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HIAS MOODLE+ RESOURCE

HIAS Scheme of Learning for Mathematics

Medium Term Plans for Mixed Year One and Two

HIAS Maths Team
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Final version

Overview

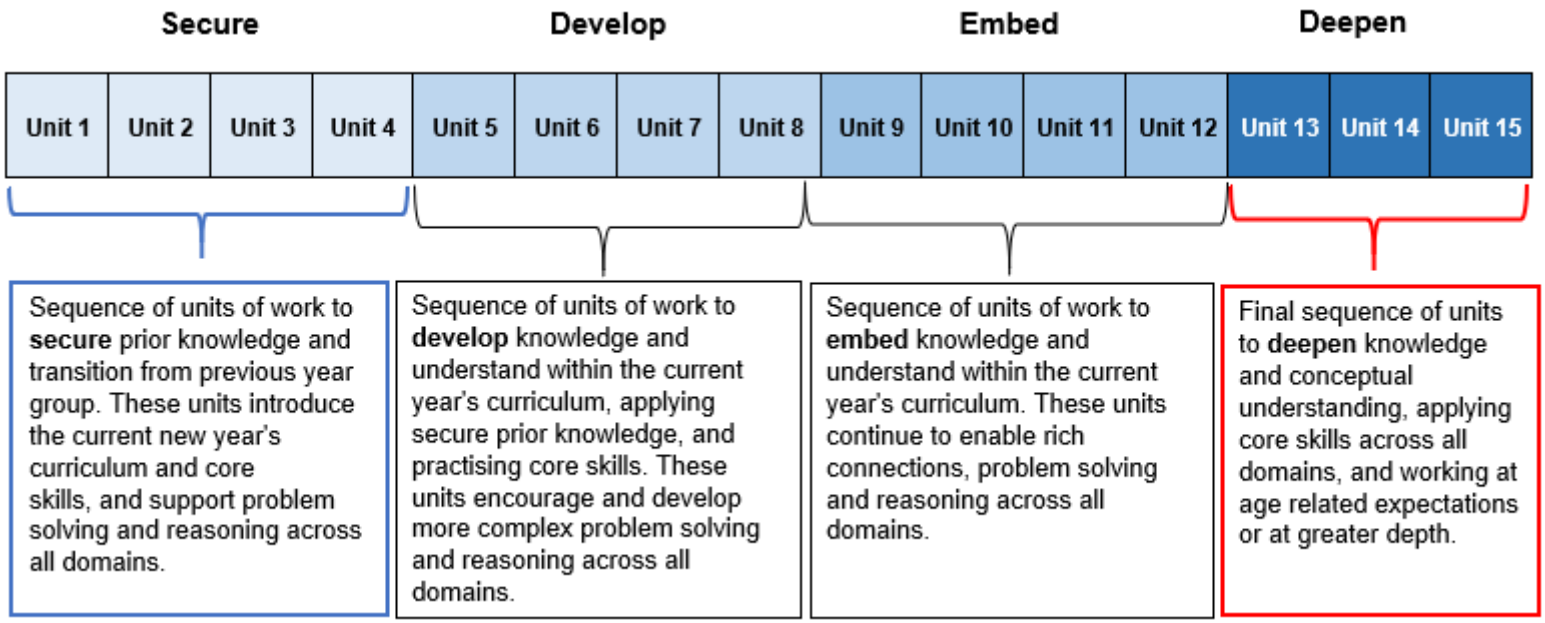
This document contains…
Long-term curriculum map for Y1 and 2
Medium-term overview plans for Y1 and 2 designed to support mixed age classes

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

Overview of curriculum intent



Key for assessment bands

AM1	AM2	AM3	ARE
Assessment Milestone 1	Assessment Milestone 2	Assessment Milestone 3	Assessment ARE

YEAR 1 and 2 Autumn Term

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
	1.1 2.1	20	Number: Place Value, Addition and Subtraction	• 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)
			I can…	• I can count to at least 50 forwards, beginning with 1 and backwards from 10. • I can count in 10s to 50. • I can find one more and one less. • I can solve problems in a context, finding one more and one less. • I can use objects and pictures to represent a number. • I can place a number on a number line. • I can order numbers. • I can compare numbers. • I can order events in my day. • I can partition numbers up to 5. • I can solve problems using partitioning.	• I can count to and across 100, forwards and backwards. • I can represent numbers using different representations. • I can order numbers up to 100. • I can reason where to put numbers on a number line. • I can find the nearest multiple of 10 on a number line. • I can compare and order numbers using <, > and = • I can solve problems that involve counting in steps of 10. • I can find one more/one less, two more/two less, bridging through tens and through one hundred. • I can solve problems using known facts • I can revisit number bonds to 10 and then 20. • I can find all the ways to partition any number up to 20. • I can partition numbers. • I can add and subtract a 2-digit number with a 1 digit with no bridging. • I can add and subtract 2-digit and a multiple of 10 • I can add and subtract within 20 using known facts. • I can use number bonds to solve missing number problems.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
	1.2 2.2	15	Measurement Addition and subtraction	• 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. • Solve problems in a practical context involving addition and subtraction of money of the same unit.
			I can…	• I can count in 1s. • I can count in 10s. • I can count in 1ps and 10ps. • I can compare lengths and heights. • I can use cubes to compare lengths. • I can partition numbers up to 7. • I can solve problems using partitioning.	• I can compare lengths using >, < and = • I can measure in centimetres (cms). • I can recognise the value of coins. • I can count in 2s, 5s and 10s. • I can find different combinations of coins that equal the same amounts of money, • I can add a 2-digit number with a 1 digit with no bridging in the context of money. • I can add 2-digit and multiples of 10 in the context of money. • I can add within 20. • I can add three one-digit numbers. • I can subtract a 2-digit number with a 1 digit with no bridging in the context of money. • I can subtract 2-digit and multiples of 10 in the context of money. • I can subtract within 20.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
	1.3 2.3	15	Multiplication and division Fractions with Geometry	• 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. • 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.
			I can…	• I can count in 2s. • I can recognise odd and even numbers. • I can share equally. • I can share into two equal groups. • I can recognise and name 2D shapes. • I can recognise half of a shape.	• I can count in 2, 5 and 10. • I can explore patterns when counting in 2s, 5s and 10s. • I can count in 3s from 0 • I can create arrays with concrete objects. • I can understand the difference between sharing and grouping. • I can solve problems involving groups of 2, 5 and 10 objects using pictorial recording. • I can recap properties of 2D and 3D shapes. • I can recognise and name half as one of two equal parts. • I can identify lines of symmetry within 2D shapes. • I can find a half and a quarter of 2D shapes. • I can count in fractional steps.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
	1.4 2.4	20	Number and PV Addition and Subtraction Statistic	• 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; o A two-digit number and ones o 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.
			I can…	• I can read and represent ‘teen’ numbers. • I can estimate position of numbers on a number line. • I can find one more and one less. • I can partition 6, 7, 8 and 9. • I can solve addition and subtraction problems.	• I can write numbers in words. • I can compare and order numbers using >, < and = • I can explore patterns when counting forwards and backwards in tens. • I can add and subtract one and ten. • I can add and subtract a two-digit number and ones without bridging. • I can add and subtract a two-digit number and ones with bridging. • I can explain information given in a pictogram and tally chart. • I can ask and answer simple questions about the information given in a pictogram and tally chart. • I can construct a simple pictogram and tally chart.
Christmas Holidays					

YEAR 1 and 2 Spring Term

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
	1.5 2.5	15	Addition and Subtraction	• 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.
			I can…	• I can count and order numbers. • I can partition 6, 7, 8 and 9. • I can use number bonds and related subtraction facts. • I can use number bonds to partition in different ways. • I can solve one-step problems. • I can use number bonds to 10. • I can represent 'teens' numbers. • I can use number bonds to solve one-step problems .	• I can add a two-digit number and ones without bridging. • I can add three one-digit numbers. • I can add two-digit number and tens. • I can add a two-digit number and ones with bridging. • I can subtract a two-digit number and ones without bridging. • I can subtract a two-digit and tens. • I can subtract a two-digit number and ones with bridging. • I can show that addition can be done in any order

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
		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 =
			I can…	• 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).	• I can recall the number of minutes in an hour. • I can show quarter past and quarter to on a clock face. • I can solve problems involving time. • I can recall the number of hours in a day. • I can compare and describe mass. • I can estimate mass. • I can estimate and measure mass.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives

	1.6
	2.6
		5	Fraction and Geometry	• I can 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 $\frac{1}{2}$.

			I can…	• I can recognise and name 2-D shapes. • I can recognise half and a quarter of a shape. • I can solve fraction of shape problems.	• I can identify and describe the properties of 2-D shapes. • I can identify and describe the properties of 3-D shapes. • I can identify and describe the properties of 2-D and 3-D shapes. • I can identify 2-D shapes on the surface of 3-D shapes. • I can recognise a fraction of a shape.
		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.
			I can…	• I can count in multiples of twos. • I can solve multiplication one-step problems • I can solve division one-step problems. • Assessment Opportunity • I can count in multiples of tens. • I can solve one-step multiplication problems. •	• I can represent multiplication facts pictorially. • I can represent multiplication facts as arrays. • I can solve multiplication problems, using pictorial representations. • I can solve multiplication problems involving unknown facts, using pictorial representations. • I can solve multiplication problems in context. • I can solve division problems in context.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
	1.7 2.7	15	Number and Place Value Addition and Subtraction Statistics	• 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. • 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.
			I can…	• I can count in tens. • I can find one more and one less. • I can find ten more. • I can use number bonds to 10. • I can solve one-step addition and subtraction problems. • I can reason using known facts. • I can problem solve using number bonds to 10.	• I can derive and use related facts. • I can add multiples of 10 to any number. • I can recognise and use the inverse. • I can solve one-step problems. • I can count in steps of 2s, 5s, 10s, and 3s. • I can interpret simple tally charts. • I can interpret simple pictograms. • I can ask and answer simple question. • I can construct simple pictograms, tally charts, block diagrams and simple tables.

		1.8 2.8	10	Addition and Subtraction with Money Fractions	• 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.
				I can…	• I can recognise and know the value of different coins. • I can identify one more. • I can count in tens. • I can count in coins. • I can order amounts. • I can compare amounts. • I can use number bonds to solve money problems. • I can represent 'teens' numbers using coins.	• I can solve simple addition problems in the context of money. • I can solve simple subtraction problems in the context of money to find change. • I can solve multiplication problems in the context of money. • I can find different combinations of coins that equal the same amounts of money. • I can recognise and find fractions of shape. • I can draw bar models to represent fractions. • I can find a fraction of a quantity.
Easter Holidays						

YEAR 1 and 2 Summer Term

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives

	1.11
	2.9
		5	Geometry and Measurement	• 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).
					• 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 =.
					• Compare and sort common 2-D and 3-D shapes and everyday objects.

			I can…	• I can recognise and name 2-D shapes. • I can recognise and name 3-D shapes. • I can compare 3-D shapes. • I can arrange 3-D shapes. • I can describe position, directions, and movements.	• I can describe rotational turns. • I can estimate and measure in millilitres. • I can measure temperature using a thermometer.
	1.9 2.9	5	Addition and Subtractions	• 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	• 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.
			I can…	• I can use the language of heavier and lighter. • I can compare mass. • I can measure and compare mass.	• I can add and subtract numbers. • I can add two two-digit numbers. • I can subtract two two-digit numbers. • I can solve problems with addition and subtraction.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives
	1.10 2.10	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. • 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
			I can…	• I can count in multiples of fives and tens. • I can count in multiples of fives to solve problems. • I can count in multiples of twos and tens to solve problems. • I can find half of a quantity. • I can solve problems involving grouping.	• I can recall and use multiplication and division facts for the 10 times table. • I can solve problems using multiplication and division facts for the 10 times table. • I can recall and use multiplication and division facts for the 2 times table. • I can solve problems using multiplication and division facts for the 2 times table. • I can recall and use multiplication and division facts for the 5 times table. • I can solve problems using multiplication and division facts for the 5 times table. • I can share objects equally by counting how many in each group. • I can solve two step problems using multiplication and division facts.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives

	1.12
	2.12
		15	Number Place Value
			Addition and Subtraction
				• 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.
					• 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 the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

			I can…	• I can position numbers on a number line. • I can position 'nearly numbers' on a number line. • I can find one more and one less of a given number. • I can use number bonds to 10 to solve problems. • I can use number bonds to 20 to solve problems. • I can use number bonds to 20 to solve problems. • I can use number bonds to 20 to solve problems.	• I can partition numbers in different ways. • I can partition number in tens and ones in different ways. • I can position numbers on a number line. • I can add and subtract a two-digit number and ones. • I can add and subtract a two-digit number and tens. • I can add and subtract two two-digit numbers without bridging. • I can add two two-digit numbers with bridging. • I can subtract two two-digit numbers with bridging. • I can add three one-digit numbers. • I can explain commutativity. • I can recognise the inverse calculation. • I can solve missing number problems. • I can solve two-step problems using addition and subtraction.
	1.13 2.13	10	Fractions with Multiplication and Division	• 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.
			I can…	• I can solve one-step multiplication problems. • I can solve one-step division problems by grouping. • I can identify equal and unequal parts. • I can find a quarter of a shape. • I can find quarter of a quantity.	• I can recognise, find, name and write fractions. • I can count in fractional steps. • I can solve problems by counting in fractional steps. • I can find fractions of a quantity. • I can solve problems involving fractions of quantity.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives

	1.14
	2.14
		10	Measurement	• 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 (°C); 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 =

			I can…	• I can compare and describe mass. • I compare and describe capacity. • I can solve practical problems for capacity. • I can solve practical problems for capacity using fractional language.	• I can find different combinations of coins that equal the same amounts of money. • I can solve two-step problems involving money. • I can measure length accurately. • I can measure mass accurately. • I can measure temperature accurately. • I can measure capacity accurately.

		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.

			I can…	• I can sequence events. • I can solve practical problems for time. • I can tell the time to the nearest hour and half past the hour. • I can draw the hands on a clock face.	• I can tell the time to 5 minutes. • I can compare and order time intervals. • I can order durations of time.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Y2 National Curriculum Objectives

	1.15
	2.15
		10	Geometry	• 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)

			I can…	• I can recognise and name 2-D shapes. • I can recognise and name 3-D shapes. • I can recognise and match 2-D shapes. • I can recognise and match 3-D shapes. • I can describe position. • I can describe directions and movements.	• I can identify and describe properties of 2-D shapes. • I can identify and describe properties of 3-D shapes. • I can use positional and directional language.
Summer Holidays					

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