Hampshire Services
HIAS SCHOOL IMPROVEMENT

HIAS MOODLE+ RESOURCE

HIAS Scheme of Learning for Mathematics

Medium Term Plans for Mixed Reception, Year 1 and Year 2

HIAS Maths Team
June 2023
Final version

Hampshire County Council

www.hants.gov.uk

Overview

This document contains…
Long-term curriculum map for Reception, Year 1 and Year 2
Medium-term overview plans for Reception, Year 1 and Year 2 designed to support mixed age classes

Points to consider when using this resource
This medium-term plan identifies the key objectives in each unit.
For more detail and a break-down of these objectives please refer to the relevant unit plan.
Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks.
Appropriate models, images, concrete resources, and visual representations are an implicit element in all units.

A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis

Early Learning Goals from 2021

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Long term curriculum map for Year 1 and Year 2

Year 1 and 2 – Autumn Term

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term	1.1 Number and Place Value Addition and Subtraction				1.2 Measurement	1.2 Addition and Subtraction		1.3 Multiplication and Division		1.3 Fractions and Geometry	1.4 Number and Place Value Addition and Subtraction			
	2.1 Number and Place Value Addition and Subtraction				2.2 Measurement	2.2 Addition and Subtraction		2.3 Multiplication and Division		2.3 Fractions and Geometry	2.4 Number and Place Value Addition and Subtraction			2.4 Statistics

Year 1 and 2 – Spring Term

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring Term	1.5 Number and Place Value Addition and Subtraction			1.5 Measurement: Time and Mass	1.6 Fractions and Geometry	1.6 Multiplication and Division		1.7 Number and Place Value Addition and Subtraction			1.8 Addition and Subtraction with Money	
	2.5 Number and Place Value Addition and Subtraction			2.5 Measurement: Time and Mass	2.6 Fractions and Geometry	2.6 Multiplication and Division		2.7 Number and Place Value Addition and Subtraction		2.7 Statistics	2.8 Calculation with Money	2.8 Fractions

Year 1 and 2 – Summer Term

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Summer Term	1.11 Geometry	1.9 Addition and Subtraction with Mass	1.10 Multiplication and Division		1.12 Number and Place Value Addition and Subtraction			1.13 Fractions with Multiplication and Division		1.14 Measurement		1.15 Geometry	
	2.9 Measure and Geometry	2.9 Addition and Subtraction	2.10 Multiplication and Division		2.12 Number and Place Value Addition and Subtraction			2.13 Fractions		2.14 Measurement		2.15 Geometry	

Reception, Year 1 and Year 2 Autumn Term

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
1.1 2.1	20	Number: Place Value, Addition and Subtraction	• Have an understanding of numbers to 10, linking names of numbers and numerals • Begin to gain a concept of quantity and value • Begin to recognise small quantities (2 and 3 items)	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Read numbers from 1 to 20 in numerals. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations. • Sequence events in chronological order using language such as before, and, after, next and first. • Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.	• Y1: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Read and write numbers to at least 100 in numerals and in words. • Identify, represent, and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100, use < , > and = signs. • Count in steps of 10 from any number, forward or backward • Given a number, identify one/ten more and one/ ten less • Y1: represent and use number bonds and related subtraction facts within 20. • Y1: solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems • Recognise the place value of each digit in a two-digit number (tens and ones)

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives

1.2
2.2
	15	Measurement
		Addition and Subtraction
			• Develop an awareness of money through role play and practical experiences
			• Use the language 'more than' and 'fewer than'
			• Accurately count up to 5 objects, including pennies
				• Count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number.
				• Recognise and know the value of different denominations of coins and notes.
				• Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
				• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
				• Represent and use number bonds and related subtraction facts within 20
					• Compare and order lengths and record the results using >, < and =
					• Choose and use appropriate standard units to estimate and measure length/height in any direction (cm) using rulers
					• Find different combinations of coins that equal the same amounts of money.
					• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
					• Y1: Represent and use number bonds and related subtraction facts within 20.
					• Add and subtract numbers using concrete objects, pictorial representations and mentally, including:
					  ○ a 2-digit number and ones;
					  ○ a 2-digit number and tens;
					  ○ adding three one-digit numbers.
					• Use place value and number facts to solve problems.
					• Solve problems in a practical context involving addition and subtraction of money of the same unit.

1.3 2.3	15	Multiplication and Division Fractions and Geometry	• Develop and awareness of halving and fairness through sharing in practical contexts • Explore the characteristics of everyday objects and shapes and begin to use mathematical language to describe them	• Count in multiples of 2s, 5s and 10s. • Recognise, find and name a half as two equal parts of an object, shape, or quantity. • Recognise and name common 2D and 3D shapes, including: ○ 2D shapes (e.g. rectangles (including squares), circles and triangles).	• Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forward or backward. • Recognise, find, and name a half as one of two equal parts of an object, shape or quantity. • Identify and describe properties of 2D shapes, including the number of sides and symmetry in a vertical line. • Identify 2D shapes on the surface of 3D shapes, for example a circle on a cylinder and a triangle on a pyramid. • Recognise, find, name and write fractions for $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives

1.4
2.4
	20	Number and Place Value
		Addition and Subtraction
			• Compare sets of objects up to 5 items in different contexts
			• Explore patterns of numbers of items up to 5
				• Count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number.
				• Count in multiples of twos, fives and tens.
				• Given a number, identify one more and one less.
				• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
				• Represent and use number bonds and related subtraction facts within 20
				• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as 7 = ? – 9
					• Read and write numbers to at least 100 in numerals and in words.
					• Compare and order numbers from zero up to 100 using >, < and =.
					• Count in steps of 2, 3 and 5 from 0, and in tens from any number forward or backwards.
					• Given a number, identify one/ten more and one/ ten less.
					• Add and subtract numbers using concrete objects, pictorial representations and mentally, including;
					  ○ A two-digit number and ones
					  ○ A two-digit number and tens
					• Solve one-step problems that involve addition and subtractions, using concrete objects and pictorial representations.
					• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
					• Ask and answer simple questions by counting the number of objects in each category and sort the categories by quantity.

Christmas Holidays					

Reception, Year 1 and Year 2 Spring Term

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives

1.5	15	Addition and Subtraction	• Use everyday language to talk about size, weight and time
			• Compare quantities and objects to solve a problem
				• Read and write numbers from 1 to 20 in numerals and words.
				• Identify and represent numbers using objects and pictorial representations, including the use of the number line, and use the language of: equal to, more than, less than (fewer), most, least.
				• Represent and use number bonds and related subtraction facts within 20.
				• 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 such as 7 = □ – 9
					• Add and subtract numbers using concrete objects, pictorial representations and mentally, including:
					  • A two-digit number and ones.
					  • A two-digit number and tens.
					  • Add three one-digit numbers.
					• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another number cannot.

	5	Measurement : Time and Mass		• Tell the time to the hour and half past the hour and draw hands on the clock face to show these times. • Compare, describe, and solve practical problems for: ○ Mass or weight (e.g. heavy/light, heavier than/lighter than).	• Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on the clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day. • Compare and sequence intervals of time. • Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales. • Compare and order mass and record the results using <, > and =

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives

1.6
2.6
	5	Fractions and Geometry	• Recognise, create and describe patterns using everyday objects and shapes
			• Explore the characteristics of everyday shapes and use mathematical language to describe them
			• Accurately count up to 20 objects
			• Solve problems involving doubling, halving and sharing
				• recognise and name common 2-D and 3-D shapes, including:
				  ○ 2-D shapes (e.g. rectangles (including squares), circles and triangles).
				  ○ 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
				• 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.
					• 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 a 3-D shape, including the number of edges, vertices and faces.
					• Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.
					• Compare and sort common 2-D and 3-D shapes and everyday objects.
					• 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 quantities.
					• Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

	10	Multiplication and Division		• 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.	• Count in steps of 2, 3 and 5 from 0 and in tens from any number forward and backward. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Recognise, find, and name a half as one of two equal parts of an object, shape or quantity. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x) , division (÷) and equals (=) signs.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
1.7 2.7	15	Number and Place Value Addition and Subtraction	• Count reliably in 1s from 1 to 20 • Place numbers in order and say which number is one more or one less than a given number	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Represent and use number bonds and related subtraction facts within 20. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• Y1: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Read and write numbers to at least 100 in numerals and in words. • Add and subtract numbers using concrete objects, pictorial representations and mentally, including: ○ A two-digit and tens • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. • Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. • Count in steps of 2, 3 and 5 from 0, and in tens from any number forward and backward. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sort categories by quantity. • Ask and answer questions about totalling and comparing categorical data.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
1.8 2.8	10	Addition and Subtraction with Money	• Develop an awareness of money through role play and practical experiences reliably counting out up to 5p in pennies	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals. • Count in multiples of twos, fives and tens. • Recognise and know the value of different denominations of coins and notes. • Given a number, identify one more and one less. • Represent and use number bonds and related subtraction facts within 20.	• 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 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 context. • 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 quantities.
Easter Holidays					

Reception, Year 1 and Year 2 Summer Term

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
1.11 2.9	5	Geometry	• Recognise, create and describe shape patterns	• Recognise and name 2-D and 3-D shapes including: ○ 2-D shapes (e.g. rectangles (including squares), circles and triangles). ○ 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres) • Describe position, directions, and movements, including half, quarter, and three-quarter turns	• Use mathematical vocabulary to describe position, direction, and movement, including movement in a straight line and distinguishing between rotational as a turn and in turns of right angles for quarter, half, and three-quarter turns (clockwise and anti-clockwise).
1.9 2.9	5	Addition and Subtraction with Mass	• Count reliably in 1s from 1 to 20 • Place numbers in order and say which number is one more or one less than a given number • Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer • Talk about and compare size, weight, capacity and length using mathematical language	• Compare, describe, and solve practical problems for: • Mass or weight (e.g. heavy/light, heavier than/lighter than). • Measure and begin to record mass/weight. • 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 such as 7 = □ - 9	• Choose and use appropriate standard units to estimate and measure temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =. • 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. • Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities, and measures.
Unit	**Hours**	**Domain**	**EYFS**	**Y1 National Curriculum Objectives**	**Y2 National Curriculum Objectives**

1.10 2.10	10	Multiplication and Division	• Find the total number of items in two groups by counting them all • Double small numbers using materials such as dice • Share objects equally and fairly by putting them into two equally sized groups	• 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.	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odds and evens. • Recognise, find, and name a half as one of two equal parts of an object, shape or quantity • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
Unit	**Hours**	**Domain**	**EYFS**	**Y1 National Curriculum Objectives**	**Y2 National Curriculum Objectives**

1.12
2.12
	15	Number and Place Value
		
		Addition and Subtraction
			• Subitise up to 5
			• Recall number bonds for 0-5 and for 10
			• Be able to partition a number from 2-5 and 10 into two unequal or equal parts
			• Have an understanding of numbers to 10, linking names of numbers, numerals, their value, and their position in the counting order
				• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
				• Count, read and write numbers to 100 in numerals.
				• Given a number, identify one more and one less
				• 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.
				• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
				• Represent and use number bonds and related subtraction facts within 20
				• Add and subtract one-digit and two-digit numbers to 20, including zero.
				• Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9
					• Recognise the place value of each digit in a two-digit number (tens and ones).
					• Identify, represent, and estimate numbers using different representations using the number line.
					• Compare and order numbers from 0 up to 100; using <, > and = signs.
					• Read and write numbers to at least 100 in numerals and words.
					• Use place value and number facts to solve problems.
					• Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
					• 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
					• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Unit	**Hours**	**Domain**	**EYFS**	**Y1 National Curriculum Objectives**	**Y2 National Curriculum Objectives**

1.13 2.13	10	Fractions with Multiplication and Division	• Recall double facts up to 5+5 • Explore patterns of numbers within numbers to 10, including odds and evens • Be able to halve small groups of objects in practical situations	• Count in multiples of 2s, 5s and 10s. • 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, 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 quantities. • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3, and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Unit	**Hours**	**Domain**	**EYFS**	**Y1 National Curriculum Objectives**	**Y2 National Curriculum Objectives**

1.14
2.14
	5	Measurement : Capacity and Volume	• Compare sets of objects up to 10 in different contexts, considering size and difference
			• Develop an awareness of time passing and begin to use the language of time (next, before) to sequence personal events
			• Have an awareness of money through role play and practical experiences, reliably counting out up to 10p in pennies and 2ps
				• Compare, describe, and solve practical problems for:
				  ○ Capacity/volume (full/empty, more than, less than, quarter)
				  ○ Mass or weight (e.g. heavy/light, heavier than, lighter than)
				• Measure and begin to record the following:
				  ○ Capacity and volume
				  ○ Mass/weight
					• 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.
					• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (oC); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
					• Compare and order lengths, mass, volume/capacity and record the results using <, > and =

	5	Measurement : Time		• Compare, describe, and solve practical problems for:
				  ○ Time (quicker, slower, earlier, later)
				• Measure and begin to record the following:
				  ○ Time (hours, minutes, seconds)
				• Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening.
				• Recognise and use language related to dates, including days of the week, weeks, months, and years.
				• Tell the time to the hour and half past the hour and draw hands on a clock face to show these times.
					• Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on the clock face to show these times.
					• Know the number of minutes in an hour and the number of hours in a day.
					• Compare and sequence intervals of time.

Unit	**Hours**	**Domain**	**EYFS**	**Y1 National Curriculum Objectives**	**Y2 National Curriculum Objectives**

1.15 2.15	10	Geometry	• Develop, use and understand positional language • Explore 2D and 3D shape through construction and patterns	• Recognise and name common 2-D and 3-D shapes, including: ○ 2-D shapes (e.g. rectangles (including squares), circles and triangles). ○ 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). • • Describe position, directions, and movements, including half, quarter, and three-quarter turns. •	• 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. • Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. • Compare and sort common 2-D and 3-D shapes and everyday objects. 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)
Summer Holidays					

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