	Mathematics Curriculum – Year 1 Autumn			
Unit:	**Place Value**	**Number: Addition and Subtraction**	**Geometry**	**Number: Place Value**
Term:	**Autumn 1: 4 Weeks**	**Autumn 1: 5 Weeks**	**Autumn 1: 1 Week**	**Autumn 2: 2 Weeks**
What We Will Learn	Pupils will begin to study number and place value from 0-10 and will practice rote counting forward and backwards. They will sing 'counting nursery rhymes'. They will be taught to sort groups by characteristics children will learn that one object can be represented by another for example one elephant or one cube.	Pupils will begin to add, subtract within 10, they will use pictorial representation and concrete objects as a physical aid. They will learn that numbers can be partitioned into two parts. They will learn how to create a number sentence.	Pupils will learn how to identify basic shapes through the use of a feely bag they will say if the edge is curved straight etc…They will compare shapes and be able to say what is the same and different. Pupils will match 2D and 3D shapes identify the 2D shape on the 3D.	Pupils will further develop their understanding of the number system and will learn numbers 10 -20. Pupils will learn that each number from 11-19 is one ten and some more.
What We Will Do	Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Given a number, identify one more or one less. Count in multiples of twos.	Represent and use number bonds and related subtraction facts (within 10) Add and subtract one digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.	Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers from 1 to 20 in numerals and words. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos and fives
Skills Learned	Pupils will recognise numbers 0 - 10 They will have a basic understanding of the number system.	Pupils will learn how to structure and solve one-step problems.	Pupils will recall their knowledge of squares and rectangles to help them identify properties of more 2D shapes.	Pupils will build on prior learning and extend their counting skills up to 20.

Unit:	Consolidation	Number: Addition and Subtraction	Place Value	Measures: Length and height	Measures: Weight and volume	Consolidation
Mathematics Curriculum – Year 1 Spring						
Term:	**Spring 1: 1 Week**	**Spring 1: 3 Weeks**	**Spring 1: 3 Weeks**	**Spring 2: 2 Weeks**	**Spring 2: 2 Weeks**	**Spring 2: 1 Week**
What We Will Learn		Pupils will explore addition by counting on from a given number. They will learn to understand that addition is commutative and that it is more efficient to start from the largest number. They will learn not to include their start number when counting on.	Pupils will learn to count forwards and backwards within 50. They will learn how to use a number track to support them, in particular when crossing the tens boundaries and with teen numbers.	Pupils use and understand the language of length such as long, longer, short, shorter, tall, taller.	Pupils are introduced to weight and mass for the first time. They will build on prior knowledge already having some understanding of heavy and light from their own experience of carrying objects.	
What We Will Do	Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc	Add and subtract one digit and two digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems	Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers from 1-40 in numerals. Read and write numbers from 1-20 in numerals and words. Identify and represent numbers using objects and pictorial representations. Given a number, identify 1 more or 1 less.	Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half Measure and begin to record lengths and heights.	Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record mass/weight, capacity and volume.	Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc
Skills Learned		Pupils will learn that working systematically helps them to find all the possible number bonds to 20	Pupils will further develop and build on previous learning of numbers to 20 They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced.	Pupils learn to recognise that language will change depending on what type of length they are describing and comparing.	Pupils will learn the vocabulary non-standard unit and they learn that a non – standard unit could be (e.g. cubes, bricks) could be used to measure the mass of an object.	

	Mathematics Curriculum – Year 1 Summer						
Unit:	**Consolidation**	**Multiplication and division**	**Fractions**	**Geometry: Position and direction**	**Place value (100)**	**Money**	**Time**
Term:	**Summer 1: 1 Week**	**Summer 1: 3 Weeks**	**Summer 1: 2 Weeks**	**Summer 2: 1 Week**	**Summer 2: 1 Week**	**Summer 2: 1 Weeks**	**Summer 2: 2 Weeks**
What We Will Learn		Pupils build on their previous knowledge of counting in multiples of 2 and go beyond 20 up to 50 They will apply previous learning of one more and one less to counting forwards and backwards in twos.	Pupils will learn about fractions and explore, finding a half for the first time using shapes and sets of objects. They will use the vocabulary 'half' and 'whole'.	Pupils will use the language 'full', 'half', 'quarter' and 'three-quarter' to describe turns made by shapes/objects. They will practically turn objects, shapes and themselves in different directions but do not need to describe the direction of the turns.	Pupils will build on their previous learning of numbers to 50. They continue grouping in 10s to make counting quicker and more efficient. Pupils are introduced to the hundred square and use it to count forwards and backwards within 100	Pupils will develop their knowledge of place value to match coins with equivalent values. Pupils will learn that ten 1 pence coins is equivalent to one 10 pence coin. This could be linked with the concept of exchanging	Pupils will learn how to use first and next to describe an order of events. When talking about the day, children will be able to structure and use the language: morning, afternoon and evening. They will learn about the days of the week and know there are 7 days in a week. They talk about events using today, yesterday and tomorrow.
What We Will Do	Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc	Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Recognise and know the value of different denominations of coins and notes. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers from 1- 100 in numerals. Read and write numbers from 1 – 20 in numerals and words. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. Given a number, identify one more and one less.	Recognise and know the value of different denominations of coins and notes.	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Recognise and use language relating to dates, including days of the week, weeks, months and years. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning,
Skills Learned		Pupils will have begun to count up in steps of 10s on a hundred square. They will begin to understand what each digit represents in a 2 digit number.	Pupils will learn that a half means 'one of two equal parts' and are able to count them.	Pupils will further develop their language skills and be able to say 'left', 'right', 'forwards' and 'backwards' to describe position and direction.	Pupils identify and use the language 'more than', 'less than' and 'equal to' alongside the inequality symbols >, < or =	Pupils will recognise and know the value of different denominations of coins.	Pupils will develop and learn key vocabulary related to time.

	Mathematics Curriculum – Year 2 Autumn			
Unit:	**Place Value**	**Number: Addition and Subtraction**	**Money**	**Multiplication and division**
Term:	Autumn 1: 3 Weeks	Autumn 1: 5 Weeks	Autumn 2: 2 Weeks	Autumn 2: 1 Week
What We Will Learn	Pupils are building on prior knowledge they will practice counting forwards and backwards by introducing teen numbers.	Pupils will explore addition by counting on from a given number. They will learn to understand that addition is commutative and that it is more efficient to start from the largest number. They will learn how to partition two digit numbers and this will support further learning within subtraction and crossing the ten barrier.	Pupils will bring pounds and pence together they will continue to use pounds and pence to embed prior learning. Pupils will be able to recognise that one note may be worth many times the value of another note.	Pupils will focus on finding equal groups, 5,10 and explore this within 50. Pupils will link their counting with real life experiences.
What We Will Do	Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers to 100 using different representations including the number line. Compare and order numbers from 0 up to 100; use and = signs. Read and write numbers to at least 100 in numerals and words.	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.	Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
Skills Learned	Pupils will have built on their knowledge of the number system by being able to read and write numbers to 100	Pupils will further develop their partitioning skills they will recognise the difference between one digit and two digit numbers and be able to line them up in columns.	Pupils will build on prior knowledge and will learn a symbol for a pound £ and that notes can represent many pounds.	Pupils will build on prior knowledge and will learn to identify the difference between columns and rows.

Mathematics Curriculum – Year 2 Spring			
Unit:	**Multiplication and division**	**Statistics**	**Properties of shape**	**Number: Fractions**
Term:	**Spring 1: 4 Weeks**	**Spring 1:2 Weeks**	**Spring 2: 3 Weeks**	**Spring 2: 3 Weeks**
What We Will Learn	Pupils will practice their 2, 5, 10 times tables recall facts, they will learn about groups and understand the importance of the word 'equal/unequal' and know which groups are equal and unequal, and why they are equal or unequal. Pupils will be exposed to numerals and words, as well as multiple representations.	Pupils are introduced to different ways to record data, they will find out about tally charts as a systematic method of recording data. They will use their knowledge of the 5X table to be able to interpret a tally chart. Pupils will use tally charts to produce pictograms. They build pictograms using concrete apparatus such as counters or cubes then move to drawing their own pictures. Pupils will then use their knowledge of number lines to produce a block diagram by reading the scale on the chart and work out what each block represents.	Pupils will need to recognise 2-D shapes in different orientations and proportions. Pupils will be encouraged to develop strategies for accurate counting of sides, such as marking each side as it has been counted. Pupils also need to understand that not all same-sided shapes look the same, such as irregular 2-D shapes. Pupils will use a range of practical resources (mirrors, geoboards, paper folding) to explore shapes being halved along their vertical line of symmetry.	Pupils will learn to understand the concept of a whole as being one object or one quantity. Pupils explore making and recognising equal and unequal parts. They will do this using both real life objects and pictorial representations of a variety of shapes and quantities. They will be introduced to the notion ½ for the first time and they will use this alongside sentences half/halves.
What We Will Do	Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask+ 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	Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. 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, [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2D and 3D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences. Pupils will check for line of symmetry.	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 fractions for example, ½ of 6 = 3 Recognise the equivalence of 2/4 and 1/ 2.
Skills Learned	Pupils will increase their knowledge to interpret mathematical stories and create their own involving multiplication.	Pupils will develop the understanding of patterns and relationships, including sorting and categorising.	Pupils will learn how to differentiate between objects. In order to memorise how shapes are different from one another, they'll learn to pay attention to the little details that distinguish shapes.	Pupils will further develop their knowledge of number by using the mathematical language of numerator, denominator and what these represent.

	Mathematics Curriculum – Year 2 Summer				
Unit:	**Length and Height**	**Position and direction**	**Consolidation – Pre SATS**	**Time**	**Mass and capacity**
Term:	**Summer 1: 2 Weeks**	**Summer 1: 2 Weeks**	**Summer 1: 2 Weeks**	**Summer 2: 2 Weeks**	**Summer 2: 3 Weeks**
What We Will Learn	Pupils will be taught to use and understand the language of length such as long, longer, short, shorter, tall, and taller. They will recognise that the language will change depending on what type of length they are describing and comparing. Pupils will be taught that height is a type of length. They will also be exposed to lengths that are equal to one another	Pupils will practice the language 'left', 'right', 'forwards' and 'backwards' to describe position and direction. They will describe the position of objects and shapes from different starting positions. Through the use of board games such as Snakes and Ladders and Twister, they can explore positional language.		Pupils will learn all about time, they will learn the language of o'clock and understand the hour hand is the shorter hand and the minute hand is the longer hand. Pupils will learn how to read an analogue clock and will be given the opportunity to create times using individual clocks with moveable hands. They will explore seconds, minutes and hours and decide what is the best way to measure a unit of time?	Pupils will be introduced to weight and mass for the first time. Although they will already have some understanding of heavy and light from their own experience of carrying objects. Pupils will use vocabulary such as heavy, light, heavier than, lighter than before using the scales to check. Misconception should be explored the bigger the object does not always mean it is the heaviest.
What We Will Do	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales. Compare and order length and mass and record the results using >, < and =.	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	Consolidation & problem solving	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour & the number of hours in a day. Compare and sequence intervals of time.	Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature (o C) to the nearest appropriate unit, using thermometers and measuring vessels. Compare and order volume/capacity & record the results using >, < and =
Skills Learned	Pupils will build on prior knowledge of measuring length and height using non-standard units and apply this to measuring using a ruler.	Pupils will further develop their mathematical positional language and knowledge of movement and turns to be able to describe and record directions and being able to give simple directions.		Pupils will develop their knowledge of time and sequencing being able to identify a unit of time is "smaller", for example the concept of 60 minutes making up an hour and 24 hours in a day.	Pupils will build on prior knowledge of weight 'heavy and light' and will be able to learn how to read a standard unit of weight using a scale.