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| Place Value (4) | Addition / Subtraction (4) | Assessment point and data 1 | Moderation week | Autumn half term | Edit week | Multiplication / Division (4) | Fractions / Decimals (4) | End of Autumn term | Money (3) |
| Assessment point data 2 | Moderation week | Data input week |
| Weeks 1-4 | Weeks 5-8 | Week 7 | Week 8 | Week 9  | Weeks 9-12 | Weeks 12-15 | Week 16 | Week 17 | Week 18  |
| - Count in 2s, 3s and 5s from 0.- Count in 10s from any number, forwards and backwards. (10/ 1 ten, 20/ 2 tens…) NCETM 1.8 TP1&2- Recognise place value of each digit in 2-digit numbers. NCETM 1.9 TP2- Compare and order numbers up to 100 NCETM 1.9 TP3- Use the symbols <, > and = correctly. NCETM 1.9 TP4- Identify, estimate and represent numbers using different representations including number lines. NCETM 1.9 TP5 & 6- Read & write numbers in numerals and words from 1 to 100. NCETM 1.8 TP2- Recognise 0 as a placeholder. | - Use place value and number facts to solve problems. - Recall and use addition and number facts to 20 fluently and derive and use related facts to 100 e.g. 3+7=10 so 30+70=100- Add/Subtract numbers using concrete objects, pictures and mentally including: TU+U (NCETM 1.13 4 days), TU+T(NCETM 1.14 4 days), TU+TU (NCETM 1.15 & 6 4 days), U+U+U.- Show that addition of 2 numbers can be done in any order (commutative) and subtraction cannot.- Solve problems with Addition/Subtraction using concrete objects and pictures.- Recognise and use the inverse relationship between Addition/Subtraction and use to check calculations and solve missing number problems.- Partition numbers in different ways. e.g. 23=20+3 23=10+13 | TIMES TABLES: 2, 5, 10.- Recognise odd and even numbers.- Write numbers sentence for 2, 5 and 10 times tables and their related division facts.- Show that multiplication of 2 numbers can be done in any order but division cannot.- Solve problems involving x/÷ using materials, arrays, repeated addition, mental methods and x/÷ facts. | - Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.- Write simple fraction calculations.e.g. 1/2 of 6 = 3- Recognise the equivalence of 2/4 and 1/2.- Count in fractions to 10 e.g. 1, 1 ½, 2, 2 ½... | - Recognise and use symbols for pounds (£) and pence (p).- Combine amounts to make a particular value.- Find different combinations of coins that equal the same amounts of money.- Solve simple problems in a practical context involving +/- of money - Calculate change to be given. |
| WT – partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.- count in twos, fives and tens from 0 and use this to solve problems - read and write numbers in numerals up to 100. | WT – add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30) - recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4) |  |  | WT - know the value of different coins. |
| ARE – partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. | ARE – add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17).- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14). | ARE – recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary. | ARE – identify 1/4, 1/3 , 1/2 , 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole. | ARE – use different coins to make the same amount. |
|  | GD – use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)- solve unfamiliar word problems that involve more than one step (e.g. ‘which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’) | GD – recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. |  |  |
| Gaps to cover incl. counting | Gaps to cover incl. counting | Gaps to cover incl. counting | Gaps to cover incl. counting |
| Maths meeting* Song
* Counting – forwards and backwards in 2, 5, 10.
* Addition facts – maybe Y1 gaps initially.
* Calendar – day, month, last, next.
* Time – hour and half past
* Shape – name the shape
* Money – value of coins and notes
* PV – missing numbers on 100 square.
* Add/sub – what is 1 more/1 less than missing numbers?
* Pre learning – write the missing numbers as numerals, words, tens, ones.
 | Maths meeting* Song
* Counting backwards in 2 5 10
* Calendar facts
* Time half past
* Money – totals
* PV – what is the number? Partitioning in different ways.
* Doubles to 20
 | Maths meeting* Doubles and halves to 20 incl near doubles.
* Counting backwards in 2 and 5
* Time half past
* Money – totals
* PV – Partitioning in different ways.
* Calculating – bonds to 10/20
* Missing number calculations.
 | Maths meeting* Doubles and halves to 20 incl near doubles.
* Counting backwards in 2 and 5
* Time half past
* Money – totals
* PV – Partitioning in different ways.
* Calculating – bonds to 10/20
* Missing number calculations.
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| Time (2) | Spring half term | Shape (3) | Position (2) | Assessment point 3 | End of Spring term | Measures (2) | Data (2) | SAT Testing | Summer half term | Post SAT Project Work | Assessment point 4 | Moderation week | Data input week |
| Moderation week | Data input week |
| Week 19-20 | Weeks 21-23 | Weeks 24-25 | Week 25 | Week 26 | Week 27 | Weeks 28 - 29 | Weeks 30+ |  | Week 34 | Week 35 | Week 36 |
| - Compare and sequence intervals of time.- Tell and write the time to 5 minutes including quarter past/to the hour and draw the hands on a clock face to show these times.- Know the number of minutes in an hour & hours in a day. | -Identify and describe the properties of 2d shapes including:- number of sides - line symmetry in a vertical line.- Compare and sort 2d and 3d shapes and everyday objects.- Identify and describe the properties of 3d shapes including the number of edges, vertices and faces.- Identify 2d shapes on the surface of 3d shapes.e.g. circle on a cylinder- Read and write the names of shapes appropriate to their reading and speaking ability.- Draw lines and shapes using a ruler. | - Order and arrange combinations of mathematical objects in patterns and sequences.- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line.- Distinguish between rotation as a turn and in terms of right angles for 1/4, 1/2 and 3/4 turns.- Understand the terms clockwise & anti-clockwise.- Use programmable robots, giving turning instructions in right angles. | -Choose and use appropriate standard units to measure; length/height (m/cm); mass (kg/g); temperature (0C); capacity (litres/ml).- Estimate all the above to the nearest appropriate unit, using equipment.- Compare and order lengths, mass, column/capacity and record the results using >, < and = | - Construct simple pictograms, tally charts, block diagrams and tables.- Draw pictograms where one symbol represents multiple units.- Interpret simple pictograms, tally charts, block diagrams and tables in a variety of contexts.- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.- Ask and answer questions about totalling and comparing categorical data. |  |  |  |  |
|  | WT – name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). |  |  |  |  |  |  |  |
| ARE – read the time on a clock to the nearest 15 minutes. | ARE – name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. |  | ARE –read scales\* in divisions of ones, twos, fives and tensThe scale can be in the form of a number line, a practical situation or a graph axis. |  |  |  |  |  |
| GD – read the time on a clock to the nearest 5 minutes. | GD – describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions). |  | GD – read scales\* where not all numbers on the scale are given and estimate points in between. |  |  |  |  |  |
| Gaps to cover incl counting | Gaps to cover incl counting | Gaps to cover incl counting | Gaps to cover incl counting | Gaps to cover incl counting |  |  |  |  |
| Maths meeting | Maths meeting | Maths meeting | Maths meeting | Maths meeting |  |  |  |  |