YEAR 1/2 MATHS 2026/27

The LAAT Maths Curriculum powerfully aligns with the Trust's vision of Excellence, Exploration and Encouragement powered by Equity. It ensures every pupil is seen, supported and challenged, delivering a high-quality, inclusive mathematical education that builds strong foundations for lifelong learning, wellbeing and success.





YEAR 1/2 MATHEMATICS – RETRIEVAL PRACTICE
(Memory & Recall)

YEAR 1/2 MATHEMATICS – RETRIEVAL PRACTICE

RETRIEVAL PRACTICE

Practising things that have already been taught; maybe in a previous year group or a previous term
4 areas as listed below AND 1 area as identified by class teacher – 1 per day every week of the term

	Y1	Y2
AUTUMN TERM 1	• Time *Days of the week, Months of the year – link to Autumn Wks 1 & 2* • Number Formation Teach and practise • Place Value Building and representing numbers to 20 • Time *Telling the time to the hour – link to Autumn Wk 3* • *Teacher Directed* ?	• Time *Days of the week, Months of the year – link to Y1* *Know the number of minutes in an hour – link to Autumn Wk 1* • Read and write numbers To at least 100. In numerals and words. Link to Y1 and Autumn Wks 4 & 5 • Place Value Building and representing numbers to 100 • Time *Telling the time to the hour, half past, quarter past, quarter to – link to Autumn Wks 2&3* • *Teacher Directed* ?
	Y1	**Y2**
AUTUMN TERM 2	• Time *Telling the time to the hour – link to Autumn Wk 3* • Writing Numbers Teach and practise – numerals and words • Place Value Identify and represent numbers on number lines – link to Autumn Wk 6 • More / Less One more or less from a given number – link to Autumn Wk 7 • Length & Height Link to Autumn Wk 8 • *Teacher Directed* ?	• Time *Telling the time to the hour, half past, quarter past, quarter to – link to Autumn Wks 2 & 3* • Read and write numbers To at least 100. In numerals and words. Link to Y1 and Autumn Wks 4 & 5 • Place Value Represent and estimate numbers on number lines – link to Autumn Wk 6 • Comparing Number Compare and order numbers including <, > and = - link to Autumn Wk 7 • Length & Height Link to Autumn Wk 8 • *Teacher Directed* ?

(Memory & Recall)

RETRIEVAL PRACTICE *Practising things that have already been taught; maybe in a previous year group or a previous term* *4 areas as listed below AND 1 area as identified by class teacher – 1 per day every week of the term*		
	Y1	**Y2**
SPRING TERM 1	• Time *Telling the time to the hour – link to Autumn Wk 3* • Number Bonds Addition & Subtraction within 20 – link to Autumn Wk 13 • Money Money recognition – link to Autumn Wk 14 • Properties of Shape 2d - recognise and name, recognise and create repeating patterns. Link to Autumn Wk 15. • *Teacher Directed* ?	• Time *Telling the time to the hour, half past, quarter past, quarter to – link to Autumn Wks 2 & 3* • Number Bonds Addition & Subtraction within 20 – link to Autumn Wk 13 • Money Adding money - combine amounts, find different combinations. Link to Autumn Wk 14 • Properties of Shape 2d - Identify and describe properties, sort and compare. Link to Autumn Wk 15. • *Teacher Directed* ?
	Y1	**Y2**
SPRING TERM 2	• Time *Telling the time to the hour – link to Autumn Wk 3* • Place Value Representing number, counting by making groups of 10s – link to Spring Wk 2 • Number bonds Addition and subtraction facts within 20 – link to Autumn Wk 13 • Mass & Weight Link to Spring Wk 6 • *Teacher Directed* ?	• Time *Telling the time to the hour, half past, quarter past, quarter to – link to Autumn Wks 2 & 3* • Place Value Partitioning number in different ways – link to Spring Wk 2 • Add & Subtract two 2-digit numbers Working horizontally – link to Spring Wks 3 & 4 • Mass & Weight Link to Spring Wk 6 • *Teacher Directed* ?

YEAR 1/2 MATHEMATICS – RETRIEVAL PRACTICE
(Memory & Recall)

RETRIEVAL PRACTICE

Practising things that have already been taught; maybe in a previous year group or a previous term
4 areas as listed below AND 1 area as identified by class teacher – 1 per day every week of the term

	Y1	Y2
SUMMER TERM 1	• Time *Telling the time to half past the hour – link to Summer Wk 1* • Multiples of 2, 5 and 10 Counting and representing, odd and even number pattern – link to Spring Wk 7 • Fractions Find ½ and ¼ of quantities – link to Spring Wks 11 & 12 • Money Money recognition – link to Autumn Wk 14 • *Teacher Directed* ?	• Time *Telling the time to the nearest 5 minutes – Link to Summer Wk 1* • Multiplication & Division Facts X10 • Fractions Fractions of quantities. Link to Spring Wk 12. • Money Adding money - combine amounts, find different combinations. Link to Autumn Wk 14 • *Teacher Directed* ?
	Y1	**Y2**
SUMMER TERM 2	• Time *Telling the time to half past the hour – link to Summer Wk 1* • Addition & Subtraction Link to Summer Wks 2 & 3 • Multiplication & Division Build and describe equal groups – link to Spring Wk 8 Grouping & Sharing – link to Spring Wk 9 & 10 • Properties of Shape 3d - recognise and name, recognise and create repeating patterns. Link to Summer Wk 4. • *Teacher Directed* ?	• Time *Telling the time to the nearest 5 minutes – Link to Summer Wk 1* • Add & Subtract two 2-digit numbers Link to Summer Wks 2 & 3 • Multiplication & Division Facts x10, x5, x2 • Properties of Shape 3d - Identify and describe properties, sort and compare. Link to Summer Wk 4. • *Teacher Directed* ?

AUTUMN TERM		
WEEK: 1	**Wk Beg: 3 Sept**	**DOMAIN: Measurement - Time**

YEAR 1	YEAR 2
• Recognise and use language including days of the week *Know days of the week – use song such as the Addams Family days of the week song* *Make links to getting to know you routines and timetable activities in class.* • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] *Use sentences such as Today is …, Tomorrow is …., Yesterday was …* *Sequence events in their day using the language* *Make links to class timetable and calendar recognising we do certain things on different days of the week but that these repeat each week. E.g. PE on a Thursday, no school on a weekend – Saturday and Sunday*	• Know the number of hours in a day. *Y1 mastery check – chronological order, time language, days, weeks, months and years* *Ensure that children understand that there is:* *- 24 hours in a day* *- each time appears twice in a day; e.g. 6 o'clock in the evening and 6 o'clock in the morning* *- some of the hours of the day are when we are asleep through the night but the 24-hours include those at nighttime* *Introduce the words midnight and noon/midday. Ensure children understand that a new day begins at midnight (12 o'clock at night) and that noon/midday (12 o'clock in the middle of the day) is the middle of the day and when the morning ends and the afternoon begins.*
Solve practical problems for time	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

AUTUMN TERM			
WEEK: 2	**Wk Beg: 7 Sept**	**DOMAIN: Measurement - Time**	
YEAR 1		**YEAR 2**	
• Recognise and use language relating to dates, including weeks, months and years *Know how many months are in a year.* *Relate events to particular months; e.g. birthday, Christmas, seasons* *Make links to using a calendar.* *If using short date in class, ensure children have an understanding of what the 3 parts of the short date represent. Write the short date as a 6-digit representation. E.g. 04.09.24. Make links to the children's own dates of birth, as appropriate.* • Sequence events in chronological order using language [for example, before and after, next, first] *Know and sequence months of the year. This month is … The next month is … The month before is …*		• Know the number of minutes in an hour *Ensure children understand that there is:* *- 60 minutes in an hour* *- 30 minutes in half an hour* *- 15 minutes in quarter of an hour* *Make links to Y1 fractions of half and quarter and show the clock split into these parts. Could model the 60 minutes using Base 10 or other equipment to show sharing the 60 minutes into the 2 or 4 equal parts* • Tell and write the time to quarter past the hour and draw the hands on a clock face to show these times *Y1 mastery check – o'clock and half past – recap the two hands of the clock* *Quarter past is a new concept for the children.* *Begin with Quarter Past – making links to half past knowing that this is showing the time 'past' the previous hour / the o'clock / the 12. Look at where both hands are when it is quarter past the hour.* *Reading, drawing and showing clocks, ordering clocks, matching clocks to sentence, times of the day – e.g. Quarter past 8 in the morning v Quarter past 8 in the evening* *Mix of quarter past and o'clock and half past*	
Solve practical problems for time		*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*	

AUTUMN TERM		
WEEK: 3	**Wk Beg: 14 Sept**	**DOMAIN: Measurement - Time**

YEAR 1	YEAR 2
• Tell the time to the hour and draw the hands on a clock face to show these times. *E.g. Clock numerals, movement of hands, difference between hands, reading, drawing and showing clocks, ordering clocks, matching clocks to sentence, times of the day – e.g. 8 o'clock morning v 8 o'clock evening* *Begin with reading a 1-12 number line recognising the arrow as the hour hand. Introduce clock as a circular number line and begin with reading the time to the hour 'o'clock' using only the hour hand initially.* *Introduce the minute hand when ready understanding that when it points at 12 it is on the hour … o'clock … and we need to look at the hour hand to understand which hour o'clock it is.* *Model difference between hands on the learning wall using two different length arrows and the words 'hour' and 'minute' written across the arrow recognising that minute is the longest word so is the longest arrow etc* • Begin to record time *Drawing hands on the clock face* *Writing time 3 o'clock etc*	• Know the number of minutes in an hour *Ensure children understand that there is:* *- 60 minutes in an hour* *- 30 minutes in half an hour* *- 15 minutes in quarter of an hour* *Make links to Y1 fractions of half and quarter and show the clock split into these parts. Could model the 60 minutes using Base 10 or other equipment to show sharing the 60 minutes into the 2 or 4 equal parts* • Tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times *Quarter to is a new concept for the children.* *Introduce Quarter To – recognise that 'to' the hour is a new idea for the children. Ensure children understand we are describing how long until / 'to' the next hour once we are past half past.* *Reading, drawing and showing clocks, ordering clocks, matching clocks to sentence, times of the day – e.g. Quarter to 8 in the morning v Quarter to 8 in the evening* *Mix of quarter past / quarter to and o'clock and half past*
Solve practical problems for time	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

AUTUMN TERM		
WEEK: 4	**Wk Beg: 21 Sept**	**DOMAIN: Number – Number and Place Value**

YEAR 1	YEAR 2
• *National curriculum non-statutory guidance: Pupils practise counting (1, 2, 3…)* *Ensure counting principles from EYFS are secure:* - *One-one principle – one number name to one object being counted* - *Stable order principle – when counting, the numbers are said in the same order* - *Cardinal principle - knowing the last number name we say is the total we have* - *Abstraction principle – we can count anything – things we can touch, see, hear …* - *Order-irrelevance principle – doesn't matter in which order you count something so long as each number has one number name attached* *Ensure children are able to count objects from a larger group. E.g. get 15 cubes out of the box. Ensure they know when to stop counting.* • Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number *(Boss the Blue –count to at least 30)* • Count numbers to 100 in numerals *(Boss the Blue –count to at least 30)* *Oral counting* *Practice counting (1, 2, 3 …) learning number names in order. Be aware of pattern of number names, e.g. teen numbers and crossing tens boundaries* *Counting to indicate quantities (3 apples, 2 dogs) and considering cardinality of number (how many in a set and knowing the last number name we say is the total we have).* *Refer to From Exploration to Excellence: Written Addition – P5* *Refer to From Exploration to Excellence: Mental Addition & Subtraction P8* • Read and write numbers *Focus on 0-9 number formation* *This is the first formal teaching of writing numerals – ensure links to Number Formation policy* • Read and write numbers in words *(Boss the Blue – six, ten and other phonetically plausible attempts for numbers 1 to 10)* *Focus on numbers 0-10* • Count numbers *Focus on numbers to at least 10* • Identify and represent numbers using objects and pictorial representations *Represent number on tens frames to at least 10. Build it – Draw it and then Write it for corresponding quantity alongside* *Recognise that one full tens frame always represents 10 and so this does not need counting* *Write quantity as numeral and as word. Switch between representations. E.g. Give children quantity written as word and they should present on tens frame and as numeral OR Give children quantity to count and they present on tens frame, as numeral and word*	• Read and write numbers to at least 100 in numerals *Include counting along a number line, number tracks and on a hundred square* *Completing number lines, number tracks and hundred squares* • Read and write numbers to at least 100 in words *Boss the Blue – to at least ten and fourteen, sixteen, seventeen, eighteen, nineteen in words and then other words phonetically plausible* • Identify and represent numbers using different representations, including number lines • Count in tens from 0 *In Y1, children should have begun to count by making groups of tens. Ensure this is secure and build on this with larger numbers up to 100, as appropriate.* *Count different quantities of objects by making groups of tens (placing on tens frames, building towers of 10) and then counting the ones remaining (Build-it).* *Count images through making groups of 10 (circling / crossing out / colouring etc)* *Given a number, children are able to build and draw the number using groups of 10 and ones. Use part-whole models. Children should be able to describe how many tens and ones (column value) are in the number (quantity value). Do not introduce place value chart – this will be done next week.* *Mix up representations for children to represent in other ways; numbers on tracks, number lines, hundred squares, numerals, words, objects to count*
National curriculum non-statutory guidance: Solve simple concrete problems until they are fluent Include varied and frequent practice through increasingly complex problems	Use place value and number facts to solve problems.

AUTUMN TERM		
WEEK: 5	**Wk Beg: 28 Sept**	**DOMAIN: Number – Number and Place Value**

YEAR 1	YEAR 2
• Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number *(Boss the Blue –count to at least 30)* *Practice oral counting (1, 2, 3 …) learning number names in order. Be aware of pattern of number names, e.g. teen numbers and crossing tens boundaries* • Count numbers to 100 in numerals *(Boss the Blue –count to at least 30)* ***Include counting along a number line, number tracks and on a hundred square*** ***Completing number lines, number tracks and hundred squares*** • Read and write numbers *Focus on numbers within at least 20 (Boss the Blue – read and write numerals to at least 10)* *Ensure correct number formation building on learning from last week* • Read and write numbers 1 to 20 in words *(Boss the Blue – six, ten and other phonetically plausible attempts for numbers 1 to 10)* *Numbers 1-20 building on 0-10 from last week* • Count numbers *Focus on numbers within at least 20* • Identify and represent numbers using objects and pictorial representations, including the number line *Represent number on tens frames. Build it – Draw it and then Write it for corresponding quantity alongside* *Count and represent number within at least 20. E.g. 13 sheep shown as 1 full tens frame with 10 sheep and then another tens frame with 3 sheep* *Mix up representations for children to represent in other ways; numbers on tracks, number lines, hundred squares, numerals, words, objects to count*	• Read and write numbers to at least 100 in numerals *Include counting along a number line, number tracks and on a hundred square* *Completing number lines, number tracks and hundred squares* • Read and write numbers to at least 100 in words *Boss the Blue – to at least ten and fourteen, sixteen, seventeen, eighteen, nineteen in words and then other words phonetically plausible* • Identify and represent numbers using different representations • Count in tens from 0 • Recognise the place value of each digit in a two-digit number (tens, ones) *Build on learning from last week understanding that representing number with groups of tens and ones is a more efficient way of representing number.* *Move children on to representing number with Base 10 (they may have been introduced to this in Y1) making links to towers of 10.* *Describe a number in its column value and its quantity value. Perfect Partitioning. E.g. 56 …. Five tens and six ones (column value), 50 and 6 (quantity value)* *Begin to understand zero as a place holder. Focus on perfect partitioning of number at this time.* *Introduce children to the Place Value Chart understanding how to represent number as groups of tens and ones.* *Ensure children understand that they are showing the number of groups of tens in the tens column (column value) and not the quantity. E.g. 40 would be show with 4 tens not 40 tens.* *Ensure children understand that as we have a Base 10 number system, 10 is our magic number so we can only have 0-9 in each column value because as soon as we have 10 it becomes known as something else (principle of exchange).* *Model to the children how to build (place equipment), draw (draw equipment) and write (column values) on the place value grid.* *Mix up representations for children to represent in other ways considering the place value of a number.*
National curriculum non-statutory guidance: Solve simple concrete problems until they are fluent Include varied and frequent practice through increasingly complex problems	Use place value and number facts to solve problems.

AUTUMN TERM		
WEEK: 6	**Wk Beg: 5 Oct**	**DOMAIN: Number – Number and Place Value**

YEAR 1	YEAR 2
• Count numbers to 100 in numerals *(Boss the Blue –count to at least 30)* • Read and write numbers to 100 in numerals *(Boss the Blue – read and write numerals to at least 10)* *Initially, focus on the pattern in number and the number formation of numbers to 100. Place value of 2-digit numbers is fully secured in y2.* ***Include counting along a number line, number tracks and on a hundred square*** ***Completing number lines, number tracks and hundred squares*** • Identify and represent numbers using objects and pictorial representations, including the number line *Identify and represent numbers to 100, as appropriate. (Boss the Blue – to at least 20)* *Build on learning from last week representing number on tens frames and connect to representing number with towers of ten cubes. E.g. 13 would be a full tens frame and 3 more on another frame OR one tower of 10 cubes and 3 more cubes.* *When building towers of ten encourage children to build numbers in the way we write number. E.g. tens on the left and ones on the right. Build it – Draw it – Write it* *If appropriate, making links to Towers of 10, introduce building and drawing numbers using Base 10 representing tens and ones. Consider column value (e.g. 1 ten & 3 ones) and quantity value (e.g. 13). Do not introduce place value chart – this will be done in Y2.* *Recognise that Towers of 10 and Base 10 are both more efficient ways to represent number than ten frames*	• Represent and estimate numbers using number lines *Children should be familiar with identifying and positioning number on labelled number lines.* *Position different representations of number on a number line where not all numbers are labelled.* *Begin with multiples of ten being labelled and intervals of 1 shown to help identify given points.* *Look at using number lines of different start points, e.g. 0-100 or 20-50.* *Move on to include number lines where only multiples of 10 are shown but not labelled.* *How could we estimate where 76 would be?* *Look at using number lines of different start points, e.g. 0-100 or 20-50.* *Ensure children are able to estimate a given position AND draw on a number line as an estimate of a position*
National curriculum non-statutory guidance: Solve simple concrete problems until they are fluent Include varied and frequent practice through increasingly complex problems	Use place value and number facts to solve problems.

AUTUMN TERM		
WEEK: 7	**Wk Beg: 12 Oct**	**DOMAIN: Number – Number and Place Value**

YEAR 1	YEAR 2
• Use the language of: more than, less than (fewer), most, least *Ensure language of more/less is secure through comparing numbers with significant differences initially before needing to use counting skills to compare. Use concrete objects to support counting before introducing numbers on a number line. Compare numbers using language only – symbols are introduced in Y2.* *Use sentence stems … is 1 more than … / …. Is 1 less than …* *Recognise that 1 more is the number after and 1 less is the number before – link to number tracks, number lines and hundred squares* • Given a number, identify one more and one less *(Boss the Blue - within 10, at least)* *Build on understanding of number from previous weeks* *Look at the pattern of number using staircases made from cubes / Cuisenaire* *Use counting skills to find one more / one less* *Ensure children understand 1 less than 1 is zero and 1 more than zero is 1* *Complete number lines, number tracks and hundred squares to show one more / one less* *Represent 1 more / 1 less with tens frames, number lines, number tracks, hundred squares, towers of ten and Base 10 as appropriate*	• Recognise the place value of each digit in a two-digit number (tens, ones) • Compare and order numbers from 0 up to 100. *Compare numbers using a variety of representations, words, numerals and images.* *Include descriptions of partitioned numbers building on learning from last week. E.g. 3 tens and 2 ones.* *Use the language of greater than, less than and equal to initially* *Begin with comparing two numbers before comparing and ordering more than 2 numbers.* • use <, > and = signs *Remind children of learning from Y1 where they learned about equals and the = symbol being the lazy way to show something is equal / balanced.* *Refer to From Exploration to Excellence: Written Addition – P6* *Build on this representation to show how if the towers are not balanced (equal), the bar will fall to create the < / > signs.* *Compare numbers using a variety of representations; words, numerals and images.* *Include descriptions of partitioned numbers building on learning from last week. E.g. 3 tens and 2 ones.* *Use the language of greater than, less than and equal to alongside <, > and = initially.* *Move on to comparing numbers using symbols only* *Ensure children are able to write and interpret sentences and representations using the symbols.*
National curriculum non-statutory guidance: Solve simple concrete problems until they are fluent Include varied and frequent practice through increasingly complex problems	Use place value and number facts to solve problems.

AUTUMN TERM		
WEEK: 8	**Wk Beg: 19 Oct**	**DOMAIN: Measurement – Length & Height**

YEAR 1	YEAR 2
• Compare and describe lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] *Understand that length measures how long something is and height measured how tall something is* *Make links to more than / less than language used last week* *Recognise when something is longer than, shorter than or the same length* *Ensure children recognise the need for the same start point for comparison* • Measure and begin to record lengths and heights *Make links to EYFS.* *Begin with using non-standard units to measure to measure length and height. E.g. cubes, paper clips. Ensure children understand we must use the same thing (unit) which are the same size to measure. E.g. could model misconception of measuring the length of something with different sized paperclips* *Ensure children understand the importance of lining up the start point.* *Measure lengths / heights of objects* *Measure lengths / heights of drawings* *Read measurements shown in images – e.g. picture of cubes alongside a pencil* *Move from using non-standard units to using manageable common standard units, if appropriate.* *Use relevant measuring tools to become familiar with standard measures, e.g. rulers.* *Begin with larger standard units such as metres to show importance of using measuring tools accurately* *Progress to cm only if appropriate as this will be covered in Y2. If done, ensure children understand that cm is abbreviation (the lazy way) for writing centimetres. Recognise how to measure to the nearest cm.* *Measure lengths / heights of objects* *Measure lengths / heights of drawings* *Read measurements shown in images – e.g. picture of ruler alongside a pencil*	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m) to the nearest appropriate unit, using rulers • Compare and order lengths and record the results using >, < and = *Recap from Y1 that length measures how long something is and height measured how tall something is* *In Y1, children focused on measuring with non-standard units. They may have been briefly introduced to some standard measures in Y1.* *Begin with larger standard units such as metres as it is easier to work with larger units. Use equipment such as metre sticks and tape measures.* *Ensure children understand that m is abbreviation (the lazy way) for writing metres. Recognise how to measure to the nearest m.* *Measure with full metres at this stage only. They do not need to understand at this stage that 1m = 100cm.* *Ensure children understand the importance of lining up the start point.* *Measure lengths / heights of objects* *Read measurements shown in images – e.g. picture of metre sticks alongside a giraffe* *Compare lengths / objects measured in metres (same unit). Include some measures written as metres and others abbreviated as m to compare.* *Which is longer / shorter? Which are the same length?* *Sort into a table with headings such as longer than a metre / shorter than a metre.* *Use <, > and = symbols to compare linking to learning from Autumn Wk 7* *Order more than two lengths of the same unit (metres).* • Choose and use appropriate standard units to estimate and measure length/height in any direction (cm) to the nearest appropriate unit, using rulers • Compare and order lengths and record the results using >, < and = *Introduce measuring cm. Ensure children understand that cm is abbreviation (the lazy way) for writing centimetres.* *Recognise how to measure to the nearest cm.* *Ensure children understand that cm are smaller than m and so cm are used when measuring smaller objects.* *They do not need to understand at this stage that 1m = 100cm.* *Ensure children understand the importance of lining up the start point and how to hold a ruler accurately.* *Measure lengths / heights of objects* *Measure lengths / heights of drawings* *Read measurements shown in images – e.g. picture of ruler alongside a pencil* *Compare lengths / objects measured in centimetres (same unit). Include some measures written as centimetres and others abbreviated as cm to compare.*

AUTUMN TERM		
WEEK: 8	**Wk Beg: 19 Oct**	**DOMAIN: Measurement – Length & Height**

YEAR 1	YEAR 2
	Which is longer / shorter? Which are the same length? *Use <, > and = symbols to compare linking to learning from Autumn Wk 6.* *Order more than two lengths of the same unit (centimetres).*
Solve practical problems for length and height	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

AUTUMN TERM		
WEEK: 9	**Wk Beg: 2 Nov**	**DOMAIN: Number – Addition**

YEAR 1	YEAR 2
• Read, write and interpret mathematical statements involving addition, and equals (=) sign *Do not introduce addition symbol at this time. Secure and consolidate understanding of addition from EYFS using part-whole models, associated language and use sentences such as 5 and 7 is the same as 12.* *Introduce the equals symbol this week as 5 and 7 = 12. Ensure children have a secure understanding of equals representing a balance.* *Refer to From Exploration to Excellence: Written Addition – P6, 8 & 9* • Add one-digit and two-digit numbers to 20, including zero *In EYFS, children explored addition through play and practical experiences only.* *Using the = symbol as appropriate. Use the language of addition but not yet the addition symbol this week.* *Understand the effect of adding zero.* *Refer to From Exploration to Excellence: Written Addition – P6, 8 & 9*	• Show that addition of two numbers can be done in any order (commutative) *In Y1, children should have secured their number bonds to 10. Ensure this is secure whilst exploring the idea of commutativity for addition (the numbers can go anyway around and you will get the same answer). If required, use concrete equipment to support but children should be able to now recall these facts fluently.* *Include calculations where equals is at the beginning of the calculation and empty box questions.* • Add three one-digit numbers *Make links to number bonds/doubling and reordering the number sentence to make the maths easier using our known facts.* *E.g. 3 + 5 + 7 – spot the number bond to 10 from 3 + 7 and then add the 5 makes this calculation easier.* *Use understanding of commutativity to make the calculation easier and spot known facts. E.g. 3 + 5 + 7 and 7 + 3 + 5* *Build it – e.g. using three different coloured counters on tens frames* *Draw it – e.g. part-whole models with three parts* *Write it – e.g. number sentences*
Solve one-step problems that involve addition, using concrete objects and pictorial representations	Solve problems with addition using concrete objects and pictorial representations, including those involving numbers and quantities Solve problems applying their increasing knowledge of mental methods

AUTUMN TERM		
WEEK: 10	**Wk Beg: 9 Nov**	**DOMAIN: Number – Addition**

YEAR 1	YEAR 2
• Read, write and interpret mathematical statements involving addition (+) and equals (=) sign *Introduce addition symbol this week referring to P8 of Addition Booklet.* • Add one-digit and two-digit numbers to 20, including zero *Understand the effect of adding zero. Using both the = and + signs as appropriate. Ensure that the children can talk about what every part of the number represents.* *Refer to From Exploration to Excellence: Written Addition – P6-11*	• Add numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones *Adding multiples of ones to any two-digit number.* *Include adding numbers that do not bridge ten initially focusing on knowledge of number bonds rather than needing to count on with fingers.* *Refer to From Exploration to Excellence: Written Addition – P15* *Refer to From Exploration to Excellence: Mental Addition & Subtraction P9* *Move on to include numbers that do bridge a ten using knowledge of number bonds to partition the number being added to bridge through the ten.* *Refer to From Exploration to Excellence: Mental Addition & Subtraction P35* *This can be modelled with a part-whole model.* • Count in tens from any number, forward • Derive and use related facts up to 100 • Add numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens *Begin revisiting counting in multiples of 10 from 0 initially before counting in steps of 10 from any number.* *What happens to the ones digit when we count in steps of 10? Explore on number lines and with Base 10 equipment.* *Derive related facts of number bonds to 10. Use number bonds of 10 to derive related facts of multiples of 10 to 100.* *E.g. if we know 3 + 5 = 8, we know 30 + 50 = 80 and if we know 8 – 5 = 3, we also know 80 – 50 = 30.* *Use scaling of column value to support - E.g. 3+5=8 (quantity value) which is 3 ones + 5 ones = 8 ones (column value) so 3 tens + 5 tens = 8 tens (column value) so 30 + 50 = 80 (quantity value).* *Refer to From Exploration to Excellence: Written Addition – P14* *Move on to adding multiples of tens to any two-digit number.* *Make links to previous Place Value learning considering the number of tens currently in the number and how many tens are being added to it using knowledge of number bonds and column value rather than relying on counting. E.g. 56 + 30 … I know 56 has 5 tens and 30 is 3 tens so 5 tens + 3 tens is 8 tens, the ones won't change when adding multiples of ten so remains at 6; 8 tens and 6 ones … 86. 56 + 30 = 86.* *Refer to From Exploration to Excellence: Written Addition – P14* *Refer to From Exploration to Excellence: Mental Addition & Subtraction P9* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P10 & 11-14*
Solve one-step problems that involve addition, using concrete objects and pictorial representations	Solve problems with addition using concrete objects and pictorial representations, including those involving numbers and quantities Solve problems applying their increasing knowledge of mental methods

AUTUMN TERM		
WEEK: 11	**Wk Beg: 16 Nov**	**DOMAIN: Number - Subtraction**

YEAR 1	YEAR 2
➲ 1 DAY – PUMA ASSESSMENT • Read, write and interpret mathematical statements involving subtraction ***Reduction structure 'take away'*** *using At First, Then and Now statements but* ***without introducing the subtraction symbol this week*** *Refer to From Exploration to Excellence: Written Subtraction – P6* • Subtract one-digit and two-digit numbers to 20, including zero *In EYFS, children explored subtraction through play and practical experiences only. Understand the effect of subtracting zero*	**➲ 1 DAY – PUMA ASSESSMENT** • Show that subtraction of two numbers can be done in any order but you will get a different answer (not commutative) *In Y1, children should have secured the corresponding subtraction facts learning about fact families for our number bonds to 10 in Y1. Ensure this is secure whilst understanding that subtraction is not commutative (the numbers can go any way around in a subtraction calculation but you will get a different answer)* *Model this in context. E.g. I have 5 apples and eat 3, how many do I have left? Build number sentence around the story, what did we start with? 5 apples so that goes first in the number sentence.* *Do not teach the big number ALWAYS goes first, because it does not as we move into column methods nor in different KS2 contexts.* • Subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones *Subtracting multiples of ones from any two-digit number.* *Include subtracting numbers that do not bridge ten initially focusing on knowledge of number bonds rather than needing to count on with fingers.* *Refer to From Exploration to Excellence: Written Subtraction – P19* *Refer to From Exploration to Excellence: Mental Addition & Subtraction P9* *Move on to include numbers that do bridge a ten using knowledge of number bonds to partition the number being added to bridge through the ten.* *Refer to From Exploration to Excellence: Mental Addition & Subtraction P35* *This can be modelled with a part-whole model.*
Solve one-step problems that involve subtraction *(reduction structure 'take away'),* using concrete objects and pictorial representations	Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers and quantities Solve problems applying their increasing knowledge of mental methods

AUTUMN TERM		
WEEK: 12	**Wk Beg: 23 Nov**	**DOMAIN: Number - Subtraction**

YEAR 1	YEAR 2
• Read, write and interpret mathematical statements involving subtraction (-) sign ***Reduction structure 'take away'*** *using At First, Then and Now* ***introducing the subtraction symbol this week*** *Refer to From Exploration to Excellence: Written Subtraction – P6-8* • Subtract one-digit and two-digit numbers to 20, including zero *In EYFS, children explored subtraction through play and practical experiences only. Understand the effect of subtracting zero*	• Count backwards in tens from a multiple of 10 *Do not count below 0. Begin revisiting counting back in multiples of 10 from a multiple of 10.* *Model with number lines and Base 10, as required* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P10* • Count backwards in tens from any number • Derive and use related facts up to 100 • Subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens *Explore counting back in steps of 10 from any number, e.g. 57. What happens to the ones digit when we count back in steps of 10? Explore on number lines and with Base 10 equipment.* *Derive related facts of number bonds to 10. Use number bonds of 10 to derive related facts of multiples of 10 to 100.* *E.g. if we know 8 - 5 = 3, we know 80 - 50 = 30 and if we know 8 – 5 = 3, we also know 80 – 50 = 30.* *Use scaling of column value to support - E.g. 8 - 5=3 (quantity value) which is 8 ones - 5 ones = 3 ones (column value) so 8 tens - 5 tens = 3 tens (column value) so 80 - 50 = 30 (quantity value).* *Refer to From Exploration to Excellence: Written Subtraction – P18* *Move on to subtracting multiples of tens from any two-digit number.* *Make links to previous Place Value learning considering the number of tens currently in the number and how many tens are being subtracted from it using knowledge of number bonds and column value rather than relying on counting.* *E.g. 56 - 30 … I know 56 has 5 tens and 30 is 3 tens so 5 tens - 3 tens is 2 tens, the ones won't change when subtracting multiples of ten so remains at 6; 2 tens and 6 ones … 26. 56 - 30 = 26.* *Refer to From Exploration to Excellence: Written Subtraction – top P20* *Refer to From Exploration to Excellence: Mental Addition & Subtraction P9* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P10*
Solve one-step problems that involve subtraction *(reduction structure 'take away')*, using concrete objects and pictorial representations	Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers and quantities Solve problems applying their increasing knowledge of mental methods

AUTUMN TERM		
WEEK: 13	**Wk Beg: 30 Nov**	**DOMAIN: Number – Addition & Subtraction**

YEAR 1	YEAR 2
• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign • Represent and use number bonds and related subtraction facts within 20 *(Boss the Blue – to at least 10)* *Recognise that using number bonds is more efficient than relying on counting on.* *Use number bonds to 10 to support those to 20. E.g. 3 + 7 = 10 so therefore 13 + 7 = 20 as it is ten more. E.g. 10 – 7 = 3 so therefore 20 - 7 = 13 as 20 is ten more than 10. Model on tens frames. E.g. 13 is represented as one full frame of 10 and 3 more. Can you instantly see (subitise) how many more to 20?* *Refer to From Exploration to Excellence: Written Subtraction – P14-15*	• Recall and use addition facts to 20 fluently *In Y1, children should have learnt to use number bonds to 10 to support those to 20. E.g. 3 + 7 = 10 so therefore 13 + 7 = 20 as it is ten more. E.g. 10 – 7 = 3 so therefore 20 - 7 = 13 as 20 is ten more than 10. This can be revisited using tens frames and other concrete equipment to support, as required.* *Focus on supporting children to develop strategies to become efficient in recalling these facts quickly using their knowledge of facts to 10.* *What do you need to make 10? Plus the extra 10 to make 20 is …?* *Understand that addition is commutative – the numbers can go anyway around and you will get the same answer. E.g. 3 + 7 = 10 and 7 + 3 = 10. Use this to support recalling and using addition facts above.* • Recall and use addition and subtraction facts to 20 fluently • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations *If we know our addition facts to 20, how does this help us know the corresponding subtraction facts?* *Link back to learning about fact families for our number bonds to 10 in Y1* *Ensure look at facts up to and within 20, not just 20.* *E.g. If we know 8 + 7 = 15, what else do we know?* *Make links to commutative relationship for other addition fact.* *Explore showing subtraction facts on tens frame.* *E.g. 8 red counters and 7 yellow counters. 15 counters altogether. 15 counters – 7 yellow counters = 8 red counters* *OR 15 counters – 8 red counters = 7 yellow counters*
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers and quantities Solve problems applying their increasing knowledge of mental methods

AUTUMN TERM			
WEEK: 14	**Wk Beg: 7 Dec**	**DOMAIN: Measurement - Money**	
YEAR 1		**YEAR 2**	
• Recognise and know the value of different denominations of coins and notes *Money recognition only – e.g. Shapes, colours, values of money. What's the same and what's different?* ***No calculation with money.*** *Apply knowledge of place value and number sense from earlier in the term.* *Secure understanding of moving from 1-1 correspondence to 1-many correspondence, e.g. one 5p coin now represents 5 and not 1 even though only one coin.* *Match coin values to Numicon shapes etc.*		• Recognise and use symbols for pounds (£) and pence (p) • Combine amounts to make a particular value *(Boss the Blue – using concrete objects)* *Read and say amounts confidently.* *£ and p are recorded separately – no decimal notation. E.g. £2 and 20p* *Become fluent in counting and recognising coins.* *Count coins of the same value to find a total – begin with 1ps, 2ps, 5ps, and 10ps building from Y1* *Count different coins to find a total – e.g. 2 x 10p and 3 x 2p* *Encourage children to reorder the coins to help find a total.* *Is it easier to put the largest coins first?* *Can you see coins that make 10p? Link to making groups of 10 from Autumn Wk 4.* *Give children an amount to show you in coins. E.g. build 3p / build 24p.* *Calculate with the same unit, e.g. £ + £ or p + p.* *Make links to mental addition covered in previous weeks e.g. 17p + 5p using number bonds to support such as 5p can be broken to parts of 3 and 2 so 17 + 3 = 20 + 2 = 22p* • Find different combinations of coins that equal the same amounts of money *Encourage children to use Place Value from previous weeks and build values in tens and ones in its simplest form before thinking about the 1:many correspondence for efficiency. E.g. 24p could be two 10p coins and four 1p coins using PV knowledge or one 20p coins and two 2p coins in its most efficient way.* *How many other ways could you make the same amount?* *Match different ways of making the same amount* *Find the odd one out* *Can you make 25p using three coins?*	
Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.		Solve simple problems in a practical context involving addition of money of the same unit	

AUTUMN TERM			
WEEK: 15	**Wk Beg: 14 Dec**	**DOMAIN: Y1: Geometry – Properties of Shape**	**Y2: Geometry – Properties of Shape & Position and Direction**
YEAR 1			**YEAR 2**
• Recognise and name common 2-D shapes, including 2-d shapes [for example, rectangles (including squares), circles and triangles] *Could link to shapes of gift tags etc* *Name and match. Sort according to name / type of shape. E.g. sort the squares and triangles into groups. Could also sort into a table according to shape name.* *Recognise the shapes in different orientations and sizes, and that rectangles, triangles, are not always similar to each other.* *Recognise the odd one out in a group of shapes and explain why.* *Compose shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.* *When appropriate, introduce names of any other common 2d shapes, e.g. hexagon, pentagon focusing on number of sides to support identification* • *National curriculum non-statutory guidance: Chn recognise and create repeating patterns with objects and with shapes* (Number and PV POS) *Build on EYFS experiences of simple AB patterns to more complex patterns.* *Copy, continue, create, fix and describe patterns.* *Represent them with different media and symbols.* *Create patterns around different shapes and borders.* *Use patterns of common shapes and describe them with the correct language.* *Include shapes of different orientations, colours and sizes within patterns.* *Could link to designing a sheet of wrapping paper*			• Identify and describe the properties of 2-D shapes, including the number of sides *Link back to learning in Y1 where children learnt to recognise and name common 2d shapes in different orientations understanding 2D shapes as flat shapes.* *Introduce the shape property 'sides' recognising that the sides of the straight lines that form the outline* *Understand that knowing the number of sides of a 2D shape helps us identify the shape* *Count the number of sides on different 2D shapes. Encourage children to mark the sides as they count to ensure they count accurately (e.g. mark on the shape, blu-tak on the sides counted)* *Understand that shapes with the same number of sides can look different (standard/perfect and non-standard). E.g. a triangle is any shape with 3 sides* *Introduce the shape property 'vertex' recognising that a vertex is where two (or more) sides meet. Children may refer to this as a corner which is not wrong but encourage correct mathematical vocabulary.* *Count the number of vertices (plural for vertex) on different 2D shapes. Encourage children to mark the vertices as they count to ensure they count accurately (e.g. mark on the shape, blu-tak on the vertices counted)* *Count vertices of standard (the perfect) and non-standard shapes.* *What do you notice about the number of sides and number of vertices on 2d shapes?* *Draw own 2d shapes identifying the number of sides, vertices and the shape name.* *Link back to holding and using a ruler correctly from Autumn Wk 11.* • sort common 2-d shapes. *Compare shapes on the basis of their properties and use vocabulary precisely.* • Compare categorical data *Use Venn diagrams and Carroll diagrams to sort shapes. E.g. sort by colour, size, properties* • Order and arrange combinations of mathematical objects in patterns and sequences *Boss the Blue – work with simple patterns* *Work with patterns of 2D shapes, including those in different orientations* *Identify and name shapes to describe the patterns they have created.* *Use ordinal language to describe position of shapes in the patter. E.g. first, second, third* *Consider what the next shape would be, the shape before or a shape several terms later.*
Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.			*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

SPRING TERM			
WEEK: 1	**Wk Beg: 5 Jan**	**DOMAIN: Y1: Number – Number and Place Value**	**Y2: Statistics**

YEAR 1	YEAR 2
• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Boss the Blue – count to at least 50* *Oral counting building on learning from Autumn term.* • Read and write numbers to 100 in numerals *Boss the Blue – to at least 20* *Include counting along a number line, number tracks and on a hundred square* *Completing number lines, number tracks and hundred squares* • Read and write numbers 1 to 20 in words *Boss the Blue – six, ten and other phonetically plausible attempts for numbers 1 to 10* *Boss the Blue –five, nine, seven, sixteen, seventeen, nineteen and other phonetically plausible attempts for number 1 to 20*	• Sorting the categories by quantity • Construct simple pictograms, tally charts, block diagrams and simple tables *E.g. sort types of fruit into categories, e.g. apples, bananas, oranges* *Count pieces of fruit in each category using tallies* *Understand that tallies are useful when collecting data as they help us count* *Ensure children understand when to use a gate and what this represents* *Represent data in a tally chart and table – link to counting in 5s* *Use images of fruit to build a pictogram where one image represents one piece of fruit* *Create block graph to represent same set of data, colouring one block to represent one piece of fruit* *Present other data provided in a table as a block diagram* *Present other data in pictograms where images represent multiples of 2s, 5s and 10s are used* • Interpret simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category • Ask and answer questions about totalling data *Explore data represented in tables including data represented as tallies and also data given as quantities* *Explore data represented in pictograms where 1-1 scales are used* *Explore data represented in block diagrams* *Explore data represented in pictograms where scales of multiples of 2s, 5s and 10s are used* *Make links to addition and subtraction. Make links to other curriculum areas – e.g. Science*
National curriculum non-statutory guidance: Solve simple concrete problems until they are fluent Include varied and frequent practice through increasingly complex problems	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

SPRING TERM		
WEEK: 2	**Wk Beg: 11 Jan**	**DOMAIN: Number – Number and Place Value**

YEAR 1	YEAR 2
• Count numbers to 100 in numerals • Count in multiples of ten • Represent numbers using objects and pictorial representations *Boss the Blue – count to at least 50* ***Count by making groups of tens.*** *Ensure children recognise it is easier to count large quantities by making groups of 10 – begin with teen numbers and only move to larger numbers if secure* *Link back to learning from Autumn term representing number with tens frames, towers of ten and Base 10.* *Count different quantities of objects by making groups of tens and then counting the ones remaining (Build-it)* *Count images through making groups of 10 (circling / crossing out / colouring etc)* *Link back to quantity value and column value as introduced in Autumn Wk 6 recognising the groups of tens and the ones and connecting this to how we write the numbers* • *National curriculum non-statutory guidance: Compare numbers up to 100* • *National curriculum non-statutory guidance: Pupils practise ordering (first, second, third)* *Compare numbers discussing which number is first on the number line etc.* *Make links to recognising how many groups of ten are in each number and then how many ones* *Begin with comparing numbers that are far apart before being close together and then numbers with the same number of tens* *Compare using language only – comparative symbols are not used in Y1*	• Recognise the place value of each digit in a two-digit number (tens, ones) • *National curriculum non-statutory guidance: Partition numbers in different ways (for example 23 = 20 + 3 and 23 = 10 + 13)* *Secure and consolidate learning from Autumn term representing number as groups of 10 and ones.* *Explain that this is perfect partitioning but that we can partition numbers in different ways.* *Remind children about the principle of exchange and that our number system is in Base 10. So if we have ten of anything it becomes known as something else but also in the opposite way, we know that 1 of something is the same as 10 of something smaller.* *Model building 23 on a part-whole model and perfectly partitioning - 2 tens and 3 ones. 23 = 20 + 3.* *How else could I show 23? Could I swap one of the tens for anything?* *Model exchanging one of the ten sticks and exchanging for ten ones. This could be modelled by exchanging a ten stick or breaking a tower of 10 into individual ones or unbundling a bundle of 10 sticks.* *How much do we have now? 23 (quantity value) How have we partitioned 23 now? 1 ten and 13 ones. 23 = 10 + 13* *Children should partition two-digit numbers in different ways understanding that the quantity remains the same but the column values change.* *Model through varied representations including part-whole models and number sentences* *Can they find all possibilities?* • Compare and order numbers from 0 up to 100; use <, > and = signs *Compare two numbers partitioned in different ways* *E.g. 2 tens and 3 ones = 1 ten and 13 ones* *E.g. which is bigger? 3 tens and 4 ones or 35 ones …. 34 < 35* *Order more than two numbers partitioned in different ways*
National curriculum non-statutory guidance: Solve simple concrete problems until they are fluent Include varied and frequent practice through increasingly complex problems	Use place value and number facts to solve problems.

SPRING TERM		
WEEK: 3	**Wk Beg: 18 Jan**	**DOMAIN: Number - Addition**

YEAR 1	YEAR 2
• Read, write and interpret mathematical statements involving addition (+) and equals (=) sign • Add one-digit and two-digit numbers to 20, including zero *Understand the effect of adding zero* *Use varied representations as appropriate and* ***explore equals being in a different position in the number sentence.*** *Refer to From Exploration to Excellence: Written Addition – P6-11*	• Add numbers using concrete objects, pictorial representations, and mentally of two two-digit numbers ***Working horizontally to combine quantities of concrete equipment to add two 2-digit numbers together, using the principle of exchange as appropriate.*** *Build it – Draw it!* *Refer to From Exploration to Excellence: Written Addition – top P16* *Begin with calculations that involve no exchange at first.* *When secure, introduce exchange using learning from previous Place Value week to support. Build it – Draw it!*
Solve one-step problems that involve addition, using concrete objects and pictorial representations, **and missing number problems**	Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures *Make links to money and Length covered in Autumn term* Solve problems applying their increasing knowledge of mental and written methods

SPRING TERM		
WEEK: 4	**Wk Beg: 25 Jan**	**DOMAIN: Number - Subtraction**

YEAR 1	YEAR 2
• Read, write and interpret mathematical statements involving subtraction *Missing part 'partitioning structure –models and pictures but **without** introducing the subtraction symbol this week* *Refer to From Exploration to Excellence: Written Subtraction – P9* • Subtract one-digit and two-digit numbers to 20, including zero *Understand the effect of subtracting zero*	• Subtract numbers using concrete objects, pictorial representations, and mentally of two two-digit numbers ***Working horizontally, subtract quantities using 'take away' – the reduction structure – remove one part from a quantity using concrete equipment and pictorial representations to subtract two 2-digit numbers together.*** *Build it – Draw it!* *Refer to From Exploration to Excellence: Written Subtraction – top P21* *Work with calculations that DO NOT require exchange this week.*
Solve one-step problems that involve subtraction *(partitioning structure 'missing part'),* using concrete objects and pictorial representations, **and missing number problems**	Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures *Make links to money and Length covered in Autumn term* Solve problems applying their increasing knowledge of mental and written methods

SPRING TERM		
WEEK: 5	**Wk Beg: 1 Feb**	**DOMAIN: Number - Subtraction**

YEAR 1	YEAR 2
• Read, write and interpret mathematical statements involving subtraction (-) sign ***Missing part 'partitioning structure –introducing the subtraction symbol this week*** *Refer to From Exploration to Excellence: Written Subtraction – P9-11* • Subtract one-digit and two-digit numbers to 20, including zero *Understand the effect of subtracting zero*	• Subtract numbers using concrete objects, pictorial representations, and mentally of two two-digit numbers ***Working horizontally, subtract quantities using 'take away' – the reduction structure – remove one part from a quantity using concrete equipment and pictorial representations to subtract two 2-digit numbers together.*** *Build it – Draw it!* *Refer to From Exploration to Excellence: Written Subtraction – bottom P21* *Work with calculations that DO require exchange this week.* *Ensure children can use notation of repartitioned/regrouped number, e.g. 35 regrouped to 20 and 15 so 3 tens crossed out and becomes 2 tens and 5 ones becoming 15 ones.* *Link back to learning from Spring Wk 2 on partitioning numbers in different ways.* *Refer to From Exploration to Excellence: Written Subtraction – bottom P21*
Solve one-step problems that involve subtraction *(partitioning structure 'missing part'),* using concrete objects and pictorial representations , and missing number problems	Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures *Make links to money and Length covered in Autumn term* Solve problems applying their increasing knowledge of mental and written methods

SPRING TERM		
WEEK: 6	**Wk Beg: 8 Feb**	**DOMAIN: Measurement – Mass & Weight**

YEAR 1	YEAR 2
• Compare and describe mass/weight [for example, heavy/light, heavier than, lighter than] *Mass and weight are used interchangeably at this stage* *Build on learning from EYFS understanding something as heavy / light* *Use balance scales to compare recognising which item is heavier / lighter* *Ensure to include items where their size may indicate the opposite, e.g. large plastic jug is lighter than small egg cup* *Recognise the difference of mass between objects by making comparison. E.g. The car weighs 4 cubes. The apple weighs 8 cubes. The apple is heavier than the car.* *Use different language to compare mass. E.g. The car weighs 4 cubes OR The mass of the car is 4 cubes.* • Measure and begin to record mass/weight *Begin with using non-standard units such as cubes, bricks, pens on a balance scale. Understand that the number of non-standard units on one side indicates the mass of the object on the other.* *Ensure children understand the importance of using the same unit to measure – link back to measuring Length & Height with one unit from Autumn term.*	• Choose and use appropriate standard units to estimate and measure mass (kg) to the nearest appropriate unit, using scales • Compare and order mass and record the results using >, < and = *Mass and weight are used interchangeably at this stage* *Recap from Y1 that it measures how heavy something is and the language used for comparison – heavier / lighter* *Begin with larger standard units of kilograms as it is easier to work with larger units. Use equipment such as balance scales with kg weights and circular scales to find the masses of different objects.* *Ensure children understand that kg is abbreviation (the lazy way) for writing kilograms.* *Measure with full kilograms at this stage only. They do not need to understand at this stage that 1kg = 1000g.* *Recognise how to measure to the nearest kg.* *If scales, have not all markers labelled – link back to work completed on estimating and identifying numbers on number lines in Autumn Wk 6* *Measure mass of objects* *Read measurements shown in images – e.g. picture of bricks on a circular scale / picture of a cat on a balance scale with KG weights* *Compare masses measured in kilograms (same unit). Include some measures written as kilograms and others abbreviated as kg to compare.* *Which is heavier / lighter? Which are the same weight/mass?* *Sort into a table with headings such as heavier than 1kg / lighter than 1kg* *Use <, > and = symbols to compare linking to learning from Autumn Wk 7* *Order more than two masses of the same unit (kilograms).* • Choose and use appropriate standard units to estimate and measure mass (g) to the nearest appropriate unit, using scales • Compare and order mass and record the results using >, < and = *Introduce smaller standard units of grams. Use equipment such as balance scales with g weights and circular scales to find the masses of different objects.* *Ensure children understand that g is abbreviation (the lazy way) for writing grams.* *Measure with full grams at this stage only. They do not need to understand at this stage that 1kg = 1000g.* *Recognise how to measure to the nearest g.* *If scales, have not all markers labelled – link back to work completed on estimating and identifying numbers on number lines in Autumn Wk 6* *Measure mass of objects* *Read measurements shown in images – e.g. picture of banana on a circular scale / picture of a bag of sugar on a balance scale with Kg. Compare masses measured in grams (same unit). Include some measures written as grams and others abbreviated as g to compare.*

SPRING TERM		
WEEK: 6	**Wk Beg: 8 Feb**	**DOMAIN: Measurement – Mass & Weight**
YEAR 1		**YEAR 2**
		Which is heavier / lighter? Which are the same weight/mass? *Sort into a table with headings such as heavier than 100g / lighter than 100g* *Use <, > and = symbols to compare linking to learning from Autumn Wk 7* *Order more than two masses of the same unit (grams).*
Solve practical problems for mass / weight		*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

SPRING TERM			
WEEK: 7	**Wk Beg: 22 Feb**	**DOMAIN: Y1: Number – Number and Place Value**	**Y2: Number – Number and Place Value & Multiplication**
YEAR 1			**YEAR 2**
• Count in multiples of ten • represent numbers using objects and pictorial representations including the number line *Begin with counting in tens making links to learning from Spring Wk 3* *Count forwards and backwards in tens from 0 using objects, hundred squares and number lines* *Describe counting in tens in different ways.* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P10 & P30-32* • Count in multiples of five • represent numbers using objects and pictorial representations including the number line *Count forwards and backwards in fives from 0 using objects, hundred squares and number lines* *Describe counting in fives in different ways.* *Make links to counting in tens.* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P10 & P30-32* • Count in multiples of two • represent numbers using objects and pictorial representations including the number line • *National curriculum non-statutory guidance: Develop their recognition of patterns in the number system (for example, odd and even numbers)* *Focus on the patterns of the **number system of odd and even numbers.** They do not need to identify whether a number is odd or even at this point but begin to recognise the pair-wise patterns (use tens frames and Numicon) and the alternating pattern on the number line of odd and even.* *Count forwards and backwards in twos from 0 using objects, hundred squares and number lines* *Describe counting in twos in different ways.* *Make links to doubles and pairs* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P9 & P30-32*			• Calculate mathematical statements for multiplication ***Build and describe equal groups making links to repeated addition*** *Consolidate and secure learning from Y1 focusing on using mathematical language to describe or represent multiplication.* *Use variety of representations of equal groups including groups, arrays, number lines, fingers* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P30-32* *Refer to From Exploration to Excellence: Written Multiplication – top P8* ***Introduce multiplication symbol making connections to repeated addition. Show understanding of what each number in the sentence represents.*** *Refer to From Exploration to Excellence: Written Multiplication – bottom P8* • Show that multiplication of two numbers can be done in any order (commutative) *Focus idea of commutativity through language and representations not the symbol, e.g. understanding that 2 groups of 5 has the same product as 5 groups of 2* *Children should understand that it doesn't matter which way round the factors go, you will always get the same product.* *Commutative number sentences can be used for every representation so long as the language, number sentence and representation all match* *Refer to From Exploration to Excellence: Written Multiplication – bottom P8*
National curriculum non-statutory guidance: Solve simple concrete problems until they are fluent Include varied and frequent practice through increasingly complex problems			Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, including problems in contexts.

SPRING TERM		
WEEK: 8	**Wk Beg: 1 Mar**	**DOMAIN: Number - Multiplication**

YEAR 1	YEAR 2
➲ 1 DAY – PUMA ASSESSMENT • Solve one-step problems involving multiplication, by calculating the answer using concrete objects and pictorial representations with the support of the teacher. ***Build and describe equal groups* – 2s, 5s and 10s** *Ensure chn understand when and when not a group is equal.* *Encourage children to use counting in 2s, 5s and 10s from last week to find the total in the groups making links to repeated addition, as appropriate.* *The multiplication symbol is not used in Y1 – focus on securing the understanding of the concept and language.* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P30-32* *Refer to From Exploration to Excellence: Written Multiplication – P5*	**➲ 1 DAY – PUMA ASSESSMENT** • Count in tens from 0 *Oral counting modelling along a number line as appropriate* *Ensure children can accurately count on fingers in tens* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P10 & P11-14* • Recall and use multiplication facts for the 10 multiplication tables • Calculate mathematical statements for multiplication and write them using the multiplication (×) and equals (=) signs *This is the first introduction to times tables for the children.* *Ensure they recognise that counting in steps of 10 can be represented by the 10 times table* *Children should be able to explain what each part of the multiplication sentence represents and use language such as factor and product. E.g. factor x factor = product* *Children should understand how multiplication is commutative.* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P34-38*
Solve one-step problems involving multiplication	Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, including problems in contexts.

SPRING TERM		
WEEK: 9	**Wk Beg: 8 Mar**	**DOMAIN: Number - Division**

YEAR 1	YEAR 2
• Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations with the support of the teacher. *Focus on **sharing**. The division symbol is not used in Y1 – focus on securing the understanding of the concept and language.* *Refer to From Exploration to Excellence: Written Division – top P5*	**➲ MTC Practice Data Submission opens on Insight** ▪ Initial Data Submission Date this week – Friday 12th March ▪ MTC Practice – Final Data Submission Date – Friday 26th March • Calculate mathematical statements for division and write them using the division (÷) and equals (=) signs ***Understand sharing as a structure of division*** *Consolidate and secure learning from Y1 understanding what sharing is.* *Boss the Blue - Chn use concrete equipment to model sharing independently* *Refer to From Exploration to Excellence: Written Division – top P8* ***Introduce the division (÷) symbol as part of a number sentence to describe sharing and show understanding of what each number in the sentence represents.*** *This is the first introduction of the division symbol.* *Begin to make connections to the language of fractions. E.g. 10 ÷ 2 = 5, 5 is a half of 10* *Refer to From Exploration to Excellence: Written Division – top P9* • Show that division is not commutative *Children should understand that the numbers (dividend and divisor) can go anyway around but you will get a different answer (quotient)* *E.g. 10 ÷ 2 = 5 can be rewritten as 2 ÷ 10 but you will not get a whole number answer. (We don't need to know what this answer is at this stage as it will be done in KS2)*
Solve one-step problems involving division	Solve problems involving division, using materials, arrays, repeated addition, mental methods, including problems in contexts

<table>
<tr><th colspan="3">SPRING TERM</th></tr>
<tr><th>WEEK: 10</th><th>Wk Beg: 15 Mar</th><th>DOMAIN: Number - Division</th></tr>
<tr><th>YEAR 1</th><th colspan="2">YEAR 2</th></tr>
<tr><td colspan="2">• Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations with the support of the teacher.
Focus on grouping. The division symbol is not used in Y1 – focus on securing the understanding of the concept and language.
Refer to From Exploration to Excellence: Written Division – bottom P5</td><td>➲ MTC Practice Data Submission open on Insight
▪ Initial Data Submission Date opened Friday 12th March
▪ MTC Practice – Final Data Submission Date – Friday 26th March

• Calculate mathematical statements for division and write them using the division (÷) and equals (=) signs
Understand grouping as a structure of division
Consolidate and secure learning from Y1 understanding what grouping is.
Boss the Blue - Chn use concrete equipment to model grouping independently
Refer to From Exploration to Excellence: Written Division – bottom P8

Introduce the division (÷) symbol as part of a number sentence to describe grouping and show understanding of what each number in the sentence represents.
Refer to From Exploration to Excellence: Written Division – bottom P9

• Show that division is not commutative
Children should understand that the numbers (dividend and divisor) can go anyway around but you will get a different answer (quotient)
E.g. 10 ÷ 2 = 5 can be rewritten as 2 ÷ 10 but you will not get a whole number answer. (We don't need to know what this answer is at this stage as it will be done in KS2)

• Recall and use division facts for the 10 multiplication tables
Make links to the language of grouping, e.g. 40 ÷ 10 is 'how many tens are in 40?'
Explore inverse relationships and how our knowledge of multiplication facts help us with division. E.g. I know 10 x 4 is 40 so 40 ÷ 10 must be 4
Refer to From Exploration to Excellence: Mental Multiplication & Division - P34-38</td></tr>
<tr><td colspan="2">Solve one-step problems involving division</td><td>Solve problems involving division, using materials, arrays, repeated addition, mental methods, including problems in contexts.</td></tr>
</table>

SPRING TERM

WEEK: 11	Wk Beg: 22 Mar	DOMAIN: Number - Fractions

YEAR 1	YEAR 2
• Recognise, find and name a half as one of two equal parts of a quantity *Make links to sharing between 2 and recognising that we use the language of half to explain when we have shared between 2 equally.* *Understand the fractional language and understanding of half, halves as written word. No use of fractions as symbols are necessary at this stage.* *Link back to last week and the importance of equal parts and when/when not parts are equal.* *Build-it – using concrete resources to put into two equal parts recognising that one of the equal parts is one half. Understand that both of the equal parts makes the total / whole quantity again.* *Draw it – children use drawings to find half of a quantity by drawing two circles and sharing quantity equally between two. Model showing full quantity at the top then drawing two circles, and drawing one at a time in each circle as you cross off one at a time from original full quantity.* *Write it – There is 8 altogether. To find half, I will share into 2 equal groups. There is 4 in each group. Half of 8 is 4.* *Ensure children are able to recognise halves of quantities from images or scenarios presented.* *Can children show halves of quantities presented – e.g. circling half of the cupcakes.*	**➲ MTC Practice Data Submission open on Insight** ▪ Initial Data Submission Date opened Friday 12th March ▪ MTC Practice – Final Data Submission Date – Friday 26th March • Recognise and name fractions, one-third, 'halves and quarters' *Understand what a fraction represents.* *Thirds are a new concept in fractions for Y2. They have only explored halves and quarters in Y1.* *Ensure understanding of thirds is to share the whole into 3 equal parts.* • write fractions $\frac{1}{3}, \frac{1}{4}$ $(and \frac{1}{2})$ *Introduce fractions in symbolic notation for the first time.* *Build on knowledge of halves and quarters from Y1 and secure symbolic understanding of this.* *Ensure clear understanding of equal parts, role of denominator and role of numerator.* *Make links to writing fractions using the vinculum (fraction line) from the division symbol. When the numerator is 1, this is called a unit fraction.* *Identify the unit fractions within shape and images.* *E.g. The shape has been split into 4 equal parts. (denominator is 4)* *One of the 4 equal parts have been shaded. (numerator is 1)* $\frac{1}{4}$ of the shape is shaded. • Recognise and name fractions $\frac{2}{4} and \frac{3}{4}$ • Write fractions $\frac{2}{4} and \frac{3}{4}$ *Non-unit fractions are a new concept for Y2.* *Ensure children understand the role of the denominator (how many equal parts the whole has been split into) and the role of the numerator (how many of those equal parts are considered).* *Identify the non-unit fractions within shape and images.* *E.g. The shape has been split into 4 equal parts. (denominator is 4)* *Three of the 4 equal parts have been shaded. (numerator is 3)* $\frac{3}{4}$ of the shape is shaded. *Ensure children are able to recognise that* $\frac{3}{4}$ is 3 lots of $\frac{1}{4}$ *etc*
National curriculum non-statutory guidance: Solve problems using quantities	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

SUMMER TERM		
WEEK: 1	**Wk Beg: 14 Apr**	**DOMAIN: Fractions**

YEAR 1	YEAR 2
• Recognise, find and name a quarter as one of four equal parts of a quantity *Make links to sharing between 4 and recognising that we use the language of quarter to explain when we have shared between 4 equally.* *Understand the fractional language and understanding of quarter, quarters as written words. No use of fractions as symbols are necessary at this stage.* *Link back to last week and the importance of equal parts and when/when not parts are equal.* *Build-it – using concrete resources to put into four equal parts recognising that one of the equal parts is one quarter. Understand that all of the equal parts makes the total / whole quantity again.* *Draw it – children use drawings to find quarter of a quantity by drawing four circles and sharing quantity equally between four. Model showing full quantity at the top then drawing four circles, and drawing one at a time in each circle as you cross off one at a time from original full quantity.* *Write it – There is 8 altogether. To find quarter, I will share into 4 equal groups. There is 3 in each group. A quarter of 8 is 2.* *Ensure children are able to recognise a quarter of quantities from images or scenarios presented.* *Can children show a quarter of quantities presented – e.g. circling quarter of the cupcakes.* *Enable children to see the connection between halves and quarters understanding that a quarter is half of a half and so to find a quarter you can find a half and then halve again*	• Recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}, \frac{3}{4}$ $(and \frac{1}{2})$, of a length, set of objects or quantity • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 *Make links to division and sharing.* *E.g. ½ means share quantity into 2 equal groups and then describe 1 of the parts.* $\frac{1}{3}$ *means share quantity into 3 equal groups and then describe 1 of the parts.* *Connect the language of division and fractions:* *E.g. half means split the whole into two equal parts so the denominator is 2* *Third means split the whole into three equal parts so the denominator is 3* *Quarter means split the whole into four equal parts so the denominator is 4 (Watch out for incorrect use of the word fourth instead of quarter!)* *Understand that we act on the denominator first splitting the whole into set number of equal parts.* *Then we act on the numerator which tells us how many of those equal parts to consider.* *Find fractions of objects* *Find fractions of images* *Draw own pictures to find fractions. E.g. use the denominator to tell us how many parts (circles / split bar into), share quantity equally into each circle / part, then the numerator tells us how many of those parts we need to consider/identify*
National curriculum non-statutory guidance: Solve problems using quantities	*National curriculum non-statutory guidance:* Solve problems using objects and quantities

SUMMER TERM			
WEEK: 2	**Wk Beg: 19 Apr**	**DOMAIN: Y1: Measurement – Time & Number – Number and Place Value**	**Y2: Measurement – Time**

YEAR 1	YEAR 2
• Count in multiples of fives *Link to counting in 5s around the clock* • Tell the time to half past the hour and draw the hands on a clock face to show these times. *Ensure understanding of o'clock and telling time to the hour is secure from Autumn term* *Introduce telling the time to half past the hour* *E.g. Clock numerals, movement of hands, difference between hands, reading, drawing and showing clocks, ordering clocks, times of the day, matching clocks to descriptions – e.g. Half past 8 in the morning v Half past 8 in the evening.* *Make links to knowledge of fractions and half being two equal parts* *Notice that the hour hand is halfway between the two numbers. Understand which hour it has gone halfway past.* *Notice that the minute hand is halfway around the clock.* • Begin to record time *Drawing hands on the clock face* *Using sentence stems. E.g. The hour hand is halfway between … and … It is half past …*	• Tell and write the time to five minutes and draw the hands on a clock face to show these times *Non-statutory KS1 teacher assessment framework lists telling time to the nearest 5 minutes as GDS. If chn not secure on telling time to quarter past / to from Autumn Wk 2&3 – consolidate and secure this first – EXS* *When ready, introduce telling the time to the nearest 5 minutes. Make links to the numbers on the clock recognising that each number represents 5 minutes. Could model the 60 minutes using the Numicon 5 shape around the clock to show the 12 lots of 5 minutes slots make up the 60 minutes in the hour.* *Begin with 5 minutes PAST the hour - Count around the clock in 5 minutes up to 30 minutes past moving the minute hand to point as you count.* *Look at where both hands are.* *Reading, drawing and showing clocks, ordering clocks, matching clocks to sentence, times of the day – e.g. Five past 8 in the morning v Five past 8 in the evening* *Introduce 5 minutes TO the hour – make links back to quarter to the hour children understanding we are describing how long until / 'to' the next hour once we are past half past. Model that when we are finding minutes TO the hour, we can count back the 5s from the next o'clock.* *Reading, drawing and showing clocks, ordering clocks, matching clocks to sentence, times of the day – e.g. Five TO 8 in the morning v Five TO 8 in the evening* *Mix 5 minutes to / past when appropriate to ensure children are able to switch between.*
Solve practical problems for time	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

SUMMER TERM		
WEEK: 3	**Wk Beg: 26 Apr**	**DOMAIN: Number - Addition**

YEAR 1	YEAR 2
• Read, write and interpret mathematical statements involving addition (+) and equals (=) sign • Add one-digit and two-digit numbers to 20, including zero *Understand the effect of adding zero* *Continue to use varied representations and explore equals being in a different position in the number sentence, from Spring term.* ***Ensure exposure to more complex problems this term too.*** *Refer to From Exploration to Excellence: Written Addition – P6-11*	• Add numbers using concrete objects, pictorial representations, and mentally of two two-digit numbers ***Secure and consolidate working horizontally to combine quantities of concrete equipment to add two 2-digit numbers together, using the principle of exchange as appropriate ensuring all children have an efficient method.*** *Build it – Draw it!* *If and when children are ready, move on accordingly to Working vertically to combine quantities of concrete equipment to add two 2-digit numbers together, using the principle of exchange as appropriate. Build it – Draw it! Begin with calculations that involve no exchange at first.* *Refer to From Exploration to Excellence: Written Addition – bottom P16 & P17, as appropriate* *Children may be confident to work with some of these numbers mentally. Encourage them to use partitioning to support this and work efficiently. Encourage them to prove with Build it – Draw it from above to ensure they are still developing both strategies* *Refer to From Exploration to Excellence: Mental Addition & Subtraction P23 & P29*
Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems	Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures *Make links to money and Length covered* Solve problems applying their increasing knowledge of mental and written methods Solve missing number problems

SUMMER TERM		
WEEK: 4	**Wk Beg: 4 May**	**DOMAIN: Number - Subtraction**

YEAR 1	YEAR 2
• Read, write and interpret mathematical statements involving subtraction ***(comparison structure 'finding the difference')*** • Subtract one-digit and two-digit numbers to 20, including zero *Understand the effect of subtracting zero* *Refer to From Exploration to Excellence: Written Subtraction – P12-13*	• Subtract numbers using concrete objects, pictorial representations, and mentally of two two-digit numbers ***Secure and consolidate working horizontally to subtract quantities of concrete equipment, using the principle of exchange as appropriate ensuring all children have an efficient method.*** *Build it – Draw it!* *If and when children are ready, move on accordingly to Working vertically to subtract quantities of concrete equipment; two 2-digit numbers, using the principle of exchange as appropriate. Build it – Draw it!* *Begin with calculations that involve no exchange at first.* *Refer to From Exploration to Excellence: Written Subtraction – P21-24, as appropriate* *Children may be confident to work with some of these numbers mentally. Encourage them to use partitioning to support this and work efficiently. Encourage them to prove with Build it – Draw it from above to ensure they are still developing both strategies* *Refer to From Exploration to Excellence: Mental Addition & Subtraction P23 & P29*
Solve one-step problems that involve subtraction *(comparison structure 'find structure'),* using concrete objects and pictorial representations	Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures *Make links to money and Length covered* Solve problems applying their increasing knowledge of mental and written methods Solve missing number problems

SUMMER TERM			
WEEK: 5	**Wk Beg: 10 May**	**DOMAIN: Y1: Geometry – Properties of Shape**	**Y2: Geometry – Properties of Shape & Statistics**

YEAR 1	YEAR 2
• Recognise and name common 3-d shapes, [for example, cuboids (including cubes), pyramids and spheres]. *Recognise that 3D shapes you can hold whereas 2D shapes are flat.* *Recognise differences between the shapes of faces – e.g. 2d shapes, flat, curved* *Recognise the shapes in different orientations and sizes, and that cuboids and pyramids are not always similar to each other.* *Recognise 3D shapes as everyday objects in the environment* *Name and match. Sort according to name / type of shape. E.g. sort the cubes and cylinders into groups. Could also sort into a table according to shape name.* *Recognise the odd one out in a group of shapes and explain why.* *Use 3D shapes to build models and describe.*	• 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] *Link back to learning in Y1 where children learnt to recognise and name common 3d shapes in different orientations understanding 3d shapes as shapes you can hold* *Introduce the shape property 'faces'* *Count the number of faces on different 3D shapes. Encourage children to mark the faces as they count to ensure they count accurately (e.g. mark on the shape, blu-tak on the faces counted)* *Recognising the 2d shapes that make the faces of a 3D shape* *Understand that shapes such as a cylinder has two circular faces on either end and then a curved surface* *Count on real shapes before counting on images* *Introduce the shape property 'edges'* *Understand that an edge is where two faces of a shape meet* *Count the number of edges on different 3D shapes. Encourage children to mark the edges as they count to ensure they count accurately (e.g. mark on the shape, blu-tak on the edges counted)* *Count on real shapes before counting on images* *Remind the children about when we looked at vertices on 2d shapes in Autumn term.* *Explore vertices on 3d shape. Encourage children to mark the vertices as they count to ensure they count accurately (e.g. mark on the shape, blu-tak on the vertices counted)* *Explore each property in turn but also explore properties together to ensure children can determine between faces, edges and vertices.* • Compare and sort common 3-d shapes and everyday objects. *Compare shapes on the basis of their properties and use vocabulary precisely.* • Compare categorical data *Use Venn and Carroll diagrams to sort shapes*
Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

SUMMER TERM			
WEEK: 6	**Wk Beg: 17 May**	**DOMAIN: Y1: Number – Multiplication & Number – Number and Place Value**	**Y2: Number – Multiplication**

YEAR 1	YEAR 2
• Count in multiples of twos, fives and tens • Solve one-step problems involving multiplication, by calculating the answer using concrete objects and pictorial representations with the support of the teacher. ***Build and describe equal groups of any size within the appropriate number sense.*** *Children will struggle to use counting in steps other than 2s, 5s and 10s to find the total of other equal group sizes. Focus on the understanding of how the equal groups can be of any size but we can't count for example in steps of 3 yet but repeated addition on a number line could help us. Model repeated addition on a number line alongside the equal groups.* *The multiplication symbol is not used in Y1 – focus on securing the understanding of the concept and language.* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P8-10 & P30-32* *Refer to From Exploration to Excellence: Written Multiplication – P5*	• Count in steps of 5 from 0 forward and backward *This builds on learning from counting in 5s and 10s in Y1.* *Oral counting modelling along a number line as appropriate* *Ensure children can accurately count on fingers in 5s* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P10 & P11-14* • Recall and use multiplication facts for the 5 and 10 multiplication tables *Recognise relationships between the 5- and 10-times tables.* *Understand the commutative relationship between 5 x 10 and 10 x 5.* *Ensure they recognise that counting in steps of 5 can be represented by the 5 times table* *Children should be able to explain what each part of the multiplication sentence represents and use language such as factor and product. E.g. factor x factor = product* *Children should understand how multiplication is commutative.* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P34-38* • Count in steps of 2 from 0 forward and backward *This builds on learning from counting in 2s, 5s and 10s in Y1.* *Oral counting modelling along a number line as appropriate* *Ensure children can accurately count on fingers in 2s* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P9 & P11-14* • Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Show that multiplication of two numbers can be done in any order (commutative) *Recognise relationships between the 2-, 5- and 10-times tables. Understand the commutative relationships between 5 x 10 and 10 x 5, 2 x 10 and 10 x 2, 5 x 2 and 2 x 5* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P34-38*
Solve one-step problems involving multiplication	Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, including problems in contexts.

SUMMER TERM			
WEEK: 7	**Wk Beg: 24 May**	**DOMAIN: Y1: Number – Multiplication & Number – Number and Place Value**	**Y2: Number – Multiplication**

YEAR 1	YEAR 2
• Count in multiples of twos, fives and tens • Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ***Organise equal groups into arrays*** *Make links between arrays, equal groups and counting in step sizes of 2s, 5s and 10s. Use the language of rows and columns accurately.* *For groups of other sizes in arrays, use number lines and repeated addition to help as in week 4.* *Refer to From Exploration to Excellence: Written Multiplication – bottom P5* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P31* ***Recognise arrays can be arranged in different ways considering the arrangement of rows and columns*** ***Build arrays and describe equal groups in different ways*** *Refer to From Exploration to Excellence: Written Multiplication – P6* *Use counting in steps of 2s, 5s and 10s if the array allows to find the total. For groups of other sizes in arrays, use number lines and repeated addition to help as in week 4.* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P31*	• Count in steps of 3 from 0 forward and backward *Counting in steps of 3 is new for Y2. Explore different representations for counting in steps.* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P13* • Calculate mathematical statements for multiplication and write them using the multiplication (×) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) ***Use and describe arrays to model equal groups, repeated addition, multiplication and commutativity*** *Ensure chn can describe and interpret using all language and multiplication symbols appropriately* *Work with any size equal groups* *Refer to From Exploration to Excellence: Written Multiplication – top P9* ***Move on to represent equal groups in different ways describing appropriately, if appropriate*** *– begin to explore equal groups of larger quantities understanding that the principles, language and representations remain the same. Explore how different equal groups can be made with the same quantity. E.g. how many ways can we make equal groups with the quantity 60. Explore with base 10.* *Refer to From Exploration to Excellence: Written Multiplication – bottom P9*
Solve one-step problems involving multiplication	Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, including problems in contexts.

SUMMER TERM		
WEEK: 8	**Wk Beg: 7 June**	**DOMAIN: Measurement - Money**

YEAR 1	YEAR 2
• Count in multiples of twos, fives and tens • Recognise and know the value of different denominations of coins and notes ***If chn secure with recognition of coins and notes including 1-many correspondence from Autumn term,*** *move onto using counting to apply this into problem solving and reasoning contexts including:* - *Using counting in steps of 2s, 5s and 10s to find out how much money you have of the same type of coin (not calculating – use counting)* - *Buying items with price tags such as 10p using only 5p coins and saying how many coins they need* - *Using counting of the same type of coin to find out how much money they have and what they could buy from a price list* *Having a choice of two purses; one with several of one type of coin and the other with several of a different coin and reasoning which of the two purses they would like*	• Recognise and use symbols for pounds (£) and pence (p); • Subtract money of the same unit, in a practical context *(Boss the Blue – finding the difference between amounts that are close together)* *Calculating with the same unit, e.g. £ - £ or p - p.* *£ and p are recorded separately – no decimal notation. E.g. £2 and 25p* *Find the difference between two values of money.* *Make links to the comparison structure of subtraction from Y1 – comparing two values of money* *Use representations to model the shopkeeper's method of counting up, using concrete equipment, alongside such as:* *- the number line to mark both values of money on and then count on to find the difference* *- two bars stacked to show the difference between the smaller and larger value. Use coins to count up from smaller amount to find the difference* • Subtract money of the same unit, including giving change *Explain that finding change is the same as finding the difference between two values of money but one is the cost of something and the other is the amount you pay with. But because we have paid too much money, the difference is the change we are given.* *Practice finding change from typical amounts, e.g. 50p, £1, £5 as we would have these notes / coins to pay with.* *Use representations to model the shopkeeper's method of counting up, using concrete equipment, alongside such as:* *- the number line to mark both values of money on and then count on to find the difference* *- two bars stacked to show the difference between the smaller and larger value. Use coins to count up from smaller amount to find the difference*
Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.	Solve simple problems in a practical context involving subtraction of money of the same unit, including giving change

SUMMER TERM		
WEEK: 9	**Wk Beg: 14 June**	**DOMAIN: Number – Division**

YEAR 1	YEAR 2
➲ 1 DAY – PUMA ASSESSMENT • Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ***Understand and interpret arrays for grouping and sharing.*** *No division symbol used in Y1.* *Refer to From Exploration to Excellence: Written Division – P6*	**➲ 2 x ½ DAY – KS1 SATs** • Recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers *Make links to the language **of grouping,** e.g. 15 ÷ 5 is 'how many fives are in 15?'* *Explore inverse relationships and how our knowledge of multiplication facts help us with division. E.g. I know 5 x 4 is 20 so 20 ÷ 5 must be 4* *Refer to From Exploration to Excellence: Mental Multiplication & Division - P34-38* • Calculate mathematical statements for division and write them using the division (÷) and equals (=) signs ***Understand grouping on a number line as the inverse of multiplication*** ***Understand grouping on a number line as repeated subtraction*** *Recognise that both have the same quotient but both are different representations of division* *Understand how using grouping as the inverse of multiplication helps us generate our division facts and this is in fact what we do when finger counting.* *Refer to From Exploration to Excellence: Written Division – P10*
Solve one-step problems involving division	Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, including problems in contexts.

SUMMER TERM		
WEEK: 10	**Wk Beg: 21 June**	**DOMAIN: Fractions**

YEAR 1

- Recognise, find and name a half as one of two equal parts of an object or shape

Understand the fractional language and understanding of half, halves as written word. No use of fractions as symbols are necessary at this stage.
Recognise the importance of equal parts and when/when not parts are equal.
Ensure children have to think for themselves and not just provided with shapes / objects already perfectly partitioned to colour in.

Understand a half as one of two equal parts. Ensure there is no such thing as the big or small half.

Match halves of shapes / objects (e.g. ribbon, plasticine shapes)
Identify which shapes / objects have been cut in half – include shapes / objects with 2 pieces that are not equal

Build it – E.g. explore making halves recognising the two halves, one half and the whole
Draw it – E.g. draw on shapes to show a half / draw the other half of a shape
Write it – E.g. To find a half, I need to split the whole into … equal parts. / If a whole is split into two equal parts, each part is a … / There are … halves in a whole / The shape is split into half because there is … equal parts / The shape is not split into halves because …

Explore halves beyond the perfect vertical or horizontal.

- Recognise, find and name a quarter as one of four equal parts of an object or shape

Understand the fractional language and understanding of quarter, quarters as written word. No use of fractions as symbols are necessary at this stage.
Recognise the importance of equal parts and when/when not parts are equal.
Ensure children have to think for themselves and not just provided with shapes / objects already perfectly partitioned to colour in.

Understand a quarter as one of four equal parts.
Identify which shapes / objects have one quarter identified – include shapes / objects with 4 pieces that are not equal

Build it – E.g. explore making quarters recognising the four quarters, one quarter and the whole. Understand that to find a quarter, you need to find a half and then half it.
Draw it – E.g. draw on shapes to show a quarter
Write it – E.g. To find a quarter, I need to split the whole into … equal parts. / If a whole is split into four equal parts, each part is a … / There are … quarters in a whole / The shape is split into four because there is … equal parts / The shape is not split into quarters because …

Explore quarters beyond the perfect vertical or horizontal.

National curriculum non-statutory guidance:
Solve problems using shapes and objects

YEAR 2

➲ MTC Practice Data Submission open on Insight

- Initial Data Submission Date opened Friday 25th June
- MTC Practice – Final Data Submission Date – Friday 9th July

- *National curriculum non-statutory guidance: Pupils should count in fractions up to 10, starting from any number on the number line (e.g. $1\frac{1}{4}, 1\frac{2}{4}\left(or\ 1\frac{1}{2}\right)$.*

Focus on this for the 2 half days following SAT assessments
Begin practising counting halves including along a number line and identifying missing numbers. (e.g. 1, 1 ½, 2, 2 ½).
Move on to quarters as appropriate.

- Recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}, \frac{3}{4}(and\ \frac{1}{2})$, of a shape

Make links to division and sharing.
E.g. ½ means split the shape into 2 equal parts and then describe 1 of the parts. $\frac{1}{3}$ means divide the shape into 3 equal parts and then describe 1 of the parts.

Connect the language of division and fractions:
E.g. half means split the whole into two equal parts so the denominator is 2
Third means split the whole into three equal parts so the denominator is 3
Quarter means split the whole into four equal parts so the denominator is 4 (Watch out for incorrect use of the word fourth instead of quarter!)

Understand that we act on the denominator first splitting the whole shape into set number of equal parts.
Then we act on the numerator which tells us how many of those equal parts to consider.
Recap when the numerator is 1, this is called a unit fraction, when the numerator is more than one, this is called a non-unit fraction.
Ensure children have to think for themselves and not just provided with shapes already perfectly partitioned to colour in

- Recognise the equivalence of $\frac{2}{4} and \frac{1}{2}$

Ensure children recognise that $\frac{1}{4}$ is half of a half also. So $\frac{2}{4}$ must be 2 lots of $\frac{1}{4}$ which is the same as $\frac{1}{2}$

Look at finding quarters in different ways, e.g. diagonally, square cut into four strips and one strip is shaded.
E.g. how many ways cut I could my toast in quarters. Make links to cutting toast in half and then each half again.

National curriculum non-statutory guidance:
Solve problems using shapes

SUMMER TERM		
WEEK: 11	**Wk Beg: 28 June**	**DOMAIN: Geometry – Properties of Shape**

YEAR 1	YEAR 2
• Recognise and name common 2-D shapes, including 2-d shapes [for example, rectangles (including squares), circles and triangles] • Recognise and name common 3-d shapes, [for example, cuboids (including cubes), pyramids and spheres]. *Make links to learning about 2D shapes in Autumn Wk 15* *Make links to learning about 3d Shapes in Summer Wk 4* *Up to now the shapes have been looked at in isolation as either 2D or 3D* *Build on learning from previous weeks looking at mixes of 2d and 3d shapes* *Can the children identify the 2d shapes and 3d shapes accurately?* *Ensure children recognise the 3d shape and not name simply one of the 2d shape faces seen.* *Sort and compare 2d and 3d shapes*	**➲ MTC Practice Data Submission open on Insight** ▪ Initial Data Submission Date opened Friday 25th June ▪ MTC Practice – Final Data Submission Date – Friday 9th July • Identify and describe the properties of 2-D shapes, including line symmetry in a vertical line *Introduce vertical lines of symmetry to the children.* *Ensure children understand that a vertical line runs up and down. Ensure children understand that a shape is symmetrical when both sides of the line are the same.* *Explore whether shapes are symmetrical or not by cutting / folding a vertical line of symmetry* *Use mirrors to explore if shapes have a vertical line of symmetry* *Draw on vertical lines to identify those that are symmetrical* *Draw missing halves of shape using vertical line of symmetry. Make links to Fractions last week.* *Draw own symmetrical pictures.* • sort common 2-d shapes. *Sort shapes according to if they have a vertical line of symmetry or not*
Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

SUMMER TERM		
WEEK: 12	**Wk Beg: 5 July**	**DOMAIN: Geometry – Position & Direction**

YEAR 1	YEAR 2
• Describe position, direction and movement • *National curriculum non-statutory guidance:* ***Pupils practise ordering (first, second, third*** *Use the language of position, direction and motions, e.g. left/right, top/middle/bottom, on top of, in front of / behind, above/below, between, around, near, close/ far, up/down, forwards/backwards, inside/outside.* *Use ordinal language to describe position. E.g. first, second, third* *Make links to shape of thumb and index finger when looking at your hands palm down recognising the L shape on the left hand.* *Identify left and right body parts* *Describe the position of objects / shapes in comparison to others* *Move objects and themselves following directions* • Describe position, direction and movement, including whole, 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. Make links to fractions.* *Explore turning objects.* *Explore turning themselves.* *Describe the size of the turn (whole, half, quarte, three-quarter turn) by identifying the start and finish position – themselves, shapes and objects*	**➲ MTC Practice Data Submission open on Insight** ▪ Initial Data Submission Date opened Friday 25th June ▪ MTC Practice – Final Data Submission Date – Friday 9th July • Use mathematical vocabulary to describe position and direction *Recap learning from Y1 where children used the language of position, direction and motions, e.g. left/right, top/middle/bottom, on top of, in front of / behind, above/below, between, around, near, close/ far, up/down, forwards/backwards, inside/outside.* • Use mathematical vocabulary to describe movement, including movement in a straight line *Describe the movement of shapes / objects from a start position including shapes / objects positioned on grids* *Begin with describing movement in straight lines forwards / backwards* *Describe movements using left / right* • 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 anticlockwise) *Describe the movement of shapes / objects from a start position using turns* *Make links to fractions recognising the full turn as the whole.* *Make links to fractions and telling the time on a clock for quarter, half and three-quarter turns.* *Introduce the terms clockwise and ant-clockwise making links to the movement of hands on a clock* *Explore turning objects.* *Explore turning images.* *Explore turning themselves.*
Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

SUMMER TERM			
WEEK: 13	**Wk Beg: 12 July**	**DOMAIN: Y1: Capacity & Volume**	**Y2: Capacity, Volume & Temperature**

YEAR 1	YEAR 2
• Compare describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] *Understand that capacity is the maximum amount that something can hold* *Recognise which container has the smaller / greater capacity* *Understand that volume is the amount of something inside the container but that the container could be empty, nearly empty, full or nearly full etc* *Describe the volume within a container* *Compare volumes between identical containers using observation and the language of more than and less than. Begin with comparing between two and then more than two.* • Measure and begin to record capacity and volume *Use non-standard unit of measures to measure capacity. E.g. how many cups of water / cups of sand / marbles can the container hold* *Ensure children understand the importance of using the same unit to measure (E.g. same size cup) – link back to measuring Length & Height with one unit from Autumn term and Mass & Weight from Spring Wk 1.* *Recognise which tool may be more appropriate to measure with, e.g. spoon or cup* *Recognise which unit will be more accurate and why, e.g. sand v marbles*	• Choose and use appropriate standard units to estimate and measure capacity and volume (litres) to the nearest appropriate unit, using measuring vessels • Compare and order volume/capacity and record the results using >, < and = *Recap learning from Y1 understanding that capacity is the maximum amount that something can hold and that volume is the amount of something inside the container but that the container could be empty, nearly empty, full or nearly full etc* *Begin with larger standard units of litres as it is easier to work with larger units. Use equipment such as containers with capacity marked on, jugs, measuring cylinders to find the volume of different containers.* *Ensure children understand that l is abbreviation (the lazy way) for writing litres.* *Measure with full litres at this stage only. They do not need to understand at this stage that 1l = 1000ml.* *Recognise how to measure to the nearest l. Measure capacity / volume.* *Read measurements shown in images* *Shade images of containers with scales to show given volumes.* *Compare volumes measured in litres (same unit). Include some measures written as litres and others abbreviated as l to compare.* *Sort into a table with headings such as more than 1l / less than 1l.* *Use <, > and = symbols to compare linking to learning from Autumn Wk 6.* *Order more than two volumes of the same unit (litres).* • Choose and use appropriate standard units to estimate and measure capacity and volume (ml) to the nearest appropriate unit, using measuring vessels • Compare and order volume/capacity and record the results using >, < and = *Introduce smaller standard units of millilitres. Use equipment such as containers with capacity marked on, jugs, measuring cylinders, spoons, medicine syringes to find the volume of different containers. Use scales with a maximum capacity of 100ml due to understanding of number within 100 so far.* *Ensure children understand that ml is abbreviation (the lazy way) for writing millilitres.* *They do not need to understand at this stage that 1l = 1000ml.* *Recognise how to measure volume using ml. Measure capacity / volume.* *Read measurements shown in images* *Shade images of containers with scales to show given volumes.* *Compare volumes measured in millilitres (same unit). Include some measures written as millilitres and others abbreviated as ml to compare.* *Sort into a table with headings such as more than 50ml / less than 50ml.* *Use <, > and = symbols to compare linking to learning from Autumn Wk 6.* *Order more than two volumes of the same unit (millilitres).*

SUMMER TERM			
WEEK: 13	**Wk Beg: 12 July**	**DOMAIN: Y1: Capacity & Volume**	**Y2: Capacity, Volume & Temperature**

YEAR 1	YEAR 2
	• Choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit, using thermometers *Introduce the language of temperature such as hot, cold warm* *Explain that we can be more accurate in our description of temperature if we measure it* *Explain that we use thermometers to measure temperature and that these use the unit degrees Celsius. Ensure children understand that this can be written the lazy way as °C.* *Make links to children having their temperatures taken when they are ill* *Make links to the temperature of the weather – the higher the measurement, the warmer it is etc* *Measure temperature* *Read measurements shown in images* *Shade images of thermometers with scales to show given temperatures*
Solve practical problems for capacity / volume	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*

SUMMER TERM		
WEEK: 14	**Wk Beg: 19 July**	**DOMAIN: Measurement - Time**

YEAR 1	YEAR 2
• Compare and describe time [for example, quicker, slower, earlier, later) • Measure and begin to record time (hours, minutes, seconds) *Understand that minutes are a shorter period of time to hours* *Begin to know that there are 60 minutes in an hour* *Understand that 1 minute is quicker than 1 hour* *Understand that seconds are a shorter period of time to minutes* *Begin to know that there are 60 seconds in a minute* *Understand that 1 second is quicker than 1 minute* *Identify which unit of time would be most appropriate to measure how long it takes a given activity. E.g. blinking, cleaning teeth, watching a movie* *Use sand timers and stopwatches to measure how long it takes to complete different activities* *Which was quicker / slower?*	• Compare and sequence intervals of time *Compare and sequence noticeably different units of time.* *E.g. 1 hour is longer than 1 minute. Half an hour is less than an hour. You are at school longer than cleaning your teeth. Order from shortest to longest periods of time … 30 minutes, 1 hour, 55 seconds* *Compare lengths of time using <, > and =* *Move on to include lengths of time greater than an hour. Use understanding of 1 hour is 60 minutes to support.* *Order and sequence times including times in minutes greater than 60 minutes.* *Do not go above 100 minutes due to only understanding number to 100.* *Use part-whole models to help compare lengths of time using 60 minutes as one of the parts.* *E.g. 75 minutes is 60 minutes (1 hour) and 15 minutes*
Solve practical problems for time	*Whilst no programme of study is directly connected to problem solving in this domain. The curriculum aims to ensure all pupils become fluent, reason mathematically and solve problems and so opportunities should be provided within this sequence of learning.*