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| **Objectives** | **Autumn** | **Spring** | **Summer** |
| * Read and write numbers to at least 100 in numerals and words. * Recognise odd and even numbers to 100. * Count in steps of 2, 3 and 5 from 0. * Recognise place value of each digit in 2-digit numbers. * Compare and order numbers from 0 to 100 using the >; <; and = signs. * Name the fractions 1/3 ; ¼ ; ½ and ¾ and find fractional values of shapes; lengths and numbers. * Recall and use multiplication and division facts for the 2, 5 and 10x multiplication tables. * Add and subtract: two 1-digit; 2-digit and a 1 digit; 2-digit and 10s; two 2-digit and three 1-digit numbers. * Solve problems with addition and subtraction. * Understand commutativity in relation to addition, subtraction, multiplication and division. * Choose and use appropriate standard units to estimate length/ height/ temperature and capacity. * Tell and write the time to 5 minute intervals. * Recognise and use the symbols £ and p when solving problems involving addition and subtraction of money. * Describe the properties of 2D and 3D shapes to include: edges, vertices and faces. * Interpret and construct pictograms, tally charts, block diagrams and simple tables. | Autumn 1:  ***Number recognition up to 50***  Counting-: forward and backwards up to 50.  Number and place value  Mark 2-digit numbers on a beaded line  Count in tens from 1- and 2-digit numbers  Estimate a quantity, then count in tens  Perform place value additions and subtractions  ***Addition and subtraction***  Know pairs to 10, and then to 7, 8 and 9  Know pairs to 20  Add/subtract 10  Add/subtract 10 using coins  ***Money and Measures***  Recognise coins; make amounts  Investigate amounts to be made using coins  Use coins to buy objects up to 20p and find change  Read time on digital/analogue clocks to nearest half of hour  Read time on digital/analogue clocks to nearest quarter of hour  ***Addition and subtraction and Money***  Use pairs to 10 to find amount to next ten  Find change from 20p  Add and subtract 10, 11 and 20 in the context of money | Spring 1:  ***Number and place value***  Compare numbers using the symbols < and >.  Identify properties of numbers and use this to sort them.  Use ordinal numbers in context up to 10th and beyond.  Round 2-digit numbers to nearest multiple of 10.  ***Addition and subtraction***  Add 2-digit numbers using a landmarked number line.  Subtract 2-digit numbers using grid.  Subtract 2-digit numbers using a landmarked line.  Find change from 50p using pairs to 10.  ***Addition and subtraction***  Add 5, 1-digit numbers looking out for number facts to help.  Sort additions into how they need to be worked out.  Sort subtractions according to how they can be worked out.  Subtracting two 2-digit numbers.  Sort addition/subtractions.  ***Money, addition and Fractions***  Making two-digit amounts using coins.  Adding two-digit money amounts.  Finding ½ and ¼ of amounts by sharing.  Find ½ and ¼ of amounts by sharing and using number facts.  Find ½, ¼ and 1/3 of amounts by sharing and using number facts.  ***Measures***  Know that weight can be measured in kg and g  Compare objects with the 100g and kg weight.  Measure weight to the nearest 100g, reading scales.  Have an idea of the length of 15, 30 and 60 seconds.  Have a sense of the length of a minute. | Summer 1and 2:  ***Numbers and Fractions***  Counting in 2s, 3s, 5s and 10s.  Find ½, 1/3, ¼, ¾ of amounts using sharing and number facts.  ***Addition and subtraction***  Adding pairs of 2-digit number by partitioning or counting on.  Subtracting by counting up or counting back.  Subtracting by finding a difference or counting back.  Solve problems involving addition and subtraction of pence (<£1).  ***Money, addition and time***  Use coins to make amounts to at least £1.  Add 2 amounts of money totaling less than £1.  Days of the week and months of the year.  Ordering times shown on a clock.  Telling the time to the nearest 5 minutes  ***Multiplication and division***  Working out multiplication using beaded lines.  Working out multiplication and division using beaded and also landmarked lines.  Working out division using beaded and landmarked lines, understanding multiplication as the inverse of division.  Understanding doubling and halving as inverses.  Solving word problems using multiplication.  On Thursdays a short problem solving assessment will be conducted. |
|  | ***Measures and Shape***  Measure using decimetre strips  Measure using centimetres; understand there are 10cm in a decimetre  Measure using rulers measured in centimetres and metres  Identify left and right; give accurate directions  Understand clockwise and anticlockwise turns and right angles  ***Number and Fractions***  Count in 10s and 2s; spotting patterns  Count in 10s and begin to use multiplication  Recognise odd and even numbers  Find halves and quarters of shapes by folding  Find halves and quarters of shapes  On Thursdays a short problem solving assessment will be conducted.  Autumn 2:  ***Doubling and halving and Mental addition and subtraction***  Find doubles to double 20  Find doubles to double 20 & related halves  Find halves of even numbers using strips to help  ***Addition and subtraction***  Addition and subtraction facts for 20  Work out what numbers symbols stand for; Use addition facts  Add and subtract single digit numbers, not crossing 10s, using number facts and patterns  Add a single digit to a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value  Subtract a single digit from a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value  ***Addition and subtraction***  Add a single-digit number to a 2-digit number, bridging 10.  Subtract a single-digit number from a 2-digit number, bridging 10.  Use number facts or place value to + and −.  ***Shape and Data***  Describe and recognise regular and irregular common 2D shapes  Describe, visualise and draw common 2D shapes  Make and describe polygons  Use Venn diagrams to sort  Use Carroll diagrams to sort  ***Addition and subtraction***  Add and subtract 20, 30, 40, 50 to/from 2-digit numbers using the 1-100 grid  Add and subtract 20, 30, 40, 50 to/from 2-digit numbers using the beaded line  ***Mental addition***  Add near multiples of 10 using a calculator; spot patterns  Revise adding ‘ordinary’ numbers (mostly ending in 1, 2, or 3)  On Thursdays a short problem solving assessment will be conducted. | ***Multiplication and division***  Recognise multiples of 2, 5 and 10 and describe patterns.  Record multiplication facts for the 5 times table.  Begin to relate multiplication with division.  Understand grouping as one model of division.  Imagine what action would be needed to solve a word problem  ***Multiplication and division***  Work out multiplication/division using beaded lines and ringing groups of the divisor.  Work out multiplication/division using beaded lines and drawing hops.  Draw arrays and create multiplication problems.  Draw arrays and make up division problems.  Work out whether division or multiplication is needed to work out word problems.  On Thursdays a short problem solving assessment will be conducted.  Spring 2:  ***Measures and Data***  Measure liquid in cups.  Measure liquid in litres and make comparisons.  Estimate amounts that are more/less than a litre.  Draw and interpret a block graph.  Draw and interpret a pictogram  ***Addition and subtraction***  Doubling and halving by partitioning.  Adding pairs of 2-digit number by partitioning.  Adding pairs of 2-digit numbers by partitioning or counting on.  Subtracting pairs of 2-digit numbers by counting back.  Subtracting pairs of 2-digit numbers by counting back.  ***Subtraction***  Subtract 2-digit amounts of money by counting up and finding the difference.  Subtracting by counting up or counting back.  ***Shape and measures***  Naming 3D shapes.  Naming 3D shapes and identifying their properties.  .  Telling time to nearest quarter on analogue clocks.  Telling time to the nearest quarter; beginning to tell the time to the nearest five minutes.  On Thursdays a short problem solving assessment will be conducted. |  |