

Years 1 & 2					
	Strand/concept	Small Steps	NC Objective Year 1	NC Objective Year 2	TA Framework for end of KS1
Autumn Term	Number and Place Value (3 weeks)	All - Up to 50 • Sorting, ordering and counting objects • Recognising and writing numbers as words • Counting on from any number and back from 10 • 1 more and 1 less • Smaller than, larger than, equal to • Number lines Year 2 • Use place value chart • Partition • Count in 2s, 3s 5s, 10s	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 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 and write numbers from 1 to 20 in numerals and words.	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems.	read scales in divisions of ones, twos, fives and tens partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
	Addition and Subtraction (5 weeks)	• Part-whole models • fact families - bonds to 10 (extended to 100 for year 2) • addition - adding 1, adding problems, finding a part etc. (across 10 and up to two 2 digit numbers for year 2) • subtractions - finding a part, take away, number lines etc. (across 10 and up to two 2 digit numbers for year 2) • doubling and halving • missing number problems Year 2 • 10 more or 10 less	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 $7 = \square - 9$.	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 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	add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)

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		mixed addition and subtraction problems		show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	
	Multiplication and Division (4 weeks)	- Equal groups - recognising, making and adding, grouping and sharing - Making and using arrays - Count up in 2s, 5s and 10s - doubling and halving Year 2 - introduce multiplication symbol and multiplication sentences - odd and even numbers - dividing by 2, 5 and 10	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.	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 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.	recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
	Number and Place Value (2 weeks)	All - Up to 100 - Sorting, ordering and counting objects - Recognising and writing numbers as words - Counting on from any number and back from 10 1 more and 1 less	(See above)	(See above)	(see above)

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		- Smaller than, larger than, equal to - Number lines - Partitioning Year 2 - Use place value chart - Count in 2s, 3s 5s, 10s			
Spring Term	Money (1 week)	- unitising - recognising coins and notes - counting in coins (and notes for year 2, extending to using £ and p) Year 2 - Making the same amount in different ways - comparing amounts of money - calculate with money - find change	recognise and know the value of different denominations of coins and notes	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	use different coins to make the same amount
	Length and Height (1 week)	- Comparing and ordering lengths and heights (using >, < and = for year 2) - Measure length using objects - Measure length in cm (extend to m for year 2)	compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)	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 =	
	Fractions (3 weeks)	recognise and find half of an object, shape and quantity	recognise, find and name a half as one of two equal parts of an object, shape or quantity	recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity	identify 1/4 , 1/3 , 1/2 , 2/4 , 3/4 of a number or shape, and know that all

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		- recognise and find one quarter of an object, shape and quantity (extending to recognising equivalence of a half and two quarters, and recognising and find three quarters for year 2) Year 2 - Recognising and finding a third - finding the whole - write and read unit and non-unit fractions - counting up in fractions up to 1 whole	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	parts must be equal parts of the whole
	Time (1 week)	- time vocabulary including days of the week and months of the year - understand hours, minutes and seconds (extending to how many minutes in an hour etc. for year 2) - O'clock and half past - telling the time (extending to quarter past and quarter to for year 2) Year 2 - Telling the time to 5 minutes	measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) sequence events in chronological order using language [for example, 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.	compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day.	read the time on a clock to the nearest 15 minutes
	Mass, Capacity, Volume & temperature (2 weeks)	- Compare using heavier, lighter, full, empty etc. - measure mass, volume and capacity using objects (using g, kg, ml, and l for year 2)	compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	

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		Year 2 measure temperature	than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)	compare and order lengths, mass, volume/capacity and record the results using >, < and =	
	Shape (2 weeks)	- Recognise and name 2D and 3D shapes (counting sides, vertices, faces etc. for year 2) - Patterns with shapes (including lines of symmetry for year 2)	recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	identify and describe the properties of 2-D shapes, including the number of sides and line 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.	name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.
Summer Term	Position and Direction (1 week)	- describe turns, movement and position using mathematical language and ordinal numbers - shape patterns with turns	describe position, direction and movement, including whole, half, quarter and three quarter turns.	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 anticlockwise).	
	Statistics (2 weeks)	Year 2 - interpret and construct tally charts, tables and block diagrams - interpret and construct pictograms (1-1)		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 sorting the categories by quantity	

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		interpret and construct pictograms (using 2, 5 and 10)		ask and answer questions about totalling and comparing categorical data.	
	<i>9 weeks for consolidation, recapping etc.</i>				