| Wk | Maths Aspect | **Y1** Non-Negotiable | Y2 Non- Negotiable | Resources | **Y1** NC obj | Y2 NC obj |
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| 1 | Counting, ordering and comparison, visualising quantities  Number and place value: partitioning and rearranging | Count to 100 in 1s, 2s, 10s and 5s.  Know the patterns of counting in 2s, 5s, and 10s, | Knows that numbers can be partitioned and rearranged. | WRM SUM 4  SS 1-6  NCETM  1.8 TP’s 1-5  1.9 TP’s 1-6  WRM AUT 1  SS 6-13  NCETM 1.9  TP’s 3-6 | To count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens.  ● When given a number, identify one more and one less.   |  | | --- | | *Pupils begin to recognise place value in numbers*  *beyond 20 by reading, writing, counting and*  *comparing numbers up to 100, supported by*  *objects and* ***pictorial representations****.* | | 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. |
| 2 & 3 | Addition and  subtraction to 20  Addition and subtraction: using recall of addition and subtraction facts and mental/written calculation strategies  FINDING ALL POSSIBILITIES | Know number bonds to 10 and 20.  Understand the effect of zero.  Find missing values using the inverse. | Knows number bonds to and within 20 and to 100.  Knows efficient strategies for adding and subtracting for up to two 2 digit numbers mentally and with recording appropriate to the strategy chosen. | WRM SPR 1  SS 2, 5, 7, 8-12  NCETM 1.7 & 1.13  WRM AUT 2  SS 6 & 22  NCETM 1.15 & 1.16  Lollipops | 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 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. | ● 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. |
| 4&5 | Multiplication & Division  Arrays  Multiplication and division: using times tables facts and inverse | Know that an array represents equal groups of.  Know groups of 2 are even, groups of 5 end in 5 or 0, groups of 10 end in 0. | Knows the odds and evens in the times tables for 2,5 and 10. | WRM AUT 2  SS 6 & 22  NCETM 2.1  WRM SPR 1  SS 8-10, 16-19  NCETM 2.3, 2.4 &2.5 | 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 recognise and use the inverse relationship between multiplication and division in calculations. |
| 6 | Geometry: position and direction  Geometry: position and direction, right angles  FINDING ALL POSSIBILITIES | Know how to describe the position of an object and move it to a new position on a grid. | Knows how to describe position and movement using right angles for quarter turns. | WRM SUM 3  ALL SMALL STEPS  WRM SUM 1  ALL SMALL STEPS  Granny’s garden  Maisie’s Maze | ● To describe position, directions and movements, including half, quarter and three- quarter turns. | 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. |
| 8&9 | Fractions: discrete and continuous wholes  Fractions: finding fractions of quantities, shapes and sets of objects, equivalence | Know how to find half/quarter of counted objects and whole objects or shapes. | Knows that fractions of amounts can be calculated using multiplication and division facts | WRM SUM 2  SS 5 & 9  WRM SPR 4  SS 9-13 | To recognise, find and name a half as one of two equal parts of an object, shape or quantity.  ● To recognise, find and name a quarter as one of four 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. |
| 10 | Addition and subtraction:  trios and equality  Calculation: using mental & written calculation strategies  LOGIC | Knows that more than two numbers can be added. | Knows the operation to use and chooses the efficient method.  Knows facts to 100 using multiples of 10.  Knows table facts for 2,5 and 10. | WRM SPR 1  SS 2, 5, 7, 8-12  NCETM 1.7 & 1.13  WRM AUT 2  SS 6 & 22  NCETM 1.15 & 1.16  Shape Puzzle | 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. | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems  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. |
| 11 | Measurement: time  Measurement:  time & money | Know that time passes in cycles.  Know the features of the clock face: hands, 1 to 12 positions, half past and o’clock. | Knows the number of minutes in an hour and hours in a day.  Knows how to pay for items with the exact money or with change to be given. | WRM SUM 6  ALL SMALL STEPS  WRM SUM 3  ALL SMALL STEPS | To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.  ● To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  ● time (hours, minutes, seconds). | To 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  To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| 12 | Geometry: properties of shapes  Geometry: properties of shape.  Compare and sort using properties.  LOGIC | Know the properties of 2d and 3d shapes. | Know the mathematical names and properties of 2d and 3d shapes.  Knows how to sort and match shapes. | WRM Aut 3  SS 2&4  WRM SPR 3  ALL SMALL STEPS  Toys  Sallys super sandwich | 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 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. |
| STEM | Statistics: solving problems by asking and answering simple questions |  | Knows how data is represented and read.  Knows how to interpret data. |  |  | 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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| Measurement:  using standard units | Knows that nonstandard units need to be standardised.  Knows the correct unit of measure and the equipment for each aspect of measurement. | 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 measure and begin to record the following:  ● lengths and heights  ● mass/weight  ● capacity and volume |

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| Measurement:  length, mass, capacity linked to fractions | Knows how to calculate halves and quarters in the context of length, mass and capacity. | 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 =. |