



Barrowby CE Primary School

Maths Curriculum

The Maths Curriculum for Year 1 and Year 2

Autumn Term 1 – Year 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit	Positional Language and Sequencing	Subitising – Leading to More and Fewer	Number Magnitude, Estimation and Comparison	Making Ten(s) and some more		Time – Estimating, Sequencing and Comparing
	By the end of this unit children will be able to: <ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns 	By the end of this unit children will be able to: <ul style="list-style-type: none"> 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 Identify one more and one less than a given a number 	By the end of this unit children will be able to: <ul style="list-style-type: none"> 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 	By the end of this unit children will be able to: <ul style="list-style-type: none"> 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 		By the end of this unit children will be able to: <ul style="list-style-type: none"> Recognise and use language relating to dates, including days of the week, weeks, months and years
Suggested support for children with additional needs	<ul style="list-style-type: none"> Vocabulary bank on display to refer back to Active learning opportunities to enforce language understanding Use of rhymes to aid memory e.g. Naughty Elephants Squirt Water” or “Never Eat Shredded Wheat” 	<ul style="list-style-type: none"> Use bead strings to aid counting Various classroom objects for children to identify and make maths ‘real life’ and relevant Repetition and modelling of correct language by adults Bar model representations to support finding the difference 	<ul style="list-style-type: none"> Scaffold and model correct formation of numbers in books Tens frames to support counting Provide multiple representations of number (concrete, pictorial and abstract) e.g. counters, dice, written numbers Counting on with chanting 	<ul style="list-style-type: none"> Use of concrete apparatus to provide multiple number representations e.g. place value counters, tens frames and dines. Modelling the part-whole model in books to support partitioning Use of tens frames to support adding on and bridging 10, modelled by an adult 		<ul style="list-style-type: none"> Visual timetables in the classroom to enforce time related language Songs and chants relating to days of the week and months of the year
Step	LS1	LS2	LS3	LS4		LS5
1	Positional language	Conservation of number	Order values	Benchmarks of 0, 5 and 10 and their relationship to the numbers 1 to 10		Months and seasons of the year
2	Turning	Conservation of number – rearranging and	Order consecutive numbers	Numbers greater than 10		Estimating intervals of time

		subitising familiar patterns			
3	Clockwise and anti-clockwise turns	Subitise numbers to ten	Link counting and sequencing	Building numbers to 20	Days of the week
4	Position – ordinal numbers	Find one more and one fewer	Explore counting on	Place value – ‘ten and some more’	Events during the week
5	Position within a grid	Regroup within numbers to 10		Place value and language, estimating and comparing – 11 to 20	
6				1 more / 1 less (fewer) - numbers ten to twenty	
7				Compare and order numbers on a number track – including 1 more / 1 less (fewer)	
8				Placing numbers 0 to 20 on a blank number line (number magnitude)	

The Maths Curriculum for Year 1 and Year 2

Autumn Term 1 – Year 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit	Positional Language and Sequencing	Subitising – Leading to More and Fewer	Number Magnitude, Estimation and Comparison	Making Ten(s) and some more		Time – Estimating, Sequencing and Comparing
	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> 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 a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) 	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words 	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations, including the number line 	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones) 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 		<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> Compare and sequence intervals of time

Suggested support for children with additional needs	<ul style="list-style-type: none"> • Vocabulary bank on display to refer back to • Active learning opportunities to enforce language understanding • Use of rhymes to aid memory e.g. Naughty Elephants Squirt Water” or “Never Eat Shredded Wheat” • Counting out loud sequences 	<ul style="list-style-type: none"> • Use bead strings to aid counting • Number arrows available to support early partitioning • Scaffold and model correct formation of numbers in books • Modelling using the part-whole model 	<ul style="list-style-type: none"> • Scaffold and model correct formation of numbers in books • Use of speaking frames to support explanations and verbalising understanding • Provide multiple representations of number (concrete, pictorial and abstract) e.g. counters, dice, written numbers 	<ul style="list-style-type: none"> • Use of concrete apparatus to provide multiple number representations e.g. place value counters, tens frames and dines. • Place value grids to partition numbers into tens and ones • Modelling the part-whole model in books to support partitioning 	<ul style="list-style-type: none"> • Visual timetables in the classroom to enforce time related language
	Step	LS1	LS2	LS3	LS4
1	Positional language	Count in 1s to and across 100	Order and compare values to 100	Regrouping ten ones for one ten	Months and seasons of the year
2	$\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns clockwise and anti-clockwise	Regroup numbers to ten and then 11 to 20	Order and compare values in different representations to 100	Regrouping ten pennies for ten pence	Estimating intervals of time
3	Giving and following directions	Count on and back	Place numbers on a number line in the correct positions	Regrouping one ten for ten ones	Ordering intervals of time
4	Linear sequences	Count on and back through benchmarks	Place numbers proportionally correctly on a blank number line using benchmarks	Identify place value in 2-digit numbers using place value cards and base-10 equipment	Comparing intervals of time
5	Linear sequences – problem solving	Count on and back through benchmarks		Compare representations of 2-digit numbers and use place value to estimate and order	
6				Estimation and number magnitude	
7				Identifying place value and regrouping 2-digit numbers using a proportional (base-10 equipment) and non-proportional (money) model	
8				Identify missing parts of a regrouped number	

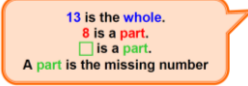
The Maths Curriculum for Year 1 and Year 2

Autumn Term 2 – Year 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit	Additive Reasoning – The Understanding and Language of Operations		Part Whole	Equality and Comparison		Measures – Length, Height and Mass
	By the end of this unit children will be able to: <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20 		By the end of this unit children will be able to: <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20 	By the end of this unit children will be able to: <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 		By the end of this unit children will be able to: Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • Lengths and heights (for example, long / short, longer / shorter, tall / short, double / half) • Mass / weight (for example, heavy / light, heavier than, lighter than) Measure and begin to record the following: <ul style="list-style-type: none"> • Lengths and heights • Mass / weight
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Use Cuisenaire rods to model the relationship of the part whole model to the whole. • Repetition of language of equivalence. • Use tens frames to support addition • Rehearsal of known number bonds supported by a part whole model • Use speaking frame to support use of language of addition 		<ul style="list-style-type: none"> • Provide multiple representations of number (concrete, pictorial and abstract) e.g. counters, dice, written numbers • Scaffold by modelling part whole model in books 	<ul style="list-style-type: none"> • Use tens frames to develop the understanding of equivalence • Part whole models scaffolded in books to show different ways of making the same value • Visual displays of mathematical symbols and vocabulary for children to refer to. 		<ul style="list-style-type: none"> • Display comparative language and model using with the children • Concrete apparatus to support measuring and developing understanding of length. • Have resources available for children to handle to understanding the concept of weight and comparisons of.
Step	LS6		LS7	LS8		LS9
1	Identifying the whole and the parts (where all parts and wholes are shown)		Identifying the parts and whole	Using language to express equivalent ways of making the same total		Using comparative language - length and height
2	Represent numbers up to 10 in many ways through regrouping		Part whole relationship using +, - and = symbols	Using language to express equivalent ways of making the same total (using a tens frame)		Measuring lengths using centimetres

3	Explore ways to make 5	Identifying whether a part or the whole is missing	Making equal values and using symbols to record	Using comparative language – mass
4	Match values to mathematical models using increasingly complex regrouping	Numbers to twenty - part or whole unknown	Making equivalent values using addition and subtraction	Weighing mass with non-standard units
5	Bonds to 10	Story problems with an unknown whole (addition)	Exploring different ways to total the same value (numbers 11 to 20)	Weighing mass with standard units
6	Explore the language of addition	Story problems with one unknown part (subtraction – take away model)	Exploring different ways to make the same total, including + and - (numbers 11 to 20)	
7	Count back and explore the language of subtraction		Introducing the language of difference	
8	Explore commutativity for addition		Finding the difference in context	
9	Subtraction is not commutative			

The Maths Curriculum for Year 1 and Year 2

Autumn Term 2 – Year 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit	Additive Reasoning – The Understanding and Language of Operations		Part Whole	Equality and Comparison		Measures – Length, Height and Mass
	By the end of this unit children will be able to: <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 		By the end of this unit children will be able to: <ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use <, > and = signs 		By the end of this unit children will be able to: <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature (°C); capacity (litres / ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
Suggested support for children with additional needs	<ul style="list-style-type: none"> Provide tens frames to support regrouping Rehearsal of known number bonds supported by a part whole model Use speaking frame to support use of language of addition Use money as a concrete resource to support calculation 		<ul style="list-style-type: none"> Use of Cuisenaire rods to support understanding of size and quantity Provide multiple representations of number (concrete, pictorial and abstract) e.g. counters, dice, written numbers 	<ul style="list-style-type: none"> Concrete resources to support comparison and identification of more and less Use of the bar model to develop understanding of equal amounts pictorially. Part whole models scaffolded in books to show different ways of making the same value Visual displays of mathematical symbols and vocabulary for children to refer to. 		<ul style="list-style-type: none"> Display comparative language and model using with the children Concrete apparatus to support measuring and developing understanding of length. Have resources available for children to handle to understanding the concept

		<ul style="list-style-type: none"> Scaffold by modelling part whole model in books Speaking frames e.g. 		of weight and comparisons of.
Step	LS6	LS7	LS8	LS9
1	Use regrouping flexibly to choose efficient calculation strategies	Identifying the parts and whole	Reviewing the parts and the whole using Cuisenaire rods in a bar model	Ordering and comparing lengths to 100
2	Using 10 for adding 3 single digit numbers	Identifying the parts and whole in a cherry model	Continuing to explore equivalence through the parts and the whole	Comparing values in height, length and width - the language of comparison
3	Adding more than two single digit numbers using re-ordering	The inverse relationship of addition and subtraction	Equivalence	Using comparative language – mass (g)
4	Applying adding more than two single digit numbers to a game	Using inverse to find missing numbers	Equality	Reading scales on circular dials
5	Rehearsing the complements to 10 and comparing them to the complements to 100	Using inverse to find missing numbers in problems	Inequality < and >	Weighing mass with standard units using circular dials
6	Continue to rehearse complements to 10 and 100 whilst regrouping flexibly	Missing numbers in a range of contexts, including measures	Finding different combinations of coins that equal the same amounts of money	
7	Count on or back in jumps of 1 or 10 from any number		Understanding difference when comparing numbers on number lines to other models	
8	Prove that addition is commutative		Comparison - Pictograms	
9	Prove that commutativity is not possible when subtracting			

The Maths Curriculum for Year 1 and Year 2

Spring Term 1 – Year 1					
	Week 1	Week 2	Week 3	Week 4	Week 5
Unit	Geometry 1	Regrouping to Add and Subtract		Strategy Choices for Addition and Subtraction	Problem Solving with Addition and Subtraction

	By the end of this unit children will be able to: <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Add and subtract one-digit and two-digit numbers to 20, including zero 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Suggested support for children with additional needs	<ul style="list-style-type: none"> Access to 2D and 3D shapes of different sizes. Larger ones will support children with poor motor skills Modelling accurate vocabulary of shapes by an adult and making links to shape in real life e.g. in the classroom 	<ul style="list-style-type: none"> Provide a variety of place value resources such as tens frames, number fans, dimes and bead strings to support children's counting and regrouping. Model how to use the equipment throughout. Encourage children to access resources with growing independence to support their learning and use accessible resources such as their ruler and fingers etc to support their learning. 	<ul style="list-style-type: none"> Use tens frames to support odd and even number understanding, making links to the ones. Model vocabulary using speaking frames A variety of concrete resources for children to use to add / subtract and find the difference e.g. dinosaurs / cars / figurines to appeal to interest. 	<ul style="list-style-type: none"> Make problem solving accessible with modelled / scaffolded part-whole models to support steps in calculating. When working through word problems, 'act' them out to develop understanding e.g. received 3 more presents
Step	LS10	LS11	LS12	LS13
1	To understand what a mathematical shape is	Using regrouping to make 5 and some more (think 5)	Explore odd and even numbers through the use of tens frames	The language of problem solving (the whole as the result)
2	Identify 2-D shapes through their properties in an unfamiliar context	Make 10 using think 5	Exploring statements focusing on language and proof	The language of problem solving (a part as the result)
3	Naming 3-D shapes and exploring their properties	Making 10 and some more – Think 10 by regrouping the second addend	Difference	Using the language of problem solving to solve problems with the whole unknown
4	Classifying shapes	Making 10 and some more – Think 10 by regrouping the first addend	Subtraction by taking away	Using the language of problem solving to solve problems with a part unknown
5		Think 10 when regrouping a 2-digit number to aid addition	Matching representations	Finding all possibilities
6		Using Think 15		
7		Counting back from twenty		

8		Subtracting 1-digit numbers from 2-digit numbers below twenty, without crossing 10		
9		Subtracting 1-digit numbers from numbers between 10 and 20, crossing the benchmark 10		
10		Subtracting 1-digit numbers from numbers between 10 and 20 by regrouping and taking from the 10		

The Maths Curriculum for Year 1 and Year 2

Spring Term 1 – Year 2					
	Week 1	Week 2	Week 3	Week 4	Week 5
Unit	Geometry 1	Regrouping to Add and Subtract		Strategy Choices for Addition and Subtraction	Problem Solving with Addition and Subtraction
	By the end of this unit children will be able to: <ul style="list-style-type: none"> • Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 	By the end of this unit children will be able to: <ul style="list-style-type: none"> • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> ○ - a two-digit number and ones ○ - a two-digit number and tens - two two-digit numbers 		By the end of this unit children will be able to: <ul style="list-style-type: none"> • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and ones - a two-digit number and tens - two two-digit numbers 	By the end of this unit children will be able to: <ul style="list-style-type: none"> • Solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Access to 2D and 3D shapes of different sizes. Larger ones will support children with poor motor skills • Modelling accurate vocabulary of shapes by an adult and making links to shape in real life e.g. in the classroom 	<ul style="list-style-type: none"> • Provide a variety of place value resources such as tens frames, number fans, dimes and bead strings to support children's counting and regrouping. Model how to use the equipment throughout. • Encourage children to access resources with growing independence to support their learning and use accessible resources such as their ruler and fingers etc to support their learning. • Model pictorial representations children could use in their books to support their understanding, choosing appropriate strategies to support individual learners e.g. number line / regrouping using the part-whole model. 		<ul style="list-style-type: none"> • Model using cubes to find the difference and count on. Use x2 different colours to make comparisons clearer. • Have number lines and bead strings available for children to access to support their counting with growing independence. 	<ul style="list-style-type: none"> • Ensure worded problems use familiar vocabulary and phonics to aid independence when reading their problems. Read problems to children if necessary.
Step	LS10	LS11		LS12	LS13
1	Identifying a shape and naming 2-D shapes and their properties	Finding the nearest multiple of ten		Using doubles and near doubles	The language of problem solving
2	Introduce one quarter turn = a right angle and identify vertices in shapes that are right angles	Adding a 1-digit number to a 2-digit number using Think 10		Rebalancing for equal sum	Finding the unknown in a worded problem
3	Naming 3-D shapes and their properties	Adding a 2-digit number to a 2-digit number using Think 10		Difference	Choosing a strategy
4	Identifying and classifying shapes by their properties	Making 10s and some more		Rebalancing to find the equal difference	Strategies for solving missing number problems

5		Adding two 2-digit numbers using a written method with no regrouping	Choosing the appropriate mental strategy when adding a two-digit number and ones	Further problem solving within statistics
6		Adding two 2-digit numbers using a written method with regrouping of ones		
7		Subtracting a 1-digit number from a 2-digit number using Think 10		
8		Subtracting tens from s 2-digit number		
9		Subtracting a 2-digit number from a 2-digit number with no regrouping		
10		Subtracting a 2-digit number from a 2-digit number with regrouping		

The Maths Curriculum for Year 1 and Year 2

Spring Term 2 – Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5
Unit	Doubling and Halving	Multiplication—Counting, Multiples and Repeated Addition	Multiplication—Number of Groups, Group Size and Product	Division—Sharing and Grouping	Problem Solving with Multiplication and Division
	By the end of this unit children will be able to: <ul style="list-style-type: none"> 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 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; 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 	By the end of this unit children will be able to: <ul style="list-style-type: none"> 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 	By the end of this unit children will be able to: <ul style="list-style-type: none"> 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 	By the end of this unit children will be able to: <ul style="list-style-type: none"> 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
Suggested support for children with additional	<ul style="list-style-type: none"> Counting equipment to support doubling and halving of quantities 	<ul style="list-style-type: none"> Scaffolding correct formation of numbers in books Concrete apparatus to support understanding of repeated addition 	<ul style="list-style-type: none"> Provide pictorial representations of quantities as well as in concrete form to aid visual and kinaesthetic learners 	<ul style="list-style-type: none"> Use counters / figures as concrete representations and model sharing into equal groups Use bead strings to count in multiples 	<ul style="list-style-type: none"> Have stars/ counters available to support finding 'twice as many'

Step	LS14	LS15	LS16	LS17	LS18
		<ul style="list-style-type: none"> • Number cards representing values to build on subitising knowledge from previous sequences. 	<ul style="list-style-type: none"> • Use arrays / counters arrays to support understanding of group sizes • Use real weights to provide children with concept of heavier and lighter 	<ul style="list-style-type: none"> • A range of resources available for building arrays, could be linked to likes and interests 	
1	Building on part whole understanding where the parts are equal	Counting in 2s and spotting patterns	Finding the maths in a picture	Sharing into equal groups	Exploring scaling
2	Equal parts of a whole – exploring doubles and halves with numbers	Counting in 5s and 10s and spotting patterns	Multiplying the maths in a picture	Division by grouping	Twice as long
3	Equal parts of a whole – exploring doubles and halves with quantities	Counting with coins – 2p, 5p and 10p	Arrays with equal value	Division by grouping using arrays	Twice as many - recipe
4	Making doubles and finding halves using tens frames	Counting and repeated addition	Multiplication and measure	Linking multiplication and division	Solving sharing problems
5	Making doubles and finding halves	Repeated addition and arrays		Applying division strategies	Solving grouping problems

The Maths Curriculum for Year 1 and Year 2

Spring Term 2– Year 2					
	Week 1	Week 2	Week 3	Week 4	Week 5
Unit	Doubling and Halving	Multiplication—Counting, Multiples and Repeated Addition	Multiplication—Number of Groups, Group Size and Product	Division—Sharing and Grouping	Problem Solving with Multiplication and Division
	By the end of this unit children will be able to: <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Suggested support for children with additional needs	<ul style="list-style-type: none"> Counting equipment to support doubling and halving of quantities 	<ul style="list-style-type: none"> Scaffolding correct formation of numbers in books Concrete apparatus to support understanding of repeated addition Number cards representing values to build on subitising knowledge from previous sequences. 	<ul style="list-style-type: none"> Provide pictorial representations of quantities as well as in concrete form to aid visual and kinaesthetic learners Use arrays / counters arrays to support understanding of group sizes Part-whole model representations for understanding groups and products Display and read key words such as product 	<ul style="list-style-type: none"> Support early reading by reading problems out to children / pre-record the worded problem on an iPad for child to access independently if appropriate A range of resources available for building arrays, could be linked to likes and interests Bead strings to support grouping 	<ul style="list-style-type: none"> Use bar model representations with numbers and counters to aid problem solving and understanding of quantities All children should have a ruler available to make links to measures Use maths resource money to complete calculations physically first
Step	LS14	LS15	LS16	LS17	LS18
1	Building on part whole understanding where the parts are equal	Patterns and strategies for the 2 times table	The language of multiplication	Division by sharing	Bar modelling for multiplication problems
2	Doubling two-digit numbers	Patterns and strategies for the 5 and 10 times tables	Multiplying the maths in a picture	Division by grouping	Multiplication of measures

3	Halving multiples of ten	Counting in 3s	The commutativity of multiplication	Division by grouping using arrays	Multiplication and money (£ and p)
4	Halving two-digit numbers	Linking repeated addition and multiples	Strategies to calculate multiplication facts – regrouping to multiply	Linking division and multiplication	Division with remainders – sharing
5	Doubling and halving in the context of money	Exploring arrays		Using multiplication facts to divide	Division with remainders – grouping

The Maths Curriculum for Year 1 and Year 2

Summer Term 1 – Year 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit	Money	Fractions			Problem Solving—All Four Operations	Time—Turns and Telling the Time
	By the end of this unit children will be able to: <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes 	By the end of this unit children will be able to: <ul style="list-style-type: none"> 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 			By the end of this unit children will be able to <ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction and multiplication and division using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns
Suggested support for children with additional needs	<ul style="list-style-type: none"> Money resource available to provide concrete representations of monetary values 	<ul style="list-style-type: none"> CPA model followed to provide comparisons between physical fractions of shapes and the pictorial representation alongside Concrete apparatus to support grouping quantities when finding equal parts as well as different coloured cubes Counting sticks to enable representation of amounts using the colours to identify parts of a whole Split up a number line to identify $\frac{1}{4}$ and $\frac{1}{2}$ and encourage identification of what this looks like on a shape. Representations of fractions in real-life context such as on a clock and telling the time (quarter past) 			<ul style="list-style-type: none"> Use bead strings to support comparing quantities Cuisenaire rods to support pattern recognition Number cards for finding odd and even numbers 	<ul style="list-style-type: none"> Active learning finding and moving a quarter of the way e.g. do a half turn etc Ensure all children have a clock available to aid independent time telling Use different colour clock hands to support links between hours and minutes
Step	LS19	LS20			LS21	LS22
1	Recognising and comparing the value of coins using a proportional representation	Finding equal parts of a whole (halves)	Step 9: Identifying whether a shape has been quartered or not		Exploring number sentences	Turning
2	Calculating coin combinations for values that do not have a designated coin below 10p	Finding equal parts of a whole (quarters)	Step 10: Identifying and finding halves of an amount in the context of shapes		Finding equivalents	Fractions of a turn using the context of a clock face
3	Calculating coin combinations for values that do not have a designated coin between 11p and 20p	Placing fractions on a number line	Step 11: Identifying and finding quarters of an amount in the context of shapes		Exploring odd and even patterns in consecutive numbers by finding halves	Ordinal numbers used to order timed events

4	Compare and order different combinations of coins	Deepening understanding of halves and quarters beyond 1 whole	Step 12: Fractions in the context of capacity	Exploring the odd and even values on a number line	
5		Finding half an amount	Step 13: Fractions in the context of length	Solving problems involving comparison and difference using odd and even numbers	
6		Finding a quarter of an amount	Step 14: Fractions of a turn in the context of a clock face	Sharing into unequal groups	
7		Finding halves and quarters of amounts in context		Twice as many – shape patterns	
8		Identifying whether a shape has been halved or not			

The Maths Curriculum for Year 1 and Year 2

Summer Term 1 – Year 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit	Money	Fractions			Problem Solving—All Four Operations	Time—Turns and Telling the Time
	By the end of this unit children will be able to: <ul style="list-style-type: none"> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity 			By the end of this unit children will be able to: <ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods 	By the end of this unit children will be able to: <ul style="list-style-type: none"> 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
Suggested support for children with additional needs	<ul style="list-style-type: none"> Money resource available to provide concrete representations of monetary values 	<ul style="list-style-type: none"> CPA model followed to provide comparisons between physical fractions of shapes and the pictorial representation alongside Concrete apparatus to support grouping quantities when finding equal parts as well as different coloured cubes Counting sticks to enable representation of amounts using the colours to identify parts of a whole Split up a number line to identify $\frac{1}{4}$ and $\frac{1}{2}$ and encourage identification of what this looks like on a shape. Representations of fractions in real-life context such as on a clock and telling the time (quarter past)			<ul style="list-style-type: none"> Tens frames for addition and subtraction representations Recapping strategies learned previously using pupils' books / familiar representations to aid choosing their most effective strategy Bar model / pictorial representations for finding quantities 	<ul style="list-style-type: none"> Active learning finding and moving a quarter of the way e.g. do a half turn etc Ensure all children have a clock available to aid independent time telling Use different colour for sections of the clocks to enable a recap on quarters

				making links between missing and known numbers	
Step	LS19	LS20		LS21	LS22
1	Find different combinations of coins that equal the same amounts of money	Splitting a whole into equal groups (halves, thirds and quarters)	Step 9: Finding 12, 14 and 13 of 2-D shapes	Choosing an efficient strategy – addition and subtraction	Turns – quarter turn, half turn, three-quarter turn and full turn
2	Solve calculations involving subtraction of money of the same unit	Exploring 12 24 equivalence using Cuisenaire rods	Step 10: Finding fractions of amounts within the context of shapes and identifying equivalence	Choosing an efficient strategy – multiplication and division	Telling the time – o'clock, quarter past, half past, quarter to
3	Solve simple problems in a practical context involving addition and subtraction of money of the same unit	Comparing 12, 14 equivalence on a number line	Step 11: Identifying $\frac{3}{4}$ of a shape and finding $\frac{3}{4}$ in the context of shapes	Identifying the unknown	Telling the time to 5-minute intervals
4	Continue to solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Counting fractions in context and using a number line	Step 12: Fractions in the context of capacity	Drawing to solve problems	
5		Finding half of an amount, linked to division and sharing a whole into two equal groups	Step 13: Fractions in the context of length	Pictorial representation and part, part, whole – fractions of amounts	
6		Finding $\frac{1}{3}$ and $\frac{1}{4}$ of amounts linked to sharing	Step 14: Fractions of time	Making connections between the numbers 12, 14 or 13 the fraction words; fractions of amounts and fractions of shapes	
7		Finding $\frac{3}{4}$ of an amount		Finding $\frac{3}{4}$ in the context of worded problems	
8		Recognising shapes split equally into halves, quarters and thirds			

The Maths Curriculum for Year 1 and Year 2

Summer Term 2 – Year 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit	Time– Drawing the Hands on a Clock and Intervals of Time	Measures and Reading Scales	Statistics	Geometry 2	Place Value with Larger Numbers	Calculation Review
	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume 	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> 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 	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> 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 	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Suggested support for children with additional needs	<ul style="list-style-type: none"> Active learning finding and moving a quarter of the way e.g. do a half turn etc Use of memorable games to reinforce time language 	<ul style="list-style-type: none"> Use speaking frames and model accurate language when making comparisons Mark on number lines benchmarks to aid children when reading scales Concrete resources for capacity allowing children to measure and pour and read scales on practical resources 	<ul style="list-style-type: none"> When providing children with numbers written as words, ensure these are read out identifying phonics in line with ELS scheme and reading any sounds above child's reading level if applicable. Make tables and data relatable to children Chants / songs to support counting in 5 Variety of concrete resources to make physical pictograms 	<ul style="list-style-type: none"> Ensure a variety of 2D and 3D shapes are available Display key words such as 'reflection' and refer to it throughout Provide mirrors for children to be able to see symmetry 	<ul style="list-style-type: none"> Provide a variety of counting concrete resources such as bead strings, number fans and dines Model pictorial representations such as the part-whole model to aid 'tens and some more' understanding 	<ul style="list-style-type: none"> Provide a variety of counting concrete resources for finding equal amounts. This could also be done using weighing scales to develop the notion of equal values. Use cubes to make comparisons between quantities practically
Step	LS23	LS24	LS25	LS26	LS27	LS28

1	Clockwise and anti-clockwise turns	Using comparative language in the context of time	Classifying and sorting	Recapping finding half of a shape and using a mirror to check the halves are equal	Counting in 1s to and across 100	Equality
2	The hands on a clock	Estimate on a number line using benchmarks	Information tables	Identifying and sorting shapes – halving by folding and checking with a mirror	Counting in 10s to 100	Inequality
3	Telling the time – o'clock	Estimate and compare capacities	Rehearsing counting in fives and representing 5 in a tally	Patterns with shapes	Counting in 2s and 5s to 100	Using known addition facts to choose efficient calculation strategies
4	Telling the time – half past	Measuring capacity using a scale	Representing different objects, using cubes, to make comparisons	Creating reflected linear patterns	Tens and some more' – part whole	Strategies for calculating subtraction
5	Intervals of time		Making comparisons using pictograms		Making 'tens and some more' with money	Identifying the unknown and the start, change and result in problems

The Maths Curriculum for Year 1 and Year 2

Summer Term 2 – Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit	Time– Drawing the Hands on a Clock and Intervals of Time	Measures and Reading Scales	Statistics	Geometry 2	Place Value with Larger Numbers	Calculation Review
	By the end of this unit children will be able to: <ul style="list-style-type: none"> 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) 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length / height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two, two-digit numbers Read and write numbers to at least 100 in numerals and in words 	By the end of this unit children will be able to: <ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods

Suggested support for children with additional needs	<ul style="list-style-type: none"> • Active learning finding and moving a quarter of the way e.g. do a half turn etc • Use of memorable games to reinforce time language • Linking minutes on a clock to the 5 times tables 	<ul style="list-style-type: none"> • Use speaking frames and model accurate language when making comparisons • Mark on number lines benchmarks to aid children when reading scales • Concrete resources for capacity allowing children to measure and pour and read scales on practical resources 	<ul style="list-style-type: none"> • Read any number written as words to children reading is a barrier • Make tables and data relatable to children • Chants / songs to support counting in 5 • Different coloured cubes to support making practical pictograms 	<ul style="list-style-type: none"> • Ensure a variety of 2D and 3D shapes are available • Display key words such as 'reflection' and refer to it throughout • Provide mirrors for children to be able to see symmetry 	<ul style="list-style-type: none"> • Provide a variety of counting concrete resources such as bead strings, number fans and dines • Model pictorial representations such as column addition 	<ul style="list-style-type: none"> • Use part-whole models to support recognising equal quantities. • Provide a variety of counting concrete resources for finding equal amounts. This could also be done using weighing scales to develop the notion of equal values.
Step	LS23	LS24	LS25	LS26	LS27	LS28
1	Telling the time – o'clock and half past	Comparing the speed and distance travelled	Tables for sorting	Linking symmetry to halving	Counting in tens and hundreds to 1000	Equality in multiplication
2	Telling the time – quarter past the hour	Estimate on a number line using benchmarks	Information tables	Identifying and sorting shapes – symmetry	'Hundreds and some more'	Comparing calculations using the inequality signs < and >
3	Telling the time – quarter to the hour	Estimate and compare capacities	Gathering data using tally charts	Patterns with shapes	Problem solving with addition	Reasoning about addition
4	Telling the time to the nearest 5 minutes	Read different scales and solve problems	Representing data in block graphs	Drawing symmetrical patterns and shapes	Checking for mistakes in written addition and subtraction	Checking using the inverse
5	Intervals of time		Pictograms		3-digit numbers – part whole	Identifying the unknown in increasingly complex missing number problems