fractions**	**Position and Direction**	**Problem Solving and Efficient Methods**		**Statistics**
Vocab	place value ones/tens column stands for represent digit numeral place holder count in... multiples sequence skip counting times tables	fraction equal part grouping sharing parts of a whole half halve one of two/four/ three equal parts quarter third equivalent unit fraction non unit numerator denominator	position direction straight line rotate rotation over under left right beside next to between top bottom side			count tally sort vote graph block graph pictogram diagram table data most/least popular/common steps of 2/5/10... interpret scale
KIRFS	Know the multiplication and division facts for the 5 x tables					
Y1 Consolidation	→ **Count in multiples of two and five** to develop recognition of patterns. →*Solve problems involving counting objects* *Describe simple patterns and relationships involving numbers; decide if examples satisfy a given condition*	→ See previous	→ Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. →**Describe position, direction and movement, including half, quarter and three-quarter turns.** →Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face. →Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.	→ See previous		*NB this is not included in the National Curriculum for Year 1 but schools may wish to introduce pupils to these skills or use data contexts to support problem solving* →*Begin to interpret and construct simple pictograms, tally charts, block diagrams and simple tables often in cross curricular contexts* →*Begin to ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.*
Y2 NC	→Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	→Recognise, find, name and write fractions 1/2 1/3 1/4 2/4 3/4 of a length, shape, set of objects or quantity. →Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½. →Count in fractions up to 10 starting at any number and using the ½ and 2/4 equivalence on the number line e.g. 1 ¼ , 1 2/4, (or 1 ½) 1 ¾ , 2. Reinforce the concept of fractions as numbers and that they can add up to more than one.	→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). →Order and arrange combinations of mathematical objects in patterns and sequences.	All		→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.
Small Steps	→Count in 2s, 5s and 10s. →Count in 3s.	→Equivalence of ½ and ²/₄. →Find three quarters. →Count in fractions.	→Describe position (1) →Describe position (2) →Describing movement. →Describing turns. →Describing movement and turns. →Making patterns with shapes.	All		→Draw pictograms (2, 5 and 10). →Interpret pictograms (2, 5 and 10). →Block diagrams.

	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Statistics	**Position and Direction**		**Mass Capacity and Temperature**		**Investigations**	
Vocabulary	count tally sort vote graph block graph pictogram diagram table data most/least popular/common steps of 2/5/10… interpret scale	position direction straight line rotate rotation over under left right beside next to between top bottom side order arrange half/quarter/three-quarter turn		mass capacity temperature measure standard unit measurement estimate length width height degrees Celsius litres millilitres scale(s) compare < > = kilogram gram heavy/heavier/heaviest light/lighter/lightest			
KIRFS	Know the multiplication and division facts for the 10 x tables						
Y1 Consolidation	*NB this is not included in the National Curriculum for Year 1 but schools may wish to introduce pupils to these skills or use data contexts to support problem solving* → *Begin to interpret and construct simple pictograms, tally charts, block diagrams and simple tables often in cross curricular contexts* → *Begin to ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.*	→ Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. → **Describe position, direction and movement, including half, quarter and three-quarter turns.** → Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face. → Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.		→ Move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units.		→ See previous	
Y2 NC	→ 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.	→ 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). → Order and arrange combinations of mathematical objects in patterns and sequences.		→ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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 =.		**All**	
Small Steps	→ Draw pictograms (2, 5 and 10). → Interpret pictograms (2, 5 and 10). → Block diagrams.	→ Describing movement. → Describing turns. → Describing movement and turns. → Making patterns with shapes.		→ Introduce weight and mass → Measure mass → Compare mass → Measure mass in grams. → Measure mass in kilograms. → Introduce capacity and volume → Measure capacity → Compare capacity. → Millilitres. → Litres. → Temperature.		**All**	