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| **Year 1: addition and subtraction** |
| End of year expectations End of year 1 addition and subtraction:Pupils should be taught to: 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.
 | Develop links with:* Multiplication and division
* Measurement
* Statistics
* Geometry
 |
| Early Learning Goal 11: NumbersChildren count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find an answer. They solve problems, including doubling, halving and sharing.   |
| **Autumn** | **Spring** | **Summer** |
|  |  | Pupils should be taught to: 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.
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| **Year 1: multiplication and division** |
| End of year expectationsPupils should be taught to: 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.  | Develop links with* Addition and subtraction
* Measurement
* Fractions
 |
| Early Learning Goal 11: NumbersChildren count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find an answer. They solve problems, including doubling, halving and sharing.  |
| Autumn | Spring | Summer |
|  |  | Pupils should be taught to: 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.  |

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| **Year 1 Fractions** |
| End of year expectations Pupils should be taught to: * 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.
 | Develop links with:* Number and place value
* Multiplication and division
* Measurement
* Geometry
 |
| Early Learning Goal 11: NumbersChildren count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find an answer. They solve problems, including doubling, halving and sharing.   |
| Autumn | Spring | Summer |
|  | *
 | * 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.  |

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| **Year 2 Measurement** |
| End of year expectations Pupils should be taught to: Pupils should be taught to: compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (quicker, slower, earlier, later) measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes 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 relating to dates, including days of the week, weeks, months and years  tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | Develop links with:* Multiplication and division
* Fractions
* Geometry
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| Early Learning Goal 12: Shape, space and measuresChildren use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.  |
| Autumn | Spring | Summer |
|  |  |  Pupils should be taught to: End of year 1 knowledge Pupils should be taught to: compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (quicker, slower, earlier, later) measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes 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 relating to dates, including days of the week, weeks, months and years  tell the time to the hour and half past the hour and draw the hands on a clock face to show these times |

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| **Year 1 Geometry** |
| End of year expectations End of year 1 knowledge: Geometry properties of shapesPupils should be taught to: 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). .  End of year 1 knowledge: Geometry position and directionPupils should be taught to: describe position, directions and movements, including half, quarter and three-quarter turns.  | Develop links with:* Number and place value
* Multiplication and division
* Fractions
* Geometry
 |
| Early Learning Goal 12: Shape, space and measuresChildren use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.  |
| Autumn | Spring | Summer |
|  |  | End of year 1 knowledge: Geometry properties of shapesPupils should be taught to: 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). .  End of year 1 knowledge: Geometry position and directionPupils should be taught to: describe position, directions and movements, including half, quarter and three-quarter turns.  |