

# Year 1 – Maths Teaching Overview



<b>Autumn 1</b>		
Number and place value ( <b>NPV</b> ); Mental addition and subtraction ( <b>MAS</b> )	Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays to 6 without counting; identify a number 1 more (next number in count)	<ul style="list-style-type: none"> <li>count in 1s to 20</li> <li>count up to 20 objects.</li> </ul>
		<ul style="list-style-type: none"> <li>count and order numbers to 10.</li> </ul>
		<ul style="list-style-type: none"> <li>count in 1s to 20</li> <li>count up to 20 objects</li> <li>begin to estimate a quantity (&lt;50).</li> </ul>
		<ul style="list-style-type: none"> <li>recognise dice and domino numbers without counting.</li> </ul>
		<ul style="list-style-type: none"> <li>say the number 1 more than (next number) 1–20.</li> </ul>
Mental addition and subtraction ( <b>MAS</b> )	Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences	<ul style="list-style-type: none"> <li>find pairs that make 5</li> <li>match pairs that make 5 to number sentences.</li> </ul>
		<ul style="list-style-type: none"> <li>find pairs which make 5</li> <li>find the missing number in number sentences.</li> </ul>
		<ul style="list-style-type: none"> <li>find pairs that make 6</li> <li>match pairs that make 6 to number sentences.</li> </ul>
		<ul style="list-style-type: none"> <li>find pairs which make 10</li> <li>match pairs that make 10 to number sentences</li> <li>begin to understand that addition is commutative, i.e. the order does not matter.</li> </ul>
		<ul style="list-style-type: none"> <li>find pairs which make 10</li> <li>find the missing number in number sentences</li> <li>subitise fingers to 10.</li> </ul>
Mental multiplication and division ( <b>MMD</b> ); Mental addition and subtraction ( <b>MAS</b> ); Number and place value ( <b>NPV</b> )	Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less	<ul style="list-style-type: none"> <li>double numbers 1 to 5 using fingers to help.</li> </ul>
		<ul style="list-style-type: none"> <li>say the ‘next number’ for any number up to 20</li> <li>find 1 more.</li> </ul>
		<ul style="list-style-type: none"> <li>find 2 more than any number to 18.</li> </ul>
		<ul style="list-style-type: none"> <li>count back 1 and find 1 less than numbers up to 10.</li> </ul>
		<ul style="list-style-type: none"> <li>count back 1 and find 1 less than numbers up to 10.</li> </ul>
Geometry: properties of shapes ( <b>GPS</b> ); Statistics ( <b>STA</b> )	Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams	<ul style="list-style-type: none"> <li>recognise, name and describe squares, rectangles, circles and triangles.</li> </ul>
		<ul style="list-style-type: none"> <li>begin to recognise basic line symmetry.</li> </ul>
		<ul style="list-style-type: none"> <li>recognise properties of 2D shapes</li> <li>use Venn diagrams to sort 2D shapes, begin to place shapes in the intersection.</li> </ul>

		<ul style="list-style-type: none"> <li>• use Venn diagrams to sort objects</li> <li>• begin to place objects in the intersection.</li> </ul>
		<ul style="list-style-type: none"> <li>• use Carroll diagrams to sort objects.</li> </ul>
Number and place value (NPV); Mental addition and subtraction (MAS)	Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set	<ul style="list-style-type: none"> <li>• read and write numbers to 20 in figures and in words.</li> <li>• read, write, count and order numbers 0–20.</li> <li>• identify the number 1 more (1–20)</li> <li>• identify the number 1 less (1–20).</li> <li>• begin to estimate a quantity (&lt;50) and count to check</li> <li>• understand and use 0 to represent the empty set.</li> <li>• begin to estimate a quantity of objects and count to check</li> <li>• recognise and use 0 to represent an empty set.</li> </ul>
<b>Autumn 2</b>		
Number and place value (NPV)	Understand and make teen numbers (10 and some 1s); compare and order numbers to 20, then 30; find the number between two numbers with a difference of 2; understand and use ordinal numbers	<ul style="list-style-type: none"> <li>• recognise teen numbers</li> <li>• understand teen numbers are one 10 and some 1s.</li> <li>• begin to identify 10s and 1s in 2-digit numbers</li> <li>• recognise teen numbers as one 10 and some 1s.</li> <li>• order numbers 1–20</li> <li>• put three numbers in order</li> <li>• begin to find a number in between two given numbers with a difference of 2.</li> <li>• order numbers 1–30</li> <li>• identify the larger and the smaller of two numbers</li> <li>• begin to put three numbers in order.</li> <li>• use ordinal numbers to describe position</li> <li>• read and recognise ordinal numbers (1st to 10th).</li> </ul>
Mental addition and subtraction (MAS)	Revise bonds to 5, 6 and 10; find pairs which make 7; use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems	<ul style="list-style-type: none"> <li>• recognise pairs to 5, 6 and 10.</li> <li>• find pairs of numbers with a total of 7.</li> <li>• use known addition facts for 5 and 6 to solve subtractions.</li> <li>• use known addition facts for 10 to solve subtractions.</li> <li>• use number facts to solve simple word problems.</li> </ul>
Geometry: position and direction (GPD); Measurement (MEA)	Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units	<ul style="list-style-type: none"> <li>• describe position and direction using appropriate vocabulary.</li> <li>• use language of position, direction and movement.</li> </ul>

		<ul style="list-style-type: none"> <li>compare lengths and heights using direct comparison</li> <li>use uniform non-standard units to measure length.</li> </ul>
		<ul style="list-style-type: none"> <li>estimate and measure lengths using uniform non-standard units</li> <li>begin to use standard units.</li> </ul>
		<ul style="list-style-type: none"> <li>measure lengths using uniform units</li> <li>understand that cm is a measure of length</li> <li>recognise and name a ruler.</li> </ul>
Mental addition and subtraction ( <b>MAS</b> ); Mental multiplication and division ( <b>MMD</b> )	Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting back; begin to add three small numbers by spotting bonds to 10 or doubles (1–6)	<ul style="list-style-type: none"> <li>add 1, 2 and 3 by counting on.</li> </ul>
		<ul style="list-style-type: none"> <li>subtract 1, 2 and 3 by counting back.</li> </ul>
		<ul style="list-style-type: none"> <li>add and subtract 1, 2 and 3 by counting on or back.</li> </ul>
		<ul style="list-style-type: none"> <li>add three small numbers by spotting 10 or doubles.</li> </ul>
		<ul style="list-style-type: none"> <li>add three small numbers by spotting 10 or doubles.</li> </ul>
Number and place value ( <b>NPV</b> ); Measurement ( <b>MEA</b> )	Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s	<ul style="list-style-type: none"> <li>order numbers to 20</li> <li>identify the smallest and largest of two or three numbers</li> <li>begin to say numbers that fall between two numbers (to 20).</li> </ul>
		<ul style="list-style-type: none"> <li>recognise, name and know value of coins (1p, 2p, 5p, 10p, 20p, 50p, &amp;pound;1, &amp;pound;2).</li> </ul>
		<ul style="list-style-type: none"> <li>recognise and name coins 1p–&amp;pound;2</li> <li>make amounts of money using coins (pence).</li> </ul>
		<ul style="list-style-type: none"> <li>make teen numbers using 10p and 1p coins</li> <li>recognise that teen numbers are one 10 and some 1s.</li> </ul>
		<ul style="list-style-type: none"> <li>recognise, name and know the value of coins</li> <li>make amounts 1p–19p using 10p and 1p coins.</li> </ul>
<b>Spring 1</b>		
Number and place value ( <b>NPV</b> ); Mental addition and subtraction ( <b>MAS</b> )	Say the number one more or less and two more or less using a number line or a 100-square; locate 2-digit numbers on a 100-square and a 1-100 bead string; read, write and say 2-digit numbers and understand them as some tens and some ones	<ul style="list-style-type: none"> <li>say the number 1 more than any number less than 100</li> <li>say the number 1 less than any number less than 100</li> <li>recognise that the number 1 less than a 10s number ends in 9 (i.e. 29 is 1 less than 30) and that the number 1 more than a 10s number ends in 1 (i.e. 31 is 1 more than 30).</li> </ul>
		<ul style="list-style-type: none"> <li>say the number 2 more than any number less than 100</li> <li>say the number 2 less than any number less than 100</li> <li>recognise that a number 2 less than a 10s number ends in 8 (e.g. 28 is 2 less than 30) and that a number 2 more than a 10s number ends in a 2 (e.g. 32 is 2 more than 30).</li> </ul>

		<ul style="list-style-type: none"> <li>locate a 2-digit number on a 100-square</li> <li>locate a 2-digit number on a 1–100 line.</li> </ul>
		<ul style="list-style-type: none"> <li>locate a 2-digit number on a bead string or 1–100 number square.</li> <li>understand that a 2-digit number is some 10s and some 1s.</li> </ul>
		<ul style="list-style-type: none"> <li>read and write 2-digit numbers in numerals.</li> </ul>
Mental addition and subtraction ( <b>MAS</b> ); Mental multiplication and division ( <b>MMD</b> )	Revise pairs to 5, 6, 7, 10 and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown; use number facts to solve simple addition and subtraction word problems; find pairs of numbers with a total of 8	<ul style="list-style-type: none"> <li>say or write the bonds to 10.</li> </ul>
		<ul style="list-style-type: none"> <li>say or write all bonds to 10</li> <li>write addition and subtraction sentences using bonds to 10.</li> </ul>
		<ul style="list-style-type: none"> <li>say or write doubles to double 6</li> <li>say or write all bonds to 5, 6 and 7</li> <li>use known number facts to derive subtraction facts.</li> </ul>
		<ul style="list-style-type: none"> <li>use known number facts to answer problems in number stories</li> <li>understand and solve number stories.</li> </ul>
		<ul style="list-style-type: none"> <li>say or write all number pairs to 8.</li> </ul>
Mental addition and subtraction ( <b>MAS</b> )	Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number	<ul style="list-style-type: none"> <li>add two numbers by counting on from the larger number</li> <li>begin to count on using fingers, placing the larger number in their hand.</li> </ul>
		<ul style="list-style-type: none"> <li>count on in 1s from any number to 30</li> <li>use counting on to add a smaller number to a larger number.</li> </ul>
		<ul style="list-style-type: none"> <li>count on in 1s from any 2-digit number</li> <li>relate counting on to addition</li> <li>use fingers to count on and solve additions.</li> </ul>
		<ul style="list-style-type: none"> <li>add by counting on from the larger number</li> <li>relate counting on to addition</li> <li>count on in 1s from any 2-digit number.</li> </ul>
		<ul style="list-style-type: none"> <li>add by counting on from the larger number</li> <li>identify units patterns in addition, e.g. if <math>6 + 2 = 8</math> then <math>16 + 2 = 18</math>, <math>26 + 2 = 28</math>, etc.</li> </ul>
Geometry: properties of shapes ( <b>GPS</b> ); Measurement ( <b>MEA</b> )	Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons	<ul style="list-style-type: none"> <li>identify &amp; describe cube, cuboid, cone, cylinder, sphere.</li> </ul>
		<ul style="list-style-type: none"> <li>identify &amp; describe cube, cuboid, cone, cylinder, sphere.</li> </ul>

		<ul style="list-style-type: none"> <li>• identify &amp; describe cube, cuboid, cone, cylinder, pyramid, sphere</li> <li>• begin to sort 3D shapes according to simple properties.</li> </ul>
		<ul style="list-style-type: none"> <li>• name and know the order of the days of week.</li> </ul>
		<ul style="list-style-type: none"> <li>• begin to name and know the order of the months of year.</li> </ul>
Number and place value ( <b>NPV</b> ); Mental multiplication and division ( <b>MMD</b> )	Count on and back in tens from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; chn begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s	<ul style="list-style-type: none"> <li>• count on and back in tens from any number (to 100)</li> <li>• say the number 10 more or 10 less than a given number.</li> </ul>
		<ul style="list-style-type: none"> <li>• begin to count in 5s (multiples of 5 to 100)</li> <li>• identify the pattern of numbers ending in 5 and 0 when counting in 5s.</li> </ul>
		<ul style="list-style-type: none"> <li>• begin to recognise even numbers as being 2s numbers</li> <li>• begin to count in 2s to 20 and beyond.</li> </ul>
		<ul style="list-style-type: none"> <li>• estimate a quantity by choosing an appropriate range</li> <li>• count a quantity by grouping in 10s or 5s.</li> </ul>
		<ul style="list-style-type: none"> <li>• estimate a quantity helping to decide a given range</li> <li>• count a quantity by grouping in 10s or 5s.</li> </ul>
<b>Spring 2</b>		
Number and place value ( <b>NPV</b> ); Mental multiplication and division ( <b>MMD</b> ); Fractions, ratio and proportion ( <b>FRP</b> )	Recognise odd and even numbers; count objects in 2s, 5s and 10s and begin to say 2, 5 and 10 lots; find half, quarter and three-quarters of shapes; begin to know that two halves and four-quarters are a whole and that two-quarters is a half	<ul style="list-style-type: none"> <li>• identify odd and even numbers</li> <li>• identify 2s count as even numbers.</li> </ul>
		<ul style="list-style-type: none"> <li>• count in 2s to 20 &amp; beyond</li> <li>• count objects in 2s (early multiplication).</li> </ul>
		<ul style="list-style-type: none"> <li>• count objects by counting in 5s</li> <li>• count objects by counting in 10s.</li> </ul>
		<ul style="list-style-type: none"> <li>• divide shapes into halves and quarters</li> <li>• read <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math>.</li> </ul>
		<ul style="list-style-type: none"> <li>• fold symmetrical shapes into halves and quarters</li> <li>• recognise which shapes are divided into halves or quarters.</li> </ul>

<p>Mental addition and subtraction (<b>MAS</b>); Mental multiplication and division (<b>MMD</b>); Number and place value (<b>NPV</b>)</p>	<p>Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to 20; use number facts to solve word problems</p>	<ul style="list-style-type: none"> <li>• know pairs which make 8</li> <li>• begin to know pairs which make 9.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• double numbers 1 to 10 and begin to know them by heart</li> <li>• know how to read and write doubles both as double 6 and 6 + 6 for example.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• know by heart pairs of numbers which make 5, 6, 7, 8, 9 and 10</li> <li>• derive some subtraction facts to go with known addition facts.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• use knowledge of pairs to 10 to make pairs to 20.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• use number facts to solve word problems</li> <li>• use cubes to represent objects in a word problem and decide whether to add or subtract.</li> </ul>
<p>Measurement (<b>MEA</b>)</p>	<p>Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o'clock &amp; half past) on analogue and digital clocks; measure using uniform units (cubes and rulers)</p>	<ul style="list-style-type: none"> <li>• relate times of the day to activities appropriately</li> <li>• know days of the week and differentiate appropriately.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• read the o'clock time on analogue clock</li> <li>• read o'clock time on digital clock</li> <li>• relate o'clock times to events/activities during the day e.g. 12 o'clock is lunch-time.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• read the o'clock times on analogue &amp; digital clocks</li> <li>• begin to read half past times on analogue and digital clocks</li> <li>• relate times to events/activities during the day e.g. 12 o'clock is lunch-time.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• understand a minute as a unit of time, begin to have a sense of the duration of a minute</li> <li>• tell the time to o'clock and half past.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• measure length using uniform non-standard units</li> <li>• compare lengths using appropriate vocabulary.</li> </ul>

Mental addition and subtraction ( <b>MAS</b> )	Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s) and from multiples of 10	<ul style="list-style-type: none"> <li>count on from any number (&lt;100) not crossing a multiple of ten</li> <li>solve additions of 2-digit numbers add single-digit number by counting on.</li> </ul>
		<ul style="list-style-type: none"> <li>add single-digit numbers by counting on.</li> </ul>
		<ul style="list-style-type: none"> <li>count back single digit number to solve subtraction</li> <li>recognise and use the subtraction sign.</li> </ul>
		<ul style="list-style-type: none"> <li>count back to solve subtraction.</li> </ul>
		<ul style="list-style-type: none"> <li>solve subtractions from multiples of tens using their bonds to ten</li> <li>chn can count back to solve subtractions.</li> </ul>

## Summer 1

Mental addition and subtraction ( <b>MAS</b> ); Number and place value ( <b>NPV</b> ); Measurement ( <b>MEA</b> )	Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some tens and some ones; make 2-digit numbers using 10p and smaller coins; find 1 more or 1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100	<ul style="list-style-type: none"> <li>find two-digit numbers on the 1-100 square</li> <li>begin to partition two-digit numbers into 10s and 1s.</li> </ul>
		<ul style="list-style-type: none"> <li>make two-digit numbers using 10p and 1p coins</li> </ul>
		<ul style="list-style-type: none"> <li>find the numbers that is one more than any two-digit number</li> <li>find the numbers that is one less than any two-digit number.</li> </ul>
		<ul style="list-style-type: none"> <li>say the number 10 more than any number to 90 by counting on in 10s, rather than counting on in ones.</li> </ul>

		<ul style="list-style-type: none"> <li>say the number 10 less than any number to 100 by counting back in 10s, not counting back in ones.</li> </ul>
Number and place value ( <b>NPV</b> )	Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify tens and ones	<ul style="list-style-type: none"> <li>say/write the number 1 more/1less</li> <li>say/write the number 10 more/10 less.</li> </ul>
		<ul style="list-style-type: none"> <li>say/write the number 1 more/1less</li> <li>say/write the number 10 more/10 less.</li> </ul>
		<ul style="list-style-type: none"> <li>identify similarities and differences in numbers</li> <li>identify patterns on a 100-square</li> <li>use vocabulary associated with numbers i.e. tens/ones digit, even/odd, more than/less than, etc.</li> </ul>
		<ul style="list-style-type: none"> <li>say how many tens and ones are in any 2-digit number</li> <li>understand 2-digit numbers are made from tens and ones.</li> </ul>
		<ul style="list-style-type: none"> <li>say how many tens and ones are in any 2-digit number</li> <li>understand 2-digit numbers are made from tens and ones.</li> </ul>
Mental addition and subtraction ( <b>MAS</b> )	Use number facts to add and subtract 1-digit numbers; add pairs of 1-digit numbers with totals above 10; sort out additions into ones children 'just know' and ones they need to work out	<ul style="list-style-type: none"> <li>use number facts to add single-digit numbers to 2-digit numbers, e.g. use <math>5 + 2</math> to work out <math>45 + 2</math>.</li> </ul>
		<ul style="list-style-type: none"> <li>use number facts to subtract single-digit numbers, e.g. use <math>5 - 2</math> to work out <math>45 - 2</math>.</li> </ul>
		<ul style="list-style-type: none"> <li>bridge 10 when adding pairs of single-digit numbers.</li> </ul>
		<ul style="list-style-type: none"> <li>add pairs of single digit numbers with a total greater than 10.</li> </ul>
		<ul style="list-style-type: none"> <li>spot calculations which they 'just know' or can work out really easily using number facts and place value.</li> </ul>
Mental addition and subtraction ( <b>MAS</b> )	Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers	<ul style="list-style-type: none"> <li>add three small numbers, spotting pairs to 10 and doubles.</li> </ul>
		<ul style="list-style-type: none"> <li>add three small numbers.</li> </ul>
		<ul style="list-style-type: none"> <li>add three small numbers.</li> </ul>
		<ul style="list-style-type: none"> <li>add and subtract 10 to and from two-digit numbers.</li> </ul>



		<ul style="list-style-type: none"> <li>• add and subtract tens to/from two-digit numbers.</li> </ul>
<b>Measurement (MEA);</b> <b>Statistics (STA)</b>	Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity	<ul style="list-style-type: none"> <li>• compare weights by direct comparison</li> <li>• use vocabulary: light, lighter, lightest, heavy, heavier, heaviest.</li> </ul>
		<ul style="list-style-type: none"> <li>• begin to estimate, weigh and order using uniform non-standard units</li> <li>• use vocabulary associated with weight.</li> </ul>
		<ul style="list-style-type: none"> <li>• begin to compare the capacity of different containers using uniform non-standard units.</li> </ul>
		<ul style="list-style-type: none"> <li>• measure and compare capacities using uniform non-standard units.</li> </ul>
		<ul style="list-style-type: none"> <li>• estimate, measure and compare capacities using uniform non-standard units</li> <li>• use a capacity measure (measuring bottle) to measure and compare capacities.</li> </ul>
<b>Mental multiplication and division (MMD);</b> <b>Fractions, ratio and proportion (FRP);</b> <b>Measurement (MEA);</b> <b>Number and place value (NPV)</b>	Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes, begin to know $2/2=1$ , $4/4=1$ and $2/4=1/2$ ; recognise, name and know value of coins 1p-£2 and £5 & £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins	<ul style="list-style-type: none"> <li>• recognise halves of shapes</li> <li>• begin to halve even numbers to 20.</li> </ul>
		<ul style="list-style-type: none"> <li>• recognise halves &amp; quarters of shapes.</li> </ul>
		<ul style="list-style-type: none"> <li>• name and know value of all coins, 1p-£2</li> <li>• name and know value of £5 &amp; £10 notes.</li> </ul>

		<ul style="list-style-type: none"> <li>begin to solve repeated additions using coins and counting in 2s, 5s, 10s.</li> </ul>
		<ul style="list-style-type: none"> <li>begin to make equivalent quantities using coins e.g. 20p=2x10p &amp; 20p=4x5p etc.</li> <li>Count in 2s, 5s, 10s (to ten lots).</li> </ul>
Number and place value ( <b>NPV</b> )	Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between; identify tens and ones in 2-digit numbers and solve place value additions	<ul style="list-style-type: none"> <li>locate numbers on a 100-square</li> <li>locate numbers on a bead string.</li> </ul>
		<ul style="list-style-type: none"> <li>order two numbers to 100</li> <li>find numbers between two 2-digit numbers.</li> </ul>
		<ul style="list-style-type: none"> <li>order two numbers to 100</li> <li>find numbers between two 2-digit numbers.</li> </ul>
		<ul style="list-style-type: none"> <li>identify tens and ones in 2-digit numbers.</li> <li>know that 2-digit numbers are made from some tens and some ones.</li> </ul>
		<ul style="list-style-type: none"> <li>identify tens and ones in 2-digit numbers</li> <li>know that 2-digit numbers are made from some tens and some ones.</li> </ul>
<b>Summer 2</b>		
Mental multiplication and division ( <b>MMD</b> ); Number and place value ( <b>NPV</b> ); Fractions, ratio and proportion ( <b>FRP</b> )	Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10	<ul style="list-style-type: none"> <li>recognise odd and even numbers to 20.</li> </ul>
		<ul style="list-style-type: none"> <li>count in 2s, 5s and 10s and spot patterns.</li> </ul>
		<ul style="list-style-type: none"> <li>count in 2s, 5s and 10s to solve grouping problems.</li> </ul>
		<ul style="list-style-type: none"> <li>find doubles to double 10 and related halves.</li> </ul>

		<ul style="list-style-type: none"> <li>begin to halve odd numbers up to 10.</li> </ul>
<p>Measurement (<b>MEA</b>);          Statistics (<b>STA</b>);          Geometry: properties of shapes (<b>GPS</b>);          Geometry: position and direction (<b>GPD</b>)</p>	<p>Tell the time to the half hour and quarter hour on analogue and digital clocks; revise months of the year; read and interpret a pictogram; create a pictogram practically; recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and name simple 2D shapes; recognise and continue repeating patterns</p>	<ul style="list-style-type: none"> <li>read time to o'clock and half past on analogue and digital clocks</li> <li>read quarter past and quarter too times on analogue and digital clocks.</li> </ul>
		<ul style="list-style-type: none"> <li>read time to o'clock and half past on analogue and digital clocks</li> <li>read quarter past and quarter too times on analogue and digital clocks.</li> </ul>
		<ul style="list-style-type: none"> <li>read and interpret a simple pictogram</li> <li>know months of the year</li> <li>know days of the week.</li> </ul>
		<ul style="list-style-type: none"> <li>measure a length using uniform non-standard units</li> <li>begin to create a block graph using one square to represent a unit</li> <li>begin to interpret a block graph to answer simple questions.</li> </ul>
		<ul style="list-style-type: none"> <li>identify and continue a repeating pattern</li> <li>recognise and name simple 2D shapes.</li> </ul>
<p>Mental addition and subtraction (<b>MAS</b>)</p>	<p>Use number facts to add and subtract 1-digit numbers to 2-digit numbers; find change from 10p and from 20p</p>	<ul style="list-style-type: none"> <li>use number facts in adding single-digit numbers to two-digit numbers.</li> </ul>
		<ul style="list-style-type: none"> <li>use number facts in adding single-digit numbers to two-digit numbers.</li> </ul>
		<ul style="list-style-type: none"> <li>find change from 10p.</li> </ul>
		<ul style="list-style-type: none"> <li>find change from 20p using counting up &amp; number facts.</li> </ul>
		<ul style="list-style-type: none"> <li>find change from 20p using counting up and number facts.</li> </ul>

<p>Number and place value (<b>NPV</b>); Mental multiplication and division (<b>MMD</b>)</p>	<p>Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify tens and ones in 2-digit numbers; say or write one more and one less and ten more and ten less than any number to 100; explore patterns in 10s, 5s and 2s on a 9x9 grid; count in tens from any given number</p>	<ul style="list-style-type: none"> <li>• locate any number on 100 bead string</li> <li>• locate any number on 100-square.</li> </ul>
		<ul style="list-style-type: none"> <li>• identify tens and ones in 2-digit numbers</li> <li>• make 2-digit numbers from tens and ones.</li> </ul>
		<ul style="list-style-type: none"> <li>• know the number 1 more or 1 less than any number 1-100.</li> </ul>
		<ul style="list-style-type: none"> <li>• know the number 10 more or 10 less than any number 1-100.</li> </ul>
		<ul style="list-style-type: none"> <li>• use logic and reasoning in finding patterns on a grid</li> <li>• know how to count in 10s, 2s and 5</li> <li>• recognise numbers in the tens count.</li> </ul>