

## Year 1 Maths Overview

		Year 1 Mental Maths		
Aut2	Spr1	Spr2	Sum1	Sum2
<ul> <li>To count to, back and across 100 starting at 0, 1, or any number.</li> <li>To count in steps of 2 and 10.</li> <li>To know doubles to 5</li> <li>To know number bonds to 10</li> </ul>	<ul> <li>To count in steps of 2, 5 and 10</li> <li>To know number bonds to 10.</li> <li>To know doubles and corresponding halves to 10</li> <li>To know addition and subtraction facts to 10.</li> </ul>	<ul> <li>To know addition and subtraction facts to 20</li> <li>To know doubles and corresponding halves to 20.</li> <li>To bridge to 10 Example:</li> <li>7 + 6 = 7+ 3+3 = 13,</li> <li>18 + 6 = 18 + 2 + 4 = 24</li> </ul>	<ul> <li>To know addition and subtraction facts between 0-20 (including bridging)</li> <li>To say the number 1 more/1 less than any number to 100.</li> <li>To say the number10 more/10 less than any number to 100.</li> <li>To add near doubles</li> <li>Example: 4 + 5 = 4 + 4 + 1 = 9</li> </ul>	<ul> <li>To know addition and subtraction facts between 0-20 (including bridging/doubles/halves/ near doubles)</li> <li>To say the number 1 more/1 less than any number to 100.</li> <li>To say the number 10 more/10 less than any number to 100.</li> <li>Count in steps of 2, 10 and 5</li> </ul>

Week	1	2	3	4	5	6	7	8	9	11	12	
Autumn	Place va	lue w 10	ithin	Sub		lition tion v	and vithin 10	Geometr shape	<b>'</b>	Place value	within 20	Consolidation
	-Count to te and backward beginning we from any giver on the count, read numbers to numerals and edited on the count of th	rds, ith 0 coven nu d and 1 10 in id wore nber, e more ing ob il tions e numl e the i equal	or 1, or mber. write ds. or one or on	bond subti -Rea math involi subti (=) si -Add numb zero -Solv that subti obje	s and in raction d, writh the mation wing action igns. If and some the cone involved raction cts and some the ct	related in facts re and cal sta ddition in (-) an ubtrace in 10, in step p e addit in, using d picto tions of	s within 10 interpret tements (+), and equals it one digit cluding roblems tion and g concrete rial and missing	-Recognise and common 2-D s including: (for example, recta (including squadircles and triangles) -Recognise and common 3-D s including: (for example, cubo (including cubo pyramids and spheres.)	hapes, angles ares), d name hapes,	-Count to twenty, for backwards, beginning any given numberCount, read and writ in numerals and word: -Given a number, ider one lessIdentify and represe objects and pictorial including the number language of: equal to, than (fewer), most, le	with 0 or 1, from e numbers to 20 s. tify one more or ent numbers using representations line, and use the more than, less	

Week	1	2	3	4	5	6	7	8	9	10	11	12
Spring		otract	ion ar tion w 20	-	(includ	Place value within 50 (including multiples of 2 5 and 10)  Measurement: length, height, M					nt: weight, volume	Consolidation
	number relation relations relations relations relations relations relations relations relations relations representations representation representation repres	ber bor ted subs s withind, writh rpret nements tion (+) raction als (=) so digit and so digit and bers to digit and bers to rection and rection and so digit and	re and nathem s involvi ), n (-) and iigns. ubtrace nd two- o 20, ero. step hat invo d n, using bjects tions, c	on atical ing d t digit	from ar -Count, number numera -Given of identify less.	kwards ng with ny numb read ar s to 50 ls. a numbe y one mo fy and r s using torial entation g the n d use th e of: eq nan, less n, most, n multip	or 1, or er.  or or 1, or er.  d write  in  r,  ore or one  represent  objects  s  umber  e  ual to,  than  least.  les of	to record mass/we capacity -Compart and solve problems mass/we example, heavy/lig than, ligh capacity [for examals of the capacity and the capacity of the capacity for examals of the capacity of the capacity than, less	ight, and volume. e, describe e practical s for ight: [for ght, heavier nter than]; and volume mple,	mass/weight, of compare, destactical probes mass/weight; heavy/light, heavy/light, heavy/light, heavy/light, full/of example, full/of		

Week	1	2	3	4	5	6	7	8	9	10	11	12	
Summer	Multiplice divis		Fractions		Geometry - Position and direction	Place value within 100		Money		Time		Addition and subtraction	Consolidation
	-Count in m of twos, firtensSolve one problems in multiplicat division, by calculating answer using concrete of pictorial represents arrays with support of teacher.	step nvolving ion and the ng bjects, ations and	name a ha two equal object, sh quantityRecognismame a quof four equantityCompare, and solve problems and height example, I longer/sh tall/short double/ha-Compare, and solve problems mass/weige example, I heavier th than]; cap volume [fofull/empty	e, find and arter as one qual parts of , shape or , describe practical for: lengths ts (for long/short, orter, , , , , , , , , , , , , , , , , , ,	-Describe position, direction and movement, including whole, half, quarter and three quarter turns	-Count to all across 100, forwards are backwards, beginning word, or from given number -Count, readwrite number 100 in numeridentify one and one lessent numbers us objects and pictorial represent including the number line use the lang of: equal to than, less the most, least.	ith 0 m any er. d and ers to rals mber, e more s. nd ing tions e , and guage , more han,	-Recognis know the different denomina coins and	value of t tions of	chronologi using languexample, be after, nex today, yes tomorrow afternoon evening.]- and use la relating to including of the week, months an -Tell the to hour and be the hour of	uage [for pefore and ct, first, sterday, morning, and Recognise nguage o dates, days of weeks, d years. Time to the half past and draw on a clock low these describe practical for time ple, lower, ter] - and begin time	Problem solving and investigations	



## Year 2 Maths Overview

	Year 2 Mental Maths												
Au†1	Aut2	Spr1	Spr2	Sum1	Sum2								
To know number bonds to 20 To know addition and subtraction facts to 20 To use known facts to recall related facts  Example: 3+7=10/30+7=10 To count in steps of 2 and 5.	<ul> <li>To know addition and subtraction facts to 20</li> <li>To mentally add 3 single digit numbers and to reorder numbers when appropriate.</li> <li>To add and subtract a multiple of ten to any 2-digit number.</li> <li>To count forwards in steps of 2, 5 and 3</li> </ul>	<ul> <li>To add and subtract 9 to and from any 2-digit number.</li> <li>To add and subtract 11 from any 2-digit number</li> <li>To count in steps of 2, 5 and 3 forwards and backwards.</li> <li>To calculate multiplication facts (2x 5x 10x)</li> <li>To calculate division facts (÷2 ÷5 ÷10)</li> </ul>	To mentally add and subtract 2 2digit number (no regrouping)  To know doubles up to 30  To calculate multiplication facts (2x 5x 10x)  To calculate division facts (÷2 ÷5 ÷10)	To mentally add and subtract 2 digit numbers (with regrouping)  To know doubles and corresponding halves up to 30  To calculate multiplication facts (2x 5x 10x)  To calculate division facts (÷2 ÷5 ÷10)	To mentally add and subtract 2 digit numbers (with regrouping) To know doubles and corresponding halves up to 30 To add near doubles  Example: 13+14, 39+40								

Week	1	2	3	4	5	6	7	8	9	10	11	12	
Autumn	Plo	ace value			Addition and Subtraction Measurement - Money Multiplication							Multiplication	Consolidatio n
	- Read and at least 100 wordsRecognise each digit in number (tellion - Identify, estimate nudifferent rincluding the -Compare afrom 0 up the signs. Use problems To use planumber facture -Count in standard from 0, and number, for backward.	the place von a two digins, ones) represent aumbers using epresentatine number lind order number to 100; use collace value of the two solves are value to the teps of 2, 3 lin tens fro	s and in alue of t and g ions ne. mbers c, > and = and solve and 5	fluer -Add picto two- tens numl -Sho any o numl -Sol conc inclu meas men -Rec addi	ntly and and side and side of the control of the co	d derived the additional derived the addition	dition and subtraction facts to 20 e and use related facts up to 100. It numbers using concrete objects, tations, and mentally, including: a and ones; a two-digit number and t numbers; adding three one-digit dition of two numbers can be done in tative) and subtraction of one her cannot. With addition and subtraction: using and pictorial representations, volving numbers, quantities and gotheir increasing knowledge of an methods.  The inverse relationship between traction and use this to check olve missing number problems.	Choose and use appropriate standard units to estimate and measure mass (kg/g); appropriate unit, using, scales, and measuring vessels -Compare and order mass, and record the results using >, < and =	symbo and pe amoun -Find c combir equal t money - Solve a pract involvin subtra	gnise and use Is for pounds (£) Ince (p); combine Its to make a value. Idifferent Inations of coins that The same amounts of It is simple problems in It ical context Ing addition and Inction of money of Ime unit, including Ichange.	division to times tal recognis numbers -Calculat statemel within the and write multiplic signSolve pre multiplic arrays, remethods including -Show the two number (colors)	nd use multiplication and facts for the 2,5 and 10 coles, including ing odd and even in emathematical atts for multiplication are multiplication to the multiplication at them using the ation (x), and equals (=) coblems involving ation, using materials, epeated addition, mental and multiplication, problems in contexts. In at the multiplication of coers can be done in any commutative) and division umber by another cannot.	

Week	1	2	3	4	5	6	7	8	9	10	11	12	
Week Spring	-Recall and multiplication facts for the times table recognising numbersCalculater statements multiplication within the retables and resing the musing	vision  use on and division ne 2, 5 and 10 s, including odd and even nathematical for on and division nultiplication write them ultiplication (÷) and equals lems involving	rision  Fractions  Geometry - shape  -Recognise, find, name and write shapes, including the of a length, shape, set of objects or on and division out and describe out and write symmetry in a vertical out and describe out and write out		effe  -Add a number object repres mental two-dir ones; a number two-dir -Solve additic subtra concre pictori repres	ddition and btraction - ctive methods  nd subtract rs using concrete s, pictorial entations, and ly, including: a git number and two-digit r and tens; two git numbers; problems with an and ction: using te objects and al entations,	Geometry - Position and direction  -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 and distinguishing between rotation as	-Tell a five mi quarte and driclock fimesKnow minute numbeComposintervoChoos approp to estilength.	Measurem city, time tempera nd write tinutes, income the harmonia of the number of hours are and seals of time te and use oriate starmate and /height in	Consolidation			
	-Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contextsShow that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.		equivaler of 2/4 a 12.		e circle on a cylinder and		includii number measur their ii knowle and wr -Recog inverse betwee subtra this to	ng those involving rs, quantities and res; applying ncreasing dge of mental itten methods. nise and use the erelationship en addition and ction and - use check tions and solve g number	between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	directi temper (litres, approp -using thermore measur - Comp length: volume	ion (m/cm rature (°C /ml) to th oriate unit rulers, cometers a ring vesse care and o s, mass, c/capacity I the resu		

Week	1	2	3	4	5	7	8	9	10	11	1 2	
Summe r	Statistics Assessment		Geometry – shape	Problem solving and investigations	Geometry - direction		dditic subtra	on and action	sol	roblem Iving an stigatio	d	Consolidation
	tablesAsk and simple quicounting of object category the categuantityAsk and questions totalling	t simple ns, tally lock and simple answer estions by the number is in each and sorting gories by answer about	-Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical lineIdentify and describe the properties of 3-D shapes, including the number of edges, vertices and facesIdentify 2-D shapes on the surface of 3-D shapes, -Compare and sort common 2-D and 3-D shapes - Order and arrange combinations of mathematical objects in patterns and sequences	- develop efficient methods -problem solving skills eg: trial and improve, working systematically	-Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and for quarter, half and three-quarter turns (clockwise and anti-clockwise)Order and arrange combinations of mathematical objects in patterns and sequences	meth - To with a subtraction concrepictor including involve quant measure their knowleand we relation additions the concrete their relation additions the concrete their concrete their concrete this concrete their con	ods solve p addition action: acte ob rial sentat ding the ring nun ities ar ures; ap increas edge or ritten ognise o overse conship ion and action to chece lations ng numl	using jects and ions, ose nbers, nd oplying sing f mental methods. and use between and - use k and solve	use of proble skills of improved system of the control of the cont	eds intion and inverse ilem solvin eg: trial ve, worki matically eepen standing urement authemat ulary to ibe posit tion and ment, ing ment in a guishing ten rotat urn and in to f right	of ical ion, nd ion n t ind	