

Year 1/2 AUTUMN – PLACE VALUE (Y1 to 10)

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ● given a number, identify one more and one less ● identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ● read and write numbers from 1 to 20 in numerals and words. 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward ● recognise the place value of each digit in a two-digit number (tens, ones) ● identify, represent and estimate numbers using different representations, including the number line ● compare and order numbers from 0 up to 100; use <, > and = signs ● read and write numbers to at least 100 in numerals and in words ● use place value and number facts to solve problems. 				
<p style="text-align: center;">Year 1 Small Steps</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>Step 1 Sort objects</p> <p>Step 2 Count objects</p> <p>Step 3 Count objects from a larger group</p> <p>Step 4 Represent objects</p> <p>Step 5 Recognise numbers as words</p> <p>Step 6 Count on from any number</p> <p>Step 7 1 more</p> <p>Step 8 Count backwards within 10</p> </td> <td style="width: 50%; border: none;"> <p>Step 9 1 less</p> <p>Step 10 Compare groups by matching</p> <p>Step 11 Fewer, more, same</p> <p>Step 12 Less than, greater than, equal to</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 The number line</p> </td> </tr> </table>	<p>Step 1 Sort objects</p> <p>Step 2 Count objects</p> <p>Step 3 Count objects from a larger group</p> <p>Step 4 Represent objects</p> <p>Step 5 Recognise numbers as words</p> <p>Step 6 Count on from any number</p> <p>Step 7 1 more</p> <p>Step 8 Count backwards within 10</p>	<p>Step 9 1 less</p> <p>Step 10 Compare groups by matching</p> <p>Step 11 Fewer, more, same</p> <p>Step 12 Less than, greater than, equal to</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 The number line</p>	<p style="text-align: center;">Year 2 Small Steps</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>Step 1 Numbers to 20</p> <p>Step 2 Count objects to 100 by making 10s</p> <p>Step 3 Recognise tens and ones</p> <p>Step 4 Use a place value chart</p> <p>Step 5 Partition numbers to 100</p> <p>Step 6 Write numbers to 100 in words</p> <p>Step 7 Flexibly partition numbers to 100</p> <p>Step 8 Write numbers to 100 in expanded form</p> </td> <td style="width: 50%; border: none;"> <p>Step 9 10s on the number line to 100</p> <p>Step 10 10s and 1s on the number line to 100</p> <p>Step 11 Estimate numbers on a number line</p> <p>Step 12 Compare objects</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 Count in 2s, 5s and 10s</p> <p>Step 16 Count in 3s</p> </td> </tr> </table>	<p>Step 1 Numbers to 20</p> <p>Step 2 Count objects to 100 by making 10s</p> <p>Step 3 Recognise tens and ones</p> <p>Step 4 Use a place value chart</p> <p>Step 5 Partition numbers to 100</p> <p>Step 6 Write numbers to 100 in words</p> <p>Step 7 Flexibly partition numbers to 100</p> <p>Step 8 Write numbers to 100 in expanded form</p>	<p>Step 9 10s on the number line to 100</p> <p>Step 10 10s and 1s on the number line to 100</p> <p>Step 11 Estimate numbers on a number line</p> <p>Step 12 Compare objects</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 Count in 2s, 5s and 10s</p> <p>Step 16 Count in 3s</p>
<p>Step 1 Sort objects</p> <p>Step 2 Count objects</p> <p>Step 3 Count objects from a larger group</p> <p>Step 4 Represent objects</p> <p>Step 5 Recognise numbers as words</p> <p>Step 6 Count on from any number</p> <p>Step 7 1 more</p> <p>Step 8 Count backwards within 10</p>	<p>Step 9 1 less</p> <p>Step 10 Compare groups by matching</p> <p>Step 11 Fewer, more, same</p> <p>Step 12 Less than, greater than, equal to</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 The number line</p>				
<p>Step 1 Numbers to 20</p> <p>Step 2 Count objects to 100 by making 10s</p> <p>Step 3 Recognise tens and ones</p> <p>Step 4 Use a place value chart</p> <p>Step 5 Partition numbers to 100</p> <p>Step 6 Write numbers to 100 in words</p> <p>Step 7 Flexibly partition numbers to 100</p> <p>Step 8 Write numbers to 100 in expanded form</p>	<p>Step 9 10s on the number line to 100</p> <p>Step 10 10s and 1s on the number line to 100</p> <p>Step 11 Estimate numbers on a number line</p> <p>Step 12 Compare objects</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 Count in 2s, 5s and 10s</p> <p>Step 16 Count in 3s</p>				
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> ● Measures - practical activities length/ weight/ capacity/ volume ● Ordering & comparing < > = 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> ● Number formation 				
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ● sorting objects ● 1:1 correspondence ● counting to 10 (Y2 100) (forwards & backwards starting from any number) ● read & write numbers to 100 ● partition teen numbers into a ten & some ones ● partition 2digit numbers into tens & ones ● identify & represent numbers using different representations, including the number line ● compare & order numbers to 100 ● count in 2s, 5s, 10s 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> ● Count ● Order ● Compare ● Represent ● One more/one less ● Greater than/less than ● Equal to ● Partition ● Place value 				

Year 1/2 AUTUMN – ADDITION & SUBTRACTION (Y1 within 10)

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs ● represent and use number bonds and related subtraction facts within 20 ● add and subtract one-digit and two-digit numbers to 20, including zero ● solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● 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 ● recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ● 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 ● show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ● recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
<p style="text-align: center;">Year 1 Small Steps</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>Step 1 Introduce parts and wholes</p> <p>Step 2 Part-whole model</p> <p>Step 3 Write number sentences</p> <p>Step 4 Fact families – addition facts</p> <p>Step 5 Number bonds within 10</p> <p>Step 6 Systematic number bonds within 10</p> <p>Step 7 Number bonds to 10</p> <p>Step 8 Addition – add together</p> <p>Step 9 Addition – add more</p> </div> <div style="width: 50%;"> <p>Step 9 Addition – add more</p> <p>Step 10 Addition problems</p> <p>Step 11 Find a part</p> <p>Step 12 Subtraction – find a part</p> <p>Step 13 Fact families – the eight facts</p> <p>Step 14 Subtraction – take away/cross out (How many left?)</p> <p>Step 15 Subtraction – take away (How many left?)</p> <p>Step 16 Subtraction on a number line</p> <p>Step 17 Add or subtract 1 or 2</p> </div> </div>	<p style="text-align: center;">Year 2 Small Steps</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>Step 1 Bonds to 10</p> <p>Step 2 Fact families – addition and subtraction</p> <p>Step 3 Related facts</p> <p>Step 4 Bonds to 100 (tens)</p> <p>Step 5 Add and subtract 1s</p> <p>Step 6 Add by making 10</p> <p>Step 7 Add three 1-digit numbers</p> <p>Step 8 Add to the next 10</p> <p>Step 9 Add across a 10</p> <p>Step 10 Subtract across 10</p> <p>Step 11 Subtract from a 10</p> </div> <div style="width: 50%;"> <p>Step 12 Subtract a 1-digit number from a 2-digit number</p> <p>Step 13 10 more, 10 less</p> <p>Step 14 Add and subtract 10s</p> <p>Step 15 Add two 2-digit numbers (not across a 10)</p> <p>Step 16 Add two 2-digit numbers (across a 10)</p> <p>Step 17 Subtract two 2-digit numbers (not across a 10)</p> <p>Step 18 Subtract two 2-digit numbers (across a 10)</p> <p>Step 19 Mixed addition and subtraction</p> <p>Step 20 Compare number sentences</p> <p>Step 21 Missing number problems</p> </div> </div>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> ● Measures - practical activities length/ weight/ capacity/ volume ● Money - finding totals, calculating change 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> ● Counting forwards and backwards from any number ● Number recognition ● Number formation
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ● number bonds to 10 ● number bonds to 20 ● doubles & halves ● addition & subtraction related facts ● understand + - symbols ● 1 more 1 less than a given number ● Compare numbers and sets of objects 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> ● Part-whole ● Fact families ● Numberbonds ● Addition ● Add, more, subtract, less

Year 1/2 AUTUMN – SHAPE

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● recognise and name common 2-D and 3-D shapes, including: ● 2-D shapes (e.g. rectangles (including squares), circles and triangles) ● 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line ● identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ● identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid ● compare and sort common 2-D and 3-D shapes and everyday objects.
<p style="text-align: center;">Year 1 Small Steps</p> <p>Step 1 Recognise and name 3-D shapes</p> <p>Step 2 Sort 3-D shapes</p> <p>Step 3 Recognise and name 2-D shapes</p> <p>Step 4 Sort 2-D shapes</p> <p>Step 5 Patterns with 2-D and 3-D shapes</p>	<p style="text-align: center;">Year 2 Small Steps</p> <p>Step 1 Recognise 2-D and 3-D shapes</p> <p>Step 2 Count sides on 2-D shapes</p> <p>Step 3 Count vertices on 2-D shapes</p> <p>Step 4 Draw 2-D shapes</p> <p>Step 5 Lines of symmetry on shapes</p> <p>Step 6 Use lines of symmetry to complete shapes</p> <p>Step 7 Sort 2-D shapes</p> <p>Step 8 Count faces on 3-D shapes</p> <p>Step 9 Count edges on 3-D shapes</p> <p>Step 10 Count vertices on 3-D shapes</p> <p>Step 11 Sort 3-D shapes</p> <p>Step 12 Make patterns with 2-D and 3-D shapes</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> ● Length – measuring side lengths 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> ● Doubles & halves ● Number bonds to 20
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ● sorting & grouping ● recognise 3D shapes as solid shapes (ELG) ● recognise 2D shapes as flat shapes (ELG) ● recognise & describe patterns (ELG) ● vocabulary – shape names and properties 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> ● 2d/3d ● Properties ● Sides, corners ● Edges, vertices, faces ● Symmetry ● Patterns

Year 1/2 AUTUMN – MONEY

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
<p style="text-align: center;">Year 1 Small Steps</p> <p>Step 1 Unitising</p> <p>Step 2 Recognise coins</p> <p>Step 3 Recognise notes</p> <p>Step 4 Count in coins</p>	<p style="text-align: center;">Year 2 Small Steps</p> <p>Step 1 Count money – pence</p> <p>Step 2 Count money – pounds (notes and coins)</p> <p>Step 3 Count money – pounds and pence</p> <p>Step 4 Choose notes and coins</p> <p>Step 5 Make the same amount</p> <p>Step 6 Compare amounts of money</p> <p>Step 7 Calculate with money</p> <p>Step 8 Make a pound</p> <p>Step 9 Find change</p> <p>Step 10 Two-step problems</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> Addition & subtraction Multiplication – counting in 2s, 5s, 10s 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones) identify & represent numbers using different representations counting forwards/backwards ordering numbers to 100 compare numbers to 100
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> count in 2s, 5s, 10s coin & note recognition place value 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> coins/notes pence/pounds notation (p/£) change

Year 1/2 SPRING – TIME

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: time (quicker, slower, earlier, later) • measure and begin to record the following: time (hours, minutes, seconds) • sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> • compare and sequence intervals of time • 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
<p style="text-align: center;">Year 1 Small Steps</p> <p style="text-align: center;">Step 1 Before and after</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> <p style="text-align: center;">Step 2 Days of the week</p> </div> <p style="text-align: center;">Step 3 Months of the year</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> <p style="text-align: center;">Step 4 Hours, minutes and seconds</p> </div> <p style="text-align: center;">Step 5 Tell the time to the hour</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> <p style="text-align: center;">Step 6 Tell the time to the half hour</p> </div>	<p style="text-align: center;">Year 2 Small Steps</p> <p style="text-align: center;">Step 1 O'clock and half past</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> <p style="text-align: center;">Step 2 Quarter past and quarter to</p> </div> <p style="text-align: center;">Step 3 Tell time past the hour</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> <p style="text-align: center;">Step 4 Tell time to the hour</p> </div> <p style="text-align: center;">Step 5 Tell the time to 5 minutes</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> <p style="text-align: center;">Step 6 Minutes in an hour</p> </div> <p style="text-align: center;">Step 7 Hours in a day</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> • Shape • Fractions • Addition & Subtraction • Counting in 2s, 5s, 10s • Multiples of 2, 5, 10 • Place value – order and compare 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> • Counting to 100 forwards & backwards • Ordering numbers to 100 • Compare numbers to 100 < > = • 1 more or less • Number bonds to 10 • Number bonds to 20 • Related addition & subtraction facts • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward • recognise the place value of each digit in a two-digit number (tens, ones) • partition any two-digit number into different combinations of tens and ones • Fractions
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> • Sequence events • Read & set o'clock & half past times • Read & set quarter past and quarter to times • Read and set times with 5 minute intervals • Counting in 5s • Understand the months of the year • Understand the number of minutes in an hour and hours in a day 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • O'clock, half past, quarter past/to • Hours, minutes, seconds • Days, weeks, months • Hour hand; minute hand • Clockwise

Year 1/2 SPRING – PLACE VALUE TO 20/50 (Y1)

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ● count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. ● given a number, identify one more and one less. ● identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. ● read and write numbers from 1 to 20 in numerals and words. 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> ●
<p style="text-align: center;">Year 1 Small Steps</p> <p>Step 1 Count from 20 to 50</p> <p>Step 2 20, 30, 40 and 50</p> <p>Step 3 Count by making groups of tens</p> <p>Step 4 Groups of tens and ones</p> <p>Step 5 Partition into tens and ones</p> <p>Step 6 The number line to 50</p> <p>Step 7 Estimate on a number line to 50</p> <p>Step 8 1 more, 1 less</p>	<p style="text-align: center;">Year 2 Small Steps</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> ● Measure – order and compare units. 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> ● Counting forwards and backwards from any given number. ● Read and write numbers to 50 in numerals (to 20 in words).
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ● Counting to 20 forwards & backwards (ELG) ● Recognising numbers to 50 ● Ordering numbers to 50 ● Compare numbers to 50 ● 1 more or less 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> ● Count ● Forwards/backwards ● Numerals ● Digits ● Tens/ones ● More, greater, most ● Less, fewer, least ● Equal to

Year 1/2 SPRING – STATISTICS (Y2)

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> • interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • ask and answer questions about totalling and comparing categorical data.
<p style="text-align: center;">Year 1 Small Steps</p>	<p style="text-align: center;">Year 2 Small Steps</p> <p style="color: #0070c0; margin-left: 20px;">Step 1 Make tally charts</p> <div style="background-color: #e0e0e0; padding: 5px; margin-left: 20px; margin-top: 10px;">Step 2 Tables</div> <p style="color: #0070c0; margin-left: 20px; margin-top: 10px;">Step 3 Block diagrams</p> <div style="background-color: #e0e0e0; padding: 5px; margin-left: 20px; margin-top: 10px;">Step 4 Draw pictograms (1-1)</div> <p style="color: #0070c0; margin-left: 20px; margin-top: 10px;">Step 5 Interpret pictograms (1-1)</p> <div style="background-color: #e0e0e0; padding: 5px; margin-left: 20px; margin-top: 10px;">Step 6 Draw pictograms (2, 5 and 10)</div> <p style="color: #0070c0; margin-left: 20px; margin-top: 10px;">Step 7 Interpret pictograms (2, 5 and 10)</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> • Addition & subtraction • Finding difference 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> • addition & subtraction • related facts • adding 3 1-digit numbers • 10 more 10 less than a given number
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> • Counting in 2s, 5s and 10s • Read scales in division of ones, twos, fives and tens (interim framework) 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • Pictogram, tally chart, block diagram, table • Category • Total • Data

Year 1/2 SPRING – MULTIPLICATION & DIVISION

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> 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 style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
<p style="text-align: center;">Year 1 Small Steps</p> <p>Step 1 Count in 2s</p> <p>Step 2 Count in 10s</p> <p>Step 3 Count in 5s</p> <p>Step 4 Recognise equal groups</p> <p>Step 5 Add equal groups</p> <p>Step 6 Make arrays</p> <p>Step 7 Make doubles</p> <p>Step 8 Make equal groups – grouping</p> <p>Step 9 Make equal groups – sharing</p>	<p style="text-align: center;">Year 2 Small Steps</p> <p>Step 1 Recognise equal groups</p> <p>Step 2 Make equal groups</p> <p>Step 3 Add equal groups</p> <p>Step 4 Introduce the multiplication symbol</p> <p>Step 5 Multiplication sentences</p> <p>Step 6 Use arrays</p> <p>Step 7 Make equal groups – grouping</p> <p>Step 8 Make equal groups – sharing</p> <p>Step 9 The 2 times-table</p> <p>Step 10 Divide by 2</p> <p>Step 11 Doubling and halving</p> <p>Step 12 Odd and even numbers</p> <p>Step 13 The 10 times-table</p> <p>Step 14 Divide by 10</p> <p>Step 15 The 5 times-table</p> <p>Step 16 Divide by 5</p> <p>Step 17 The 5 and 10 times-tables</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> Measures - length/ weight/ capacity/ volume Money 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> number bonds to 10 number bonds to 20 doubles & halves addition & subtraction related facts counting forwards and backwards to 50 partition numbers into tens and some ones represent numbers in different ways
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> Counting in 2s, 5s and 10s Recognise equal groups Finding half Odd and even numbers 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> Multiply, multiplication, times Divide, division, sharing Times tables Equals Commutative Arrays Repeated addition Multiplication and division facts Fact families

Year 1/2 SPRING – FRACTIONS

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● recognise, find and name a half as one of two equal parts of an object, shape or quantity. ● recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● 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. ● write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
<p style="text-align: center;">Year 1 Small Steps</p> <p>Step 1 Recognise a half of an object or a shape</p> <p>Step 2 Find a half of an object or a shape</p> <p>Step 3 Recognise a half of a quantity</p> <p>Step 4 Find a half of a quantity</p> <p>Step 5 Recognise a quarter of an object or a shape</p> <p>Step 6 Find a quarter of an object or a shape</p> <p>Step 7 Recognise a quarter of a quantity</p> <p>Step 8 Find a quarter of a quantity</p>	<p style="text-align: center;">Year 2 Small Steps</p> <p>Step 1 Introduction to parts and whole</p> <p>Step 2 Equal and unequal parts</p> <p>Step 3 Recognise a half</p> <p>Step 4 Find a half</p> <p>Step 5 Recognise a quarter</p> <p>Step 6 Find a quarter</p> <p>Step 7 Recognise a third</p> <p>Step 8 Find a third</p> <p>Step 9 Find the whole</p> <p>Step 10 Unit fractions</p> <p>Step 11 Non-unit fractions</p> <p>Step 12 Recognise the equivalence of a half and two quarters</p> <p>Step 13 Recognise three-quarters</p> <p>Step 14 Find three-quarters</p> <p>Step 15 Count in fractions up to a whole</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> ● Multiplication & division (sharing) 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> ● Counting in 2s ● Counting in 5s ● Counting in 10s ● Doubles to 10 ● Number bonds to 20 ● Related facts to 20 ● Time
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ● Understand a fraction is an equal part of the whole ● Recognise $\frac{1}{2}$ & $\frac{1}{4}$ shape ● Find $\frac{1}{2}$ of a number ● Find $\frac{1}{4}$ of a number ● Equal groups ● Sharing 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> ● Fraction, part, whole, equal parts ● Half, quarter, third ● Unit fraction ● Non-unit fraction

Year 1/2 SPRING – POSITION & DIRECTION

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> describe position, directions and movements, including half, quarter and three-quarter turns. 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns. 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 style="text-align: center;">Year 1 Small Steps</p> <p>Step 1 Describe turns</p> <p>Step 2 Describe position - left and right</p> <p>Step 3 Describe position - forwards and backwards</p> <p>Step 4 Describe position - above and below</p> <p>Step 5 Ordinal numbers</p>	<p style="text-align: center;">Year 2 Small Steps</p> <p>Step 1 Language of position</p> <p>Step 2 Describe movement</p> <p>Step 3 Describe turns</p> <p>Step 4 Describe movement and turns</p> <p>Step 5 Shape patterns with turns</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> Time Fractions Shape 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> Counting forwards and backwards addition & subtraction related facts adding 3 1-digit numbers 10 more 10 less than a given number
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> vocabulary to describe directions – up, down, left, right recognise $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ turn (clockwise) positional language 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> position half, quarter, three-quarter turns right angles clockwise/anti-clockwise

Year 1/2 SUMMER – MEASURE

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) compare, describe and solve practical problems for: mass or weight (e.g. heavy/light, heavier than, lighter than) measure and begin to record the following: length/height, mass/weight, volume/capacity 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =
<p style="text-align: center;">Year 1 Small Steps</p> <p style="text-align: center;">Step 1 Heavier and lighter</p> <p style="text-align: center;">Step 2 Measure mass</p> <p style="text-align: center;">Step 3 Compare mass</p> <p style="text-align: center;">Step 4 Full and empty</p> <p>Step 1 Compare lengths and heights</p> <p style="text-align: center;">Step 5 Compare volume</p> <p>Step 2 Measure length using objects</p> <p style="text-align: center;">Step 6 Measure capacity</p> <p>Step 3 Measure length in centimetres</p> <p style="text-align: center;">Step 7 Compare capacity</p>	<p style="text-align: center;">Year 2 Small Steps</p> <p style="text-align: center;">Step 1 Compare mass</p> <p style="text-align: center;">Step 2 Measure in grams</p> <p style="text-align: center;">Step 3 Measure in kilograms</p> <p style="text-align: center;">Step 4 Four operations with mass</p> <p>Step 1 Measure in centimetres</p> <p style="text-align: center;">Step 5 Compare volume and capacity</p> <p style="text-align: center;">Step 2 Measure in metres</p> <p style="text-align: center;">Step 6 Measure in millilitres</p> <p>Step 3 Compare lengths and heights</p> <p style="text-align: center;">Step 7 Measure in litres</p> <p style="text-align: center;">Step 4 Order lengths and heights</p> <p style="text-align: center;">Step 8 Four operations with volume and capacity</p> <p>Step 5 Four operations with lengths and heights</p> <p style="text-align: center;">Step 9 Temperature</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> Place value – order & compare Addition & subtraction Multiplication & division 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> 2, 5, 10 times tables & related division facts Doubles & halves Counting in 3s Compare numbers to 50 Counting forwards and backwards to 100
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> count in 2s, 5s, 10s compare & order numbers read scales in divisions of ones, twos, fives and tens use multiplication and division facts for 2, 5 and 10 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> length/height long/short, longer/shorter, longest/shortest tall, taller, tallest mass/weight heavy/light, heavier/lighter, heaviest/lightest capacity/volume full, nearly full, half full, nearly empty, empty unit/non-unit measures cm/m, ml/l, g/kg °C compare/order greater/less than, equal to

Year 1/2 SUMMER – PLACE VALUE TO 100 (Y1)

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ● given a number, identify one more and one less ● identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ● read and write numbers from 1 to 20 in numerals and words. ● 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> ●
<p style="text-align: center;">Year 1 Small Steps</p> <p>Step 1 Count from 50 to 100</p> <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">Step 2 Tens to 100</div> <p>Step 3 Partition into tens and ones</p> <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">Step 4 The number line to 100</div> <p>Step 5 1 more, 1 less</p> <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">Step 6 Compare numbers with the same number of tens</div> <p>Step 7 Compare any two numbers</p>	<p style="text-align: center;">Year 2 Small Steps</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> ● Measures – order & compare weight/ capacity/ length 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> ● Shape ● Time ● Position & direction
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ● Counting to 50 forwards & backwards ● Ordering numbers to 50 ● Compare numbers to 50 < > = ● 1 more or less ● Partition numbers into ten and some ones ● Represent numbers in different ways (part-whole model/ dienes) ● Counting in 10s 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> ● Count ● Forwards/backwards ● Numerals ● Digits ● Tens/ones ● More, greater, most ● Less, fewer, least ● Equal to ● Ten more/ten less

Year 1/2 SUMMER – ADDITION & SUBTRACTION within 20 (Y1)

<p style="text-align: center;">Year 1 National Curriculum Objectives</p> <ul style="list-style-type: none"> ● read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs ● represent and use number bonds and related subtraction facts within 20 ● add and subtract one-digit and two-digit numbers to 20, including zero ● solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	<p style="text-align: center;">Year 2 National Curriculum Objectives</p> <ul style="list-style-type: none"> ●
<p style="text-align: center;">Year 1 Small Steps</p> <p>Step 1 Add by counting on within 20</p> <p>Step 2 Add ones using number bonds</p> <p>Step 3 Find and make number bonds to 20</p> <p>Step 4 Doubles</p> <p>Step 5 Near doubles</p> <p>Step 6 Subtract ones using number bonds</p> <p>Step 7 Subtraction - counting back</p> <p>Step 8 Subtraction - finding the difference</p> <p>Step 9 Related facts</p> <p>Step 10 Missing number problems</p>	<p style="text-align: center;">Year 2 Small Steps</p>
<p style="text-align: center;">Domain Links</p> <ul style="list-style-type: none"> ● Measure – weight/length/capacity ● Money 	<p style="text-align: center;">Practise & Consolidate</p> <ul style="list-style-type: none"> ● Shape ● Position & direction ● Time
<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ● Addition to 10 (include part whole model) ● Number bonds to 10 ● Related addition & subtraction facts 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> ● Addition/subtraction ● Add, plus, more, total, and ● Subtract, minus, less, difference ● Equals ● Related facts/fact families ● Missing number