Horningsham Primary School

Maths Planning

Year 1 and 2

Year 1 and Year 2 Long Term Planning

	Year 1	Year 2
Number and Place Value	• Children should practise counting (1, 2, 3), ordering (first, second, third), or to indicate a quantity (3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. • They should begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by concrete objects and pictorial representations. • They should practise counting as reciting numbers and counting as enumerating objects, and counting in ones, twos, fives and tens from different multiples to develop their recognition of patterns in the number system (odd and even numbers). They connect these patterns with objects and with shapes, including through varied and frequent practice of increasingly complex questions. • They recognise and create repeating patterns with objects and with shapes.	• Using materials and a range of representations, children should practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They should count in multiples of three to support their later understanding of a third. • As they become more confident with numbers up to 100, children should be introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations. • Children should partition numbers in different ways to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.
Addition and Subtraction	• Children should memorise and reason with number bonds to 10 and 20 in several forms (9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. • Children should combine and increase numbers, counting forwards and backwards. • They should 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, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.	• Children should extend their understanding of the language of addition and subtraction to include sum and difference. • Children should practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using 3 + 7 = 10, 10 – 7 = 3 and 7 = 10 – 3 to calculate 30 + 70 = 100, 100 – 70 = 30 and 70 = 100 – 30. They should check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5). This establishes commutativity and associativity of addition. • Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.
Multiplication and Division	• Through grouping and sharing small quantities, children should begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. • They should make connections between arrays, number patterns, and counting in twos, fives and tens.	• Children should use a variety of language to describe multiplication and division. • Children should be introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. • Children should work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, relating these to fractions and measures (e.g. 40 ÷ 2 = 20, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (e.g. 4 × 5 = 20 and 20 ÷ 5 = 4).

Fractions	● Children should be taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Children 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.	● Children should use additional fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantity, a set of objects or shapes. They meet $^{3}/_{4}$ as the first example of a non-unit fraction. ● Children should count in fractions up to 10, starting from any number and using the $^{1}/_{2}$ and $^{2}/_{4}$ equivalence on the number line ($^{11}/_{4}$, $^{12}/_{4}$, (or $^{11}/_{2}$), $^{13}/_{4}$, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.
Measurement	● The pairs of terms mass and weight, volume and capacity, are used interchangeably at this stage. ● Children should move from using and comparing different types of quantities and measures using non-standard units, including discrete (e.g. counting) and continuous (e.g. liquid) measures, to using manageable common standard units. ● In order to become familiar with standard measures, children begin to use measuring tools such as a ruler, weighing scales and containers. ● Children should use the language of time, including telling the time throughout the day, first using o'clock and then half past.	● Children should use standard units of measurement with increasing accuracy, using their knowledge of the number system. They should use the appropriate language and record using standard abbreviations. ● They should become fluent in telling the time on analogue clocks and recording it. ● Children should also become fluent in counting and recognising coins. They should read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.
Geometry: Position & Direction	● Children should 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. ● Children should make half, quarter and three- quarter turns and routinely make these turns in a clockwise direction.	● Children should work with patterns of shapes, including those in different orientations. ● Children should use the concept and language of angles to describe *turn* by applying rotations, including in practical contexts (e.g. children themselves moving in turns, giving instructions to other children to do so, and programming robots using instructions given in right angles).
Geometry: Properties of Shapes	● Children should handle common 2D and 3D shapes, naming these and related everyday objects fluently. They should recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids can be different shapes.	● Children should handle and name a wider variety of common 2D and 3D shapes and identify the properties of each shape. Children identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces. ● Children should read and write names for shapes that are appropriate for their word reading and spelling. ● Children should draw lines and shapes using a straight edge.
Statistics		● Children should record, interpret, collate, organise and compare information (e.g. using many-to-one correspondence with simple ratios 2, 5, 10).

Medium Term Planning for Y1 and Y2 Autumn Term 1

Wk	Topic	Y1 Curriculum Objective	Y2 Curriculum Objective
1	**Counting** **Number and place value:** counting, reading and writing 2-digit numbers, place value	• To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	• To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. • To recognise the place value of each digit in a two-digit number (tens, ones). • To identify, represent and estimate numbers using different representations, including the number line. • To compare and order numbers from 0 up to 100; use <, > and = signs. • To read and write numbers to at least 100 in numerals and in words. • To use place value and number facts to solve problems.
2	**Addition and subtraction** to 5 or more (part 1) **Addition:** concrete, visual and number facts	• To read and write numbers from 1 to 20 in numerals and words. • When given a number, identify one more and one less. • To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • To add and subtract one-digit and two-digit numbers to 20, including zero.	• To 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. • To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • To add and subtract 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. • To show that addition can be done in any order (commutative) and subtraction cannot. • To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
3	**Addition and subtraction** to 5 or more (part 2) **Subtraction:** concrete, visual and number facts	• To add and subtract one-digit and two-digit numbers to 20, including zero. • To solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	• To 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. • To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two two-digit numbers; adding three one-digit numbers. • To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
4	**Properties of shape** **Geometry:** properties of 3D and 2D shape	• To recognise and name common 2D and 3D shapes incl • 2D shapes-rectangles (including: squares), circles, triangles • 3D shapes -cuboids (including: cubes), pyramids, spheres.	• To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. • To identify and describe the properties of 3D shapes including the number of edges, vertices and faces. • To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. • To compare and sort common 2D and 3D shapes and everyday objects.
5	**Addition** totals to 10 **Multiplication and division:** repeated addition and repeated subtraction	• To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • To represent and use number bonds and related subtraction facts within 20. • To add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 – 9), including zero.	• To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. • To calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. • To recognise and use the inverse relationship between multiplication and division in calculations. • To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. • To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
6	**Addition and subtraction** to 10 (Starters)	• To represent and use number bonds and related subtraction facts within 20. • To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9	
	Measures **Measures:** length, mass, capacity, money	• To compare, describe and solve practical problems for: • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter • time (quicker, slower, earlier, later). • To recognise and know the value of different denominations of coins and notes.	• To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. • To compare and order lengths, mass, volume/capacity and record the results using >, < and =. • To recognise and use the symbols for pounds and pence; combine amounts to make a particular value • To find different combinations of coins that equal the same amounts of money • To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Assess and review		• **To assess the half-term's work. Assessment Monday 20th October**	

Medium Term Planning for Y1 and Y2 Autumn Term 2

Wk	Topic	Y1 Curriculum Objective	Y2 Curriculum Objective
1	**Counting and number order** **Number and place value**: comparing, ordering two-digit numbers and knowing their place value	• To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. • To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • To read and write numbers from 1 to 20 in numerals and words.	• To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. • To recognise the place value of each digit in a two-digit number (tens, ones). • To identify, represent and estimate numbers using different representations, including the number line. • To compare and order numbers from 0 up to 100; use <, > and = signs. • To read and write numbers to at least 100 in numerals and in words. • To use place value and number facts to solve problems.

2	**Place value** and comparing quantities and numbers
	
	Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies
		• When given a number, identify one more and one less.
		• To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		• To read and write numbers from 1 to 20 in numerals and words.
			• To 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.
			• To add and subtract 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.
			• To show that addition can be done in any order (commutative) and subtraction cannot.
			• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

3	Developing mental strategies for **addition** **Multiplication and division:** repeated addition and subtraction, arrays, grouping and using times tables facts	• To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • To represent and use number bonds and related subtraction facts within 20. • To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	• To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. • To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • To recognise and use the inverse relationship between multiplication and division in calculations. • To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. • To solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
4	**Subtraction** as difference **Fractions:** finding fractions of quantities, shapes and sets of objects	• To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • To represent and use number bonds and related subtraction facts within 20. • To add and subtract one-digit and two-digit numbers to 20, including zero. • To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	• To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$. • To write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.

5	**Measures**
	
	Geometry: position, direction, motion
	Measures: time
		• To compare, describe and solve practical problems for:
		  ◦ lengths and heights (long/short, longer/shorter, tall/short, double/half)
		  ◦ mass or weight (heavy/light, heavier than, lighter than)
		  ◦ capacity/volume (full/empty, more than, less than, quarter)
		  ◦ time (quicker, slower, earlier, later).
		• To recognise and know the value of different denominations of coins and notes.
			• To order and arrange combinations of mathematical objects in patterns.
			• To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.
			• To compare and sequence intervals of time.
			• To 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.

6	**Addition and subtraction using money** **Data:** solving problems that involve collecting data in tallies, tables and pictograms	• To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • To represent and use number bonds and related subtraction facts within 20. • To add and subtract one-digit and two-digit numbers to 20, including zero. • To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	• To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • To ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity. • To ask and answer questions about totalling and compare categorical data.
Assess and review		**• To assess the half-term's work.**	

Medium Term Planning for Y1 and Y2 Spring Term 1

Wk	Topic	Y1 Curriculum Objective	Y2 Curriculum Objective
1	**Counting**, reading and writing number patterns **Number and place value:** estimating, counting and comparing quantities	● To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. ● When given a number, identify one more and one less. ● To read and write numbers from 1 to 20 in numerals and words	● To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. ● To recognise the place value of each digit in a 2-digit number (tens, ones). ● To identify, represent and estimate numbers using different representations, including the number line. ● To compare and order numbers from 0 up to 100; use <, > and = signs. ● To read and write numbers to at least 100 in numerals and in words. ● To use place value and number facts to solve problems.

2	**Doubles and near doubles**
	Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies
		● To represent and use number bonds and related subtraction facts within 20.
		● To add and subtract one-digit and two-digit numbers to 20, including zero.
		● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
			● To 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.
			● To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
			● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers.
			● To show that addition can be done in any order (commutative) and subtraction cannot.
			● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

3	**Grouping and sharing** **Addition and subtraction:** using partitioning and counting on strategies	● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	● To 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. ● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers. ● To show that addition can be done in any order (commutative) and subtraction cannot. ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
4	**Fractions** **Multiplication and division:** repeated addition and subtraction, arrays, grouping and using times tables facts	● To recognise, find and name a half as one of two equal parts of an object, shape or quantity.	● To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. ● To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. ● To recognise and use the inverse relationship between multiplication and division in calculations. ● To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. ● To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

5	**Measures,** including time
	Geometry: properties of 3D and 2D shape
		● To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
		● To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
		● To measure and begin to record the following:
		  ● lengths and heights
		  ● mass/weight
		  ● capacity and volume
		  ● time (hours, minutes, seconds).
			● To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line.
			● To identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
			● To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid.

6	**Addition and subtraction** to 15 **Measures:** length, mass, capacity and money	● To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve one-step problems that involve addition and subtraction, using objects and pictorial representations, and missing number problems.	● To choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm/mm); mass (kg/g); temperature (°C); volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. ● To compare and order lengths, mass, volume/capacity and record the results using>, < and =.
Assess and review		● **To assess the half-term's work.**	

Medium Term Planning for Y1 and Y2 Spring Term 2

Wk	Topic	Y1 Curriculum Objective	Y2 Curriculum Objective
1	Counting and place value **Number and place value:** estimating, counting, comparing and ordering quantities	● To count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens. ● When given a number, identify one more and one less. ● To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	● To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. ● To recognise the place value of each digit in a 2-digit number (tens, ones). ● To identify, represent and estimate numbers using different representations, including the number line. ● To compare and order numbers from 0 up to 100; use <, > and = signs. ● To read and write numbers to at least 100 in numerals and in words. ● To use place value and number facts to solve problems.

2	**Addition and subtraction** beyond totals of 10
	Addition and subtraction: using mental calculation strategies
		● To add and subtract one-digit and two-digit numbers to 20, including zero.
		● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
			● To 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.
			● To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
			● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit number to show that addition can be done in any order (commutative) and subtraction cannot.
			● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

3	**Grouping and sharing** **Multiplication and division:** repeated addition and subtraction, arrays, grouping and using times tables facts	● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	● To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. ● To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. ● To recognise and use the inverse relationship between multiplication and division in calculations. ● To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. ● To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

4	**Shape, position and movement**
	Fractions: finding fractions of quantities, shapes and sets of objects
		● To recognise and name common 2D and 3D shapes, including:
		  ● 2D shapes (rectangles (including squares), circles and triangles)
		  ● 3D shapes (cuboids (including cubes), pyramids and spheres).
		● To describe position, directions and movements, including half, quarter and three-quarter turns.
			● To recognise, find, name and write fractions $^1/_3$, $^1/_4$, $^2/_4$ and $^3/_4$.
			● To write simple fractions for example, $^1/_2$ of 6 = 3 and recognise the equivalence of two quarters and one half.

5	**Measuring and time**
	Geometry: position and direction
	Measures: time
		● To compare, describe and solve practical problems for:
		  ● lengths and heights (long/short, longer/shorter, tall/short, double/half)
		  ● mass or weight (heavy/light, heavier than, lighter than)
		  ● capacity/volume (full/empty, more than, less than, quarter)
		  ● time (quicker, slower, earlier, later).
		● To measure and begin to record the following:
		  ● lengths and heights
		  ● mass/weight
		  ● capacity and volume
		  ● time (hours, minutes, seconds).
		● To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
			● To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.
			● To 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.

6	**Addition and subtraction** totals to 10 **Statistics:** solving problems that involve collecting data in tallies, tables and pictograms	● To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	● To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ● To ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity. ● To ask and answer questions about totalling and compare categorical data.
Assess and review		**● To assess the half-term's work.**	

Medium Term Planning for Y1 and Y2 Summer Term 1

Wk	Topic	Y1 Curriculum Objective	Y2 Curriculum Objective
1	**Addition** to totals to 10 **Number and place value:** estimating, counting, comparing and ordering quantities	● To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. ● To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. ● To read and write numbers from 1 to 20 in numerals and words.	● To recognise the place value of each digit in a 2-digit number (tens, ones). ● To identify, represent and estimate numbers using different representations, including the number line. ● To compare and order numbers from 0 up to 100; use <, > and = signs. ● To read and write numbers to at least 100 in numerals and in words.

2	**Addition and subtraction** to 20
	
	Addition and subtraction: using mental calculation strategies
		● To represent and use number bonds and related subtraction facts within 20.
		● To add and subtract one-digit and two-digit numbers to 20, including zero.
		● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
			● To 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.
			● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers.
			● To show that addition can be done in any order (commutative) and subtraction cannot.
			● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

3	**Fractions** **Multiplication and division:** repeated addition and subtraction, arrays, grouping and using times tables facts	● To recognise, find and name a half as one of two equal parts of an object, shape or quantity. ● To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	● To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. ● To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. ● To recognise and use the inverse relationship between multiplication and division in calculations. ● To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
4	**Multiplication and division** **Fractions:** finding fractions of quantities, shapes and sets of objects	● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	● To recognise, find, name and write fractions $^1/_3$, $^1/_4$, $^2/_4$ and $^3/_4$. ● To write simple fractions for example, $^1/_2$ of 6 = 3 and recognise the equivalence of two quarters and one half.

5	**Measuring**
	
	Geometry: properties of 3D and 2D shape
		● To measure and begin to record the following:
		  ● lengths and heights
		  ● mass/weight
		  ● capacity and volume
		  ● time (hours, minutes, seconds).
			● To identify and describe the properties of 2D and 3D shapes, including the number of sides, symmetry in a vertical line, edges, vertices, and faces.
			● To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid.
			● To compare and sort common 2D and 3D shapes and everyday objects.
			● To solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

6	**Moving and turning** **Measures:** length, mass (weight), capacity and money	● To describe position, directions and movements, including half, quarter and three- quarter turns.	● To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. ● To compare and order lengths, mass, volume/capacity and record the results using >, < and =. ● To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. ● To find different combinations of coins to equal the same amounts of money ● To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
Assess and review		**● To assess the half-term's work.**	

Medium Term Planning for Y1 and Y2 Summer Term 2

Wk	Topic	Y1 Curriculum Objective	Y2 Curriculum Objective
1	**Number and place value** **Number and place value:** estimating, counting, comparing and ordering quantities	• When given a number, identify one more and one less. • To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	• To recognise the place value of each digit in a 2-digit number (tens, ones). • To identify, represent and estimate numbers using different representations, including the number line. • To compare and order numbers from 0 up to 100; use <, > and = signs. • To read and write numbers to at least 100 in numerals and in words. • To use place value and number facts to solve problems.

2	**Addition and subtraction**
	Addition and subtraction: using partitioning and sequencing
		• To add and subtract one-digit and two-digit numbers to 20, including zero.
		• To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
			• To 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.
			• To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers.
			• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

3	**Fractions** **Fractions:** finding fractions of quantities, shapes and sets of objects	• To recognise, find and name a half as one of two equal parts of an object, shape or quantity. • To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	• To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. • To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • To recognise and use the inverse relationship between multiplication and division in calculations. • To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
4	**Multiplication and division** Finding **fractions** of quantities, shapes and sets of objects	• To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	• To recognise, find, name and write fractions 1/3 ¼ 2/4 ¾ • To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half.

5	**Time** and using standard units
	Geometry: position and direction
	Measures: time
		• To measure and begin to record the following:
		  • lengths and heights
		  • mass/weight
		  • capacity and volume
		  • time (hours, minutes, seconds).
		• To recognise and use language relating to dates, including days of the week, weeks, months and years.
		• To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
			• To order and arrange combinations of mathematical objects in patterns.
			• To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.
			• To compare and sequence intervals of time.
			• To 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.

6	**Addition** to totals to 10
	Solving problems by gathering **data** and representing in tallies, tables, pictograms and block diagrams
		• To order and arrange combinations of objects and shapes in patterns.
		• To recognise and name common 2D and 3D shapes, including:
		  • 2D shapes (rectangles (including squares), circles and triangles)
		  • 3D shapes (cuboids (including cubes), pyramids and spheres).
			• To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
			• To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
			• To ask and answer questions about totalling and compare categorical data.

Assess and review		• **To assess the half-term's work.**	