



CROFTLANDS INFANT AND NURSERY SCHOOL

		Year 1	Year 2
Autumn Term 1	1	<ul style="list-style-type: none"> *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 * read and write numbers from 1 to 20 in numerals and words. Estimating, reciting numbers Recognising and estimating more or less than 10/20 Saying a number before and after a given number to 20	<ul style="list-style-type: none"> * compare and order numbers from 0 up to 100; use <, > and = signs * identify, represent and estimate numbers using different representations, including the number line *count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * read and write numbers to at least 100 in numerals and in words Say 1 more/1 less Estimate quantities Counting in 10s
	2	<ul style="list-style-type: none"> * represent and use number bonds and related subtraction facts within 20 (to 5) * add and subtract one-digit and two-digit numbers to 20, including zero Partitioning 5, number bonds up to 10 Adding 1, 2, 3, 4 by counting on	<ul style="list-style-type: none"> * recall and use addition and subtraction facts to 20 fluently * a two-digit number and tens * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: Writing place value additions for 2 digit numbers Using place value addition and subtraction Number bonds to 10 and 20 Using symbol to represent the missing number
	3	<ul style="list-style-type: none"> * recognise and know the value of different denominations of coins and notes (adding 1p & 2p coins to make 10p) To recognise coins up to 20p Order coins from lowest to highest value Use coins to make amounts up to 20p	<ul style="list-style-type: none"> *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 Know how much each coin is Add and subtract 10 using coins
	4	<ul style="list-style-type: none"> *read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs * 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 $7 - 9 =$. Count back and record subtraction sentences Add and subtract 1 or 2 Solve real life problems involving subtraction	<ul style="list-style-type: none"> *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 Use pairs to 10 to find amount to next 10 (number bonds to 20) Missing numbers to solve number bond
	5	<ul style="list-style-type: none"> * count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Doubles 1 to 5 Odd and even Introduce concept of multiplication	<ul style="list-style-type: none"> *count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Finding doubles to 20 Odd and even Introduce concept of multiplication

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	6	<ul style="list-style-type: none"> *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 and name common 2-D and 3-D shapes, including: * 2-D shapes [for example, rectangles (including squares), circles and triangles] <p>Halving shapes and finding quarters</p>	<ul style="list-style-type: none"> *recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity *write simple fractions for example, $\frac{1}{2} = \frac{3}{6}$ and recognise the equivalence of $\frac{2}{4} = \frac{1}{2}$ *identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line <p>Halving shapes, finding quarter, $\frac{3}{4}$s, $\frac{1}{3}$</p>
	7	<ul style="list-style-type: none"> * 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. <p>Days of the week, months of the year, using chronological language to describe key events in the day Telling the time to the hour and half hour</p>	<ul style="list-style-type: none"> * 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. <p>Read the time to hour, half past on analogue and digital clock Tell the time in half hour intervals Tell the time as quarter past the hour</p>
Autumn Term 2	8	Assessment week	
	9	<ul style="list-style-type: none"> *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 $7 - 9 =$. <p>Partitioning 10 into pairs Find 1 & 2 more up to 20/2 digit numbers</p>	<ul style="list-style-type: none"> * 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 <p>Addition facts to 20 – recognise a symbol as an unknown number Add single digit numbers to two digit numbers not bridging 10 Add single digit to 2 digit number by bridge multiples of 10</p>
	10	<ul style="list-style-type: none"> *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 $7 - 9 =$. <p>Partitioning 10 into pairs Find 1 & 2 less up to 20/2 digit numbers</p>	<ul style="list-style-type: none"> * 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 <p>Subtract facts to 20 – recognise a symbol as an unknown number Subtract single digit numbers to two digit numbers not bridging 10 Subtract single digit to 2 digit number by bridge multiples of 10</p>
	11	<ul style="list-style-type: none"> *compare, describe and solve practical problems for: * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] *describe position, direction and movement, including whole, half, quarter and three-quarter turns. <p>Finding more or less than a metre Measuring in metres Comparing lengths</p>	<ul style="list-style-type: none"> * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers *compare and order lengths and record the results using $>$, $<$ and $=$ * 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). <p>Measuring in cm, comparing lengths</p>
	12	Assess and Review	

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Spring Term 1	1	<ul style="list-style-type: none"> * 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 <p>More/less, most/least 10 more / 10 less</p>	<ul style="list-style-type: none"> * identify, represent and estimate numbers using different representations, including the number line * compare and order numbers from 0 up to 100; use <, > and = signs * use place value and number facts to solve problems. <p>Rounding up to the nearest 10 Compare numbers using $\leq \geq$ Use ordinal numbers</p>
	2	<ul style="list-style-type: none"> *read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 <p>Number bonds to 7, 8, 9, 10 Spotting number bonds or sums</p>	<ul style="list-style-type: none"> * 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: * adding three one-digit numbers <p>Adding 3 numbers Spotting pairs and doubles in adding 3 numbers Understanding the order doesn't change the total Solving real life problems</p>
	3	<ul style="list-style-type: none"> * recognise and know the value of different denominations of coins and notes <p>Know the value of each coin to £2 Begin to find what coins can be used to pay a given amount up to 20p Find 10p less than or more than a given amount</p>	<ul style="list-style-type: none"> *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 <p>Making totals and giving change using 2, 2 digit numbers</p>
	4	<ul style="list-style-type: none"> *compare, describe and solve practical problems for: * mass/weight [for example, heavy/light, heavier than, lighter than] * mass/weight <p>Order different weights Estimate and find objects that are heavier and lighter More or less than a kg</p>	<ul style="list-style-type: none"> * choose and use appropriate standard units to estimate and measure mass (kg/g); to the nearest appropriate unit, scales *compare and order mass, and record the results using >, < and = <p>Know that weight can be measured in k, g Compare objects with kg, 100g</p>
	5	<ul style="list-style-type: none"> *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. <p>Understanding multiplication as repeated addition Counting and grouping in 2s, 5s, 10s</p>	<ul style="list-style-type: none"> *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 (x) 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. <p>Solving word problems Record multiplication facts and arrays for the 5/10 times table Recognise multiples of 2, 5, 10</p>
Spring Term 2	6	<ul style="list-style-type: none"> *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. <p>Understanding multiplication as repeated addition Share into groups</p>	<ul style="list-style-type: none"> *recall 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 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

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		<p>methods, and multiplication and division facts, including problems in contexts.</p> <p>Solving word problems</p> <p>Record division facts and arrays for the 5/10 times table</p> <p>Look at how division is the inverse of multiplication</p>
	7	<p>* recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Use cubes to find half a number</p> <p>Understand that a quarter is half of half</p>
	8	<p>*compare, describe and solve practical problems for:</p> <p>* lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>Finding difference between length relating to real life problems</p>
	9	<p>*compare, describe and solve practical problems for:</p> <p>* capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Measure liquids using non standard units</p>
	10	Assessment Week
Summer Term 1	1	<p>*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.</p> <p>Multiplication and division stories</p>
	2	<p>*recognise and name common 2-D and 3-D shapes, including:</p> <p>* 2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>* 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p>Name and identify 2D and 3D shapes</p>
		<p>*recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>* calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>* show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>*solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Drawing arrays, creating multiplication problem and division problems, solving real life problems</p>
		<p>*identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>* identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>* identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>* compare and sort common 2-D and 3D shapes and everyday objects.</p> <p>Name and identify 2D and 3D shapes and their properties</p> <p>Count the number of corners of common 3D shape and describe them</p>

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	3	<ul style="list-style-type: none"> * 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 Place value, ordering numbers based on place value 10 more/10 less Find a number between 2 multiples of 10	<ul style="list-style-type: none"> * recognise the place value of each digit in a two-digit number (tens, ones) Halving and doubling using partitioning Understanding the value of each digit in a 3 digit number
	4	<ul style="list-style-type: none"> * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7-9=$. Solve real life problems	<ul style="list-style-type: none"> * 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 * ask and answer questions about totalling and comparing categorical data. Collecting data and using it to solve problems
	5	<ul style="list-style-type: none"> * recognise and know the value of different denominations of coins and notes * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7-9=$. Making totals to 20p, finding the difference between 2 amounts, finding totals adding 10p/20p, giving change	<ul style="list-style-type: none"> * 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 Solving problems involving addition and subtraction, finding change from £1. Knowing whether to use addition or subtraction to solve a problem
	6	Key Stage One Assessment Weeks	
	7		
Summer Term 2	8	Flexible weeks to pick up misconceptions from KS1 assessments	
	9		
	10	<ul style="list-style-type: none"> * tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Telling the time to the hour and half hour Solving time problems involving half hour intervals Recap on days of the week/months of the year	<ul style="list-style-type: none"> * 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. Telling the time to 5 minute intervals
	11	<ul style="list-style-type: none"> * 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. Solving problems involving sets of objects	<ul style="list-style-type: none"> * 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.
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