| Wk | Maths Aspect | **Y1** Non-Negotiable | Y2 Non- Negotiable | Resources | **Y1** NC obj | Y2 NC obj |
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| 1 | Counting: reading and writing number patternsNumber and place value: estimating, counting and comparing quantities PATTERNS & GENERALISING | Count to 100 in 1s, 2s, 10s and 5s.Knows the base ten values of two digit numbers.Knows how to say, read and write numbers correctly. | Knows how to represent numbers in different ways.Compares and orders on a number line.Knows how to cross the 100 boundary. | NCETM 1.9TP 1, 4 & 5WRMSpr block 2NCETM1.9WRMAut Block 1SS 4, 5, 6, 7, 11, 12 & 13NRICH 6BEADS | To count to and across 100, forwards and backwards, beginningwith 0 or 1, or from any given number.●To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.●When given a number, identify one more and one less.●To read and write numbers from 1 to 20 in numerals and words. | To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. ● To recognise the place value of each digit in a two-digit number (tens, ones). ● To identify, represent and estimate numbers using different representations, including the number line. ● To compare and order numbers from 0 up to 100; use <, > and = signs. ● To read and write numbers to at least 100 in numerals and in words. ● To use place value and number facts to solve problems.  |
| 22-3 | Doubles and near doublesAddition and subtraction: using recall of addition and subtraction facts and mental calculation strategies  | Knows doubles up to 20.Knows that near doubles are ‘one more/less than’ in one number. | Knows number bonds to and within 20. Fact families for + and -.Knows efficient strategies for adding and subtracting for up to two 2 digit numbers.Knows that addition is inverse to subtraction. | NCETM 2.5TP 2WRMSum block 1SS 5NCETM 1.13, 1.15, 1.16WRMAut Block 2SS 1, 11, 13, 14, 15, 16, 17, & 18PS Y1 Y2  | ●To represent and use number bonds and related subtraction facts within 20. Doubles and near doubles.●To add and subtract one-digit and two-digit numbers to 20, including zero.●To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. | To 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. ● To recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. ● To add and subtract 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. ● To show that addition can be done in any order (commutative) and subtraction cannot. ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |
| 3-44 | Addition and subtraction to 20 including measures.Addition and subtraction: using partitioning and counting on strategiesFINDING ALL POSSIBILITIES | Knows that addition subtraction are inverse operations.Knows fact families to 10 then 20. | Knows the properties of place value.Uses number knowledge to add and subtract. | NCETM 1.7TP 1WRMSpr Block 1SS ALLNCETM 1.11, 1.12, 1.13, 1.15, 1.16WRMSS 1, 11, 13, 14, 15, 16, 17, & 18Y1 Y2 Primary National NRICH 2 dice | ●To represent and use number bonds and related subtraction facts within 20. ●To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9  | ● To recognise the place value of each digit in a 2-digit number (tens, ones). ● To use place value and number facts to solve problems. ● Applying their increasing knowledge of mental and written methods. . ● To show that addition can be done in any order (commutative) and subtraction cannot. ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |
| 5 | Measurement: moneyMeasurement: money | ●Knows the coins and notes by their value, size and colour. | ●Knows how to find totals and equivalent amounts in money using notes and coins.Knows how to find change in the context of money. | NCETM1.8 TP 21.9 TP 12.1 TP 1, 2 & 3WRM Spr Block 2SS 8 & 9Sum Block 1 SS 1WRMAut Block 3SS 1-8Sum Block 4SS 1-5PS Yr 2 NRICH: Money Bags |  ●To recognise and know the value of different denominations of coins and notes. | To recognise and use the symbols for pounds and pence; combine amounts to make a particular value ●To find different combinations of coins that equal the same amounts of money To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| 6 | Measurement:Nonstandard and standard unitsMeasurement:length, mass, capacityFINDING ALL POSSIBILITIES | Know how to measure a length, a mass and a capacity in nonstandard units then standard units. | Knows the relationships between units of measure for length, mass and capacity. | WRMSpr Block 3 SS 2Spr Block 4SS 1, 3 & 5WRMSum Block 1SS 1 - 4Sum Block 5SS SS 1- 7PSY2 NRICH Robot Monsters | To compare, describe and solve practical problems for:● lengths and heights (long/short, longer/shorter, tall/short, double/half)● mass or weight (heavy/light, heavier than, lighter than)● capacity/volume (full/empty, more than, less than, quarter) | To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. ● To compare and order lengths, mass, volume/capacity and record the results using >, < and =. |
| 7-8 | Multiplication & Division:Grouping and sharingMultiplication and division: repeated addition, arrays, grouping and using times tables facts  | Knows that doubles are two groups of the same number.Knows that equal groups can be represented as an array. | Knows the operations of multiplication (repeated addition) and division (equal groups of).Knows the 2s, 5s and 10s times tables and can find related facts.Knows that multiplication is inverse to division. | WRMSum Block 1 SS 1-4NCETM 2.3 & 2.5WRMSpr Block 1SS 6, 8, 9, 10, 15, 16 &17PSY2 Master the CurriculumY1 NRICH – Master the Ciurriculum | To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. | To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. ● To calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. ● To recognise and use the inverse relationship between multiplication and division in calculations. ● To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. ● To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. |
| 9 | Geometry:names of shapes, position and movement.Geometry: properties of shape, symmetry | Knows that shapes can be placed in different locations. | Know the mathematical names and properties of 2d and 3d shapes.Knows symmetry is reflection in a vertical line. | WRMAut Block 3SS 1 & 3Sum Block 3SS 1-3WRMSpr Block 3SS 3, 4, 5, 6, 7 & 8PSYr 2 Yr 1  | To recognise and name common 2D and 3D shapes, including:● 2D shapes (rectangles (including squares), circles and triangles)● 3D shapes (cuboids (including cubes), pyramids and spheres).● To describe position, directions and movements, including half, quarter and three- quarter turns. | To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. ● To identify and describe the properties of 3D shapes including the number of edges, vertices and faces. ● To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. ● To compare and sort common 2D and 3D shapes and everyday objects.  |
| 10 | Subtraction as take away &difference (counting on and back)Geometry: position and direction  | Knows the most efficient method. Counting back is ‘take away’ and counting on is ‘find the difference’. | Knows how to describe position and movement using clockwise, anti-clockwise, left and right. | NCETM1.7 TP 3, 4 & 61.6 TP 2WRMSpr Block 1SS 1 – 3 WRMSum Block 2SS 1-3 | To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.  To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including zero. | To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.  |
| 11 & 12 | Fractions:equal parts, relative to the wholeFractions: finding fractions of quantities, shapes and sets of objects, equivalence | Knows that halves are two equal parts of a whole. Knows that quarters are 4 equal parts of a whole. | Knows simple equivalence in halves and quarters.Knows thirds are three equal parts of a whole. | NCETM 3.0TP 1WRMSum Block 2SS 1 & 2NCETM 3.0TP 1 - 3WRMSpr Block 4SS 1-9 | To recognise, find and name a half as one of two equal parts of an object, shape or quantity. | To recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4. ● To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half. |
| 12 | Measurement: using measuring equipmentCalculation: using mental & written calculation strategies PATTERNS & GENERALISING | Knows the correct measuring equipment for length, mass and capacity. | Knows the operation to use and chooses the efficient method.Knows facts to 100 using multiples of 10. | WRMSpr Block 3 SS 1 & 3Spr Block 4SS 1, 2, 4 & 5WRMAut Block 2SS 4, 5, 17 & 18Problem solving with EYFS, Key Stage 1 and Key Stage 2 children - Finding rules and describing patterns (National Strategies) Teddy’s presents. | To measure and begin to record the following:● lengths and heights● mass/weight● capacity and volume  | To recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. ● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers. To show that addition can be done in any order (commutative) and subtraction cannot. ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. To calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. ● To recognise and use the inverse relationship between multiplication and division in calculations.  |
| STEM | Statistics: solving problems that involve collecting data in tallies, tables and pictograms  |  | Knows how data is represented and read. | WRMSprBlock 2SS 1 - 6 |  | To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. To ask and answer questions about totalling and compare categorical data. |

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| Developing mental strategies for addition  | Knows the operation required and calculates using counting and known facts, including bridging the 10. | To solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems.  |
| Multiplication & division using money  | Knows how to multiply and divide with money using the value of the coins. | To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. |