

**Year 1 and 2**

	<b>Strand/concept</b>	<b>Small Steps</b>	<b>NC Objective Year 1</b>	<b>NC Objective Year 2</b>	<b>TA Framework for end of KS1</b>
<b>Autumn term</b>	<b>Number and Place Value</b> (3 weeks)	<p>All - Up to 50</p> <ul style="list-style-type: none"> <li>• Sorting, ordering and counting objects</li> <li>• Recognising and writing numbers as words</li> <li>• Counting on from any number and back from 10</li> <li>• 1 more and 1 less</li> <li>• Smaller than, larger than, equal to</li> <li>• Number lines</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Use place value chart</li> <li>• Partition</li> <li>• Count in 2s, 3s 5s, 10s</li> </ul>	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>• Given a number, identify one more and one less</li> <li>• 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</li> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<ul style="list-style-type: none"> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• Identify, represent and estimate numbers using different representations, including the number line</li> <li>• Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• Read and write numbers to at least 100 in numerals and in words</li> <li>• Use place value and number facts to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Read scales in divisions of ones, twos, fives and tens</li> <li>• Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</li> </ul>
	<b>Addition and Subtraction</b> (5 weeks)	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Part-whole models</li> <li>• Fact families - bonds to 10 (extended to 100 for year 2)</li> <li>• Addition - adding 1, adding problems, finding a part etc. (across 10 and up to two 2 digit numbers for year 2)</li> <li>• Subtractions - finding a part, take away, number lines etc. (across 10 and up to two 2 digit numbers for year 2)</li> <li>• Doubling and halving</li> <li>• Missing number problems</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• Represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• Add and subtract numbers using concrete objects,</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)</li> <li>• 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 <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>,</li> </ul>

		<p>Year 2</p> <ul style="list-style-type: none"> <li>• 10 more or 10 less</li> <li>• Mixed addition and subtraction problems</li> </ul>	<p>representations, and missing number problems such as <math>7 = \square - 9</math>.</p>	<p>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</p> <ul style="list-style-type: none"> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<p>then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</p>
	<p><b>Multiplication and Division</b> (4 weeks)</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Equal groups - recognising, making and adding, grouping and sharing</li> <li>• Making and using arrays</li> <li>• Count up in 2s, 5s and 10s</li> <li>• Doubling and halving</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Introduce multiplication symbol and multiplication sentences</li> <li>• Odd and even numbers</li> <li>• Dividing by 2, 5 and 10</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and</li> </ul>	<ul style="list-style-type: none"> <li>• Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</li> </ul>

				multiplication and division facts, including problems in contexts.	
	<b>Number and Place Value</b> (2 weeks)	<p>All - Up to 100</p> <ul style="list-style-type: none"> <li>• Sorting, ordering and counting objects</li> <li>• Recognising and writing numbers as words</li> <li>• Counting on from any number and back from 10</li> <li>• 1 more and 1 less</li> <li>• Smaller than, larger than, equal to</li> <li>• Number lines</li> <li>• Partitioning</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Use place value chart</li> <li>• Count in 2s, 3s 5s, 10s</li> </ul>	<i>(See above)</i>	<i>(See above)</i>	<i>(See above)</i>
<b>Spring term</b>	<b>Money</b> (1 week)	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Unitising</li> <li>• Recognising coins and notes</li> <li>• Counting in coins (and notes for year 2, extending to using £ and p)</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Making the same amount in different ways</li> <li>• Comparing amounts of money</li> <li>• Calculate with money</li> <li>• Find change</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and know the value of different denominations of coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• Find different combinations of coins that equal the same amounts of money</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<ul style="list-style-type: none"> <li>• Use different coins to make the same amount</li> </ul>
	<b>Length and Height</b> (1 week)	<ul style="list-style-type: none"> <li>• Comparing and ordering lengths and heights (using &gt;, &lt; and = for year 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: lengths and heights [for example, long/short,</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height in any</li> </ul>	

		<ul style="list-style-type: none"> <li>Measure length using objects</li> <li>Measure length in cm (extend to m for year 2)</li> </ul>	<p>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]</p> <ul style="list-style-type: none"> <li>Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)</li> </ul>	<p>direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	
	<b>Fractions (3 weeks)</b>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Recognise and find half of an object, shape and quantity</li> <li>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)</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Recognising and finding a third</li> <li>Finding the whole</li> <li>Write and read unit and non-unit fractions</li> <li>Counting up in fractions up to 1 whole</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a number or shape, and know that all parts must be equal parts of the whole</li> </ul>
	<b>Time (1 week)</b>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Time vocabulary including days of the week and months of the year</li> <li>Understand hours, minutes and seconds (extending to how many minutes in an hour etc. for year 2)</li> </ul>	<ul style="list-style-type: none"> <li>Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)</li> <li>Sequence events in chronological order using language [for example, before</li> </ul>	<ul style="list-style-type: none"> <li>Compare and sequence intervals of time</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Read the time on a clock to the nearest 15 minutes</li> </ul>

		<ul style="list-style-type: none"> <li>● O'clock and half past - telling the time (extending to quarter past and quarter to for year 2)</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>● Telling the time to 5 minutes</li> </ul>	<p>and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <ul style="list-style-type: none"> <li>● Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>● Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	<ul style="list-style-type: none"> <li>● Know the number of minutes in an hour and the number of hours in a day.</li> </ul>	
<p><b>Summer term</b></p>	<p><b>Mass, Capacity, Volume &amp; temperature (2 weeks)</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>● Compare using heavier, lighter, full, empty etc.</li> <li>● Measure mass, volume and capacity using objects (using g, kg, ml, and l for year 2)</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>● Measure temperature</li> </ul>	<ul style="list-style-type: none"> <li>● 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]</li> <li>● Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	
	<p><b>Position and Direction (1 week)</b></p>	<ul style="list-style-type: none"> <li>● Describe turns, movement and position using mathematical language and ordinal numbers</li> <li>● Shape patterns with turns</li> </ul>	<ul style="list-style-type: none"> <li>● Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>● Order and arrange combinations of mathematical objects in patterns and sequences</li> <li>● 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-</li> </ul>	

				quarter turns (clockwise and anticlockwise).	
	<b>Statistics (2 weeks)</b>	<p>Year 2</p> <ul style="list-style-type: none"> <li>● Interpret and construct tally charts, tables and block diagrams</li> <li>● Interpret and construct pictograms (1-1)</li> <li>● Interpret and construct pictograms (using 2, 5 and 10)</li> </ul>		<ul style="list-style-type: none"> <li>● Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>● Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>● Ask and answer questions about totalling and comparing categorical data.</li> </ul>	
	Consolidation				