



Lee Brigg Infant and Nursery School: KS1 Maths Overview
2015/2016 Long Term Plan

		Year 1			Year 2		
Strand	Autumn	Spring	Summer	Autumn	Spring	Summer	
Number Number and Place Value	<ul style="list-style-type: none"> ⑤ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ⑤ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ⑤ Given a number, identify one more and one less ⑤ Identify and represent numbers using objects and pictorial representations including the number line ⑤ Read and write numbers from 1 to 20 in numerals and words 			<ul style="list-style-type: none"> ⑤ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ⑤ Recognise the place value of each digit in a two-digit number (tens, ones) ⑤ Identify, represent and estimate numbers using different representations, including the number line ⑤ Compare and order numbers from 0 up to 100; use <, > and = signs ⑤ Read and write numbers to at least 100 in numerals and in words ⑤ Use place value and number facts to solve problems 			
Number Addition and Subtraction	<ul style="list-style-type: none"> ⑤ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs ⑤ Represent and use number bonds and related subtraction facts within 20 ⑤ Add and subtract one-digit and two-digit numbers to 20, including zero ⑤ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 			<ul style="list-style-type: none"> ⑤ Solve problems with addition and subtraction: <ul style="list-style-type: none"> -- using concrete objects and pictorial representations, including those involving numbers, quantities and measures -- applying their increasing knowledge of mental and written methods ⑤ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ⑤ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers ⑤ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ⑤ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 			

<p style="text-align: center;">Number Multiplication and Division</p>	<p>⑤ 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>⑤ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>⑤ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>⑤ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>⑤ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>
<p style="text-align: center;">Number Fractions</p>	<p>⑤ Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>⑤ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>⑤ Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>⑤ Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>
<p style="text-align: center;">Measurement</p>	<p>⑤ Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> -- Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) -- Mass / weight (e.g. heavy/light, heavier than, lighter than) -- Capacity and volume (e.g. full/empty, more than, less than, half. Half full, quarter) -- Time (e.g. quicker, slower, earlier, later) <p>⑤ Measure and begin to record the following:</p> <ul style="list-style-type: none"> -- lengths and heights -- mass/weight -- capacity and volume -- time (hours, minutes, seconds) <p>⑤ Recognise and know the value of different denominations of coins and notes</p> <p>⑤ Sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</p> <p>⑤ Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>⑤ Tell the time to the hour and half past the hour and</p>	<p>⑤ Choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>⑤ Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>⑤ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>⑤ Find different combinations of coins that equal the same amounts of money</p> <p>⑤ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>⑤ Compare and sequence intervals of time</p> <p>⑤ 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</p> <p>⑤ Know the number of minutes in an hour and the number of hours in a day</p>

	draw the hands on a clock face to show these times	
<i>Geometry</i> Properties of shape	<p>⑤ Recognise and name common 2-D and 3-D shapes, including:</p> <p>-- 2-D shapes (e.g. rectangles (including squares), circles and triangles)</p> <p>-- 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres)</p>	<p>⑤ Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>⑤ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>⑤ 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>⑤ Compare and sort common 2-D and 3-D shapes and everyday objects</p>
<i>Geometry</i> Position and Direction	<p>⑤ Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	<p>⑤ Order and arrange combinations of mathematical objects in patterns</p> <p>⑤ 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>
<i>Statistics</i>		<p>⑤ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>⑤ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>⑤ Ask and answer questions about totalling and comparing categorical data</p>