

Totley Primary School

Mathematics

A sequenced curriculum

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Maths Curriculum

Intent, Implementation and Impact

Intent

To develop a curriculum which:

- ✓ Instils a love of maths and gives children the necessary knowledge and skills they need to be successful, confident and accurate mathematicians, so they are ready for their next stage in education and be confident mathematicians in life.
- ✓ Is at least as demanding as the National Curriculum
- ✓ Teaches children to be independent, resilient and creative thinkers, while transferring knowledge across curriculum areas.
- ✓ Enables teachers to teach using the most effective strategies.
- ✓ Tailors learning to meet children's individual needs and strengths.
- ✓ To teach children know themselves as reflective learners, able to identify their own next steps in learning.

Implementation

Mathematics			
Retrieval Practice	Number Knowledge	Arithmetic	Reasoning

Reasoning mathematically is the most important factor in a pupil's success in mathematics. Nunes (2009).

That is why, at every level of challenge, and whatever stage and age, every child is given the opportunity to reason and solve problems.

Oracy

We use the language of problem solving in a clear progression. The Mead Trust (2019)

Noting < Describing < Explaining < Convincing < Justifying < Proving

The Oracy Framework, which is used across all curriculum areas, is applied in maths to teach children how to reason, explain, prove and justify. The Meta Mates are used to teach the strands of mathematical reasoning of proving, explain, pattern sniffing, predicting and concluding. Again, oracy is the vehicle through which we teach these important skills.

Content and Sequence

- Long-term planning is deliberately spaced and interleaved for revision and over-learning of the content. School sequencing materials are used as the starting point for curriculum planning, which is structured into four cycles. In each cycle, all strands of maths are taught.
- We believe mastery is achieved over time and through practice; this is reflected in the design and implementation of our maths curriculum and maths lessons.
- Retrieval Practice allows children to become secure within their knowledge and skills. Activities are used to revise previous content. These are useful assessment opportunities: feedback is given to groups or the whole class as identified. Retrieval Practice starters are used to revise previous content and address misconceptions as identified through observing children's work and responses. Teachers have the freedom to determine the most useful learning to retrieve, and this is balanced alongside the Ebbinghaus forgetting curve of sequenced retrieval.
- Every day, children count and practise essential number knowledge. This is sequenced in such a way as to equip children with the most useful knowledge for subsequent reasoning lessons. The Number Knowledge session is systematic and deliberate: teachers model, children practise through call and response
- Arithmetic is taught discretely from year 3. This is sequenced to equip children with the calculation methods they need to apply in subsequent reasoning lessons.
- In Foundation Stage Two, children build a secure foundation of mathematics. Learning is contextualised and given purpose within the continuous provision. Adults lead learning through direct teaching, group work and observations of independent learning. Subitisation, number sense and counting are a significant focus of the curriculum.
- From year 1, the *Learning Journey* model is used to sequence the reasoning learning of a given objective. Component steps on the learning journey are progressive. Within each step, children have the opportunity to *acquire/refine*, *practise/apply*, and *extend/deepen* their learning. Each level of challenge builds on prior learning and extends thinking. Problem solving and reasoning are inherent at every level of learning, and concrete manipulatives are used by all children to scaffold and deepen thinking.
- Component steps are intentionally planned so learning is cumulative and revisited across four week cycles, to give all children the opportunity for deliberate practice and the tools to reach a greater depth standard when appropriate.

Teaching and Learning, Assessment and Feedback

- Starting points are identified through accurate teacher assessment and prior learning.
- Summative assessment is made towards the end of each cycle using assessment materials curated by us, including Maths No problem assessment resources, to match the content of our curriculum. Assessment checks what has been learnt (remembered) and analysis informs subsequent retrieval practice (teachers identify the things children need more opportunities to remember) and informs periods of consolidation. The curriculum model allows flexibility in order to respond to the strengths and needs of children.
- The intended learning is always the focus of actions in the classroom. Activities and resources are carefully chosen and deliberately designed to focus effort towards practising the learning intentions. Activities are rich in problem solving, reasoning and purposeful thinking. Children record their work with precision, care and pride.
- The working wall displays the steps of learning, and useful scaffolds and models for children to refer to in order to build independence.
- *Reasoning is a right of all children at all stages of learning, not a privilege of the highest attaining.*
- *Concrete resources are the right of all children, not the crutch of the lowest attaining.*
- Feedback is given in response to timely and continuous formative assessment in every lesson. Teachers use a range of formative assessment tools, including questions and observations to gauge children's level of understanding and knowledge. This is used to either offer support and scaffolds, or to give opportunities to deepen learning. Feedback is given in line with our feedback policy, including *Yippee Yellow* and *Green Pen Work* to check, consolidate or challenge.

Impact

- No ceiling is placed on any learner: teaching groups are flexible and adapted according to emerging learning needs and the level of support that is needed to enable all children to access the right level of challenge and way of learning for their needs. Children speak positively about the ability to drive their learning through self-assessment and the opportunities they have for extra practice time or additional challenge that the learning journey affords them.
- Nearly all children leave Totley Primary School having achieved at least the expected standard and as confident mathematicians, ready to take on the next stage in their education. Many reach a greater depth standard.
- SEND children make at least expected progress and reach their attainment targets.
- Disadvantaged children make progress that is at least in line with their peers.
- Children leave Totley Primary School as confident, knowledgeable mathematicians and with a positive attitude towards mathematics.

Early Years Foundation Stage 2	2022	Key Stage One	2022		Key Stage Two	2022		
			Expected standard	High level		Expected standard	High level	KS1 to KS2 Progress Measure
Children reaching a GLD	80%		85%	21%		88%	28%	+2.4

Curriculum Questions			What is in the world around me?								What happens in the world around us?								How do we keep the world super?							
			Autumn 1 (7 Weeks)				Autumn 2 (7 Weeks)				Spring 1 (6 Weeks)				Spring 2 (6 Weeks)				Summer 1 (6 Weeks)				Summer 2 (7 Weeks)			
			What is it like at school?	What does my family look like?	What is special to me?	What is Diwali? (24.10)	What is harvest?	What is my favourite story?	What is Hanukkah? (18-26.12)	How is Christmas celebrated?	What is it like where I live?	Let's celebrate Chinese New Year!	Which comes first the chicken or the egg?	Where does it live and how does it grow?	How are weddings celebrated around the world?	What is Ramadan? (22.3- 21.4)	How is Easter celebrated ? (9.4)	What makes our world super?	How do we keep our world super?	What makes me super?	How does art make the world a better place?	Pirates	How have I changed in a year?	Transition		
Mathematics	Number focus	0 / 1	2 / 3	4 / 5	Subitising to 5	6 / 7	8 / 9	10	Subitising to 5	Counting in 2's	Counting in 5's	Counting in 10's	11 / 12	13 / 14	15	16	17 / 18	19 / 20	Odd and Even numbers	Place Value	Odd and Even numbers	Place Value				
	Daily Number Sense	Counting marbles, counting when lining up (Counting 1:1, in 2's, 5's and 10's, counting backwards etc) Using language of ordinal numbers, Number Blocks Counting is unavoidable in the provision – tidy-up times, resources labelled with amount of objects Retrieval challenges in the Maths area Counting and understanding of number is encouraged in other areas of the provision as part of challenges																								
	Time / Measure	Language of time, dates, days and months – daily routines / timetable / calendar Food Tech: Real world experience of measuring ingredients using non-standard and standard measurements																								
	Number and Numerical Patterns	BASELINE		Orally counting objects 1:1 Subitising Orally counting 1-10		Autumn Number line Ordering numbers 0-5 / 0-10 Number formation Orally counting objects 1:1 Orally counting 1-5/1-10	Addition / Subtraction One More than a number 0-10 One Less than a number 0-10	How tall am I? Orally counting objects 1:1 Orally counting 1-10	Christmas Counting Estimation	Ordering numbers 0-5 / 0-10 Number formation	Addition Number Bonds to 5 / 10 Subtraction Taking a one-digit number away from another up to 10 Challenge: from numbers up to 20 Chinese New Year Ordinal numbers	Doubling Halving	Counting Careful 1:1 counting of BeeBot steps 1 more / 1 less	Addition Repeated addition to solve problems		Addition and Subtraction Using numicon Place Value Comparing amounts	Doubling Halving		Place Value Comparing numbers	Addition Counting in 2's, 5's and 10's	Addition / Subtraction Using a number line					
	Shape, Space and Measure (Non-Statutory)	BASELINE			Dinosaur pictures / Rangoli Patterns (Woodwork) Naming basic 2D shapes Begin to identify properties Use 2D shapes to create pictures			How tall am I? Comparing height Measuring height using non-standard units	Christmas Pictures Naming basic 2D shapes Begin to identify properties Use 2D shapes to create patterns		Woodwork 2D shape patterns Naming basic 2D shapes Begin to identify properties		Beebots Positional language		2D shape Sort and compare shapes by their properties.	3D Shape Sort and compare shapes by their properties.			3D Shape Using 3D shapes to play and build Discussing and comparing 3D shapes based on their properties		Using coins – Begin to understand and compare the value of coins					
	Retrieval Practise					Counting objects and matching to numeral	Naming basic 2D shapes Using 2D shapes to make a repeating pattern	Counting objects on a number line	Repeating patterns with autumn shape printing	Counting Christmas objects	One More / One Less	Measuring and comparing the height of the animals from the CNY story	Missing Number tracks	Number Bonds to 5/10	Addition / Subtraction	Have I gotten taller? Comparing height Measuring height using non-standard units	Doubling and Halving	Missing number Tracks	2D/3D shape	Addition / subtraction using numicon	Positional language (BeeBots) 3D Shape	Number bonds	Comparing heights Have I grown? How much have I grown?			

Curriculum Questions	What's in the world around me?						What happens in the world around us?					How do we keep the world super?						
	Autumn 1			Autumn 2			Spring 1		Spring 2			Summer 1			Summer 2			
	What is it like at school?	What does my family look like?	What is special to me?	What is harvest?	What is my favourite story?	How is Christmas celebrated?	Do bears live in Totley?	How do people celebrate around the world?	Which comes first the chicken or the egg?	Where does it live and how does it grow?	How is Easter celebrated?	What makes our world super?	How do we keep our world super?	What makes me super?	How does art make the world a better place?	Children's Choice: Pirates	How have I changed in a year?	
Mathematics																		
Principles of Counting	Stable Order: Understanding the verbal sequence of counting; being able to say the number names in sequential order. Daily counting of marbles, children in the line, doing the calendar dates																	
	One-to-One Correspondence: Understanding that when saying the names of the numbers in sequence, each object receives one count and one only one count. During taught sessions, tidying up																	
	Cardinality: Understanding that the last number spoken in a counting sequence names the quantity for that set. During taught sessions, tidying up																	
	Abstraction: Understanding that it doesn't not matter what you count, how we count stays the same. For example, any set of objects can be counted as a set, regardless of whether they are the same colour, shape, size, etc. This can also include non-physical things such as sounds, imaginary objects, etc. During taught sessions, tidying up, numbers of the week																	
Order Irrelevance: Knowledge that the order that items are counted in is irrelevant—left-to-right, right-to-left, in a random fashion—as long as every object in the set is given one count and only one count.																		
Number and Numerical Patterns	<u>Numbers of the week: 0,1,2,3,4,5</u>			<u>Numbers of the week: 6,7,8,9,10</u>			<u>Number focus: Counting in 2's, 5's & 10's</u>			<u>Numbers of the week: 11,12,13,14,15</u>			<u>Numbers 10, 11, 12, 13, 14, 15</u>			<u>Numbers 16, 17, 18, 19, 20</u>		
	To be able to count orally and count with one-to-one correspondence.			To be able to count orally and with one-to-one correspondence.			To be able to count a range of objects or pictures accurately with one-to-one correspondence.			To recognise and be able to form numbers 11-15 confidently.			To know and be able to form Numbers 0-15 confidently.			To know and be able to form Numbers 16-20		
To be able to match amounts and compare numbers 0-5 and 6-10 using language of more, less, fewer or the same as (using counters, dice, Numicon, dominoes, fingers, numeral, irregular arrangements and groups of objects).			To be able to match amounts and compare numbers using language of more, less, fewer, the same, equal 0-10 (counters, dice, Numicon, dominoes, fingers, money numeral, irregular arrangements and groups of objects).			To be able to match amounts and compare using mathematical language (counters, dice, Numicon, dominoes, fingers, money numerals, irregular arrangements)			To be able to order numbers confidently and say what one more and one less is.			To be able to solve addition and subtraction problems in a range of ways.			To be able to confidently order numbers 0-20 and say what one more or one less is			
To begin to able to form numbers 0-10 with growing accuracy.			To know and be able to form numbers 0-10 confidently.			To know and be able to form numbers 11-15 with growing accuracy.			To know what halving means and be able to use halving language such as sharing, equal and even.			To be able to order numbers and count forwards and backwards			To be able to count forwards and backwards on a number line.			
To be able to order numbers 0 -10 and say what one more or one less than a number is.			To be able to order numbers and say what one more or one less is.			To know anything can be counted and be able to count actions and sounds.			To be able to halve shapes and numbers.			To be able to Share equally (part, part, whole)			To independently solve subtraction calculations using a preferred method.			
To be able to subitise – using dice, Numicon, dominoes, fingers, numerals, irregular arrangements. Recognising different amounts without counting.			To be able to subitise using dice, Numicon, dominoes, fingers numeral, irregular arrangements. (Recognising different amounts without counting.)			To be able to count forwards and backwards on a number line and use the number line to find one more and one less.			To know that halves are equal.			To be able to halve numbers.			To independently solve addition calculations using a preferred method.			
			To begin to know the meaning of and recognise '+', '-' and '=' signs			To know the meaning of and recognise '+', '-' and '=' signs.			To be able to find halves with concrete objects.			To know number facts, focus on odds and even.			To be able to halve numbers and know and recall halving number facts.			
			To know that addition involves combining two or more groups of objects.			To begin to be able to solve some addition number sentences using concrete objects.			To be able to begin to recall halving number facts.			To be able to double numbers and recall doubling facts.			To be able to double and know and recall double number facts.			
			To begin to be able to solve some addition number sentences using concrete objects.			To begin to be able to solve some subtraction number sentences using concrete objects.			To be able to begin to recall double number facts.			To be able to recall number bonds to 5 and 10 confidently.			To be able to count in 2s, 5s and 10s with confidence.			
			To begin to know the group gets smaller when something is taken away.			To know the group gets smaller when something is taken away.			To be able to share equally using part, part whole. Focus on odds and evens.			To be able to subitise different amounts in different contexts						
			To begin to be able to solve some subtraction number sentences using concrete objects.			To begin to solve subtraction number sentences with concrete objects.			To know odd and even numbers to 10 then 20			Have a strong sense of numbers to 12 recognising, writing, adding taking away counting back or on and recalling number facts.						
			To begin to know a double is the same again.			To be able to begin to recall double facts.			To be able to Subitise using dice, Numicon, dominoes, fingers numeral, irregular arrangements.			To be able to count in 2s, 5s and 10s						
			To be able to find double numbers using concrete resources.			To be able to begin to recall double amounts.			To be able to add using different addition methods. (Fingers, Numicon, manipulates, number lines and mentally).									
			To understand what an estimation is and be able to make sensible estimates.			To be able to subitise different amounts.			To know and confidently recall number bonds to 5.									
						To understand that ordinal numbers are used to describe.												
						To use ordinal numbers to explain where an animal came in a race.												

Shape, Space and Measure	To know different times of the day, days of the week and months of the year.	To know that we can measure how long or tall an object is and use this to compare.	To recognise and know the value of 1p,2p, 5p, 10p, 20p and £1.	To use non-standard units of measure to measure and compare length and height.	To know and recognise coins and be able to add amounts using coins.	To be able to recognise different coins and make amounts using them.
	To show interest in 2D shapes and be able to use these to create a picture or repeating pattern.	To use non-standard units of measure to measure and compare length and height.	To know that coins are used in exchanging for things or services and use this in practical play, beginning to use the concept of 'giving change'.	To confidently name common 2D shapes and shape properties.	To use a range of coins to make different amounts.	To be able to talk about their day, referring to different times of the day.
	To name common 2D shapes and shape properties.	To know that we can measure how much something weighs and use this to compare.	To begin to know that a clock is used to tell time.	To show interest in 2D shapes and be able to use these to create a picture or repeating pattern.	To know different ways we tell and record the time.	To confidently recognise and name common 2D shapes using their properties.
	To be able to select and rotate shapes building an awareness that a shape can have shapes within it.	To use balance scales to compare heavier/ lighter.	To be able to talk about patterns in events using language first, then, after before.	Use positional language confidently to make comparisons and describe.	To be able to make comparisons with length, weight and capacity.	To confidently recognise and name 3D shapes using their properties.
	To begin to use money in role play, beginning to recognise different coins.	To use non-standard units of measure to weigh and compare.	To begin to know and be able to talk about some 3D shapes and shape properties.	To confidently recall days of the week and months of the year.	To know and be able to talk about some 3D shapes and shape properties.	To be able to recognise, complete and create their own patterns.
	To begin to know different times of the day, days of the week and months of the year.	To know that coins are used in exchanging for things or services and use this in practical play.	To recognise 3D shapes in the environment.		To recognise 3D shapes in the environment and in their play (e.g. building/ malleable)	To be able to make comparisons with length, weight and capacity using non-standard units of measure.
	To use positional language to describe themselves or others.	To be able to recognise some coins and begin to match amount to coin values 1p,2p, 5p	To be able to talk about and identify patterns and create own patterns.		To confidently recall days of the week and months of the year.	To confidently recall days of the week and months of the year.
		To name common 2D shapes and shape properties.	To confidently recall days of the week and months of the year.			
		To show interest in 2D shapes and be able to use these to create a picture or repeating pattern.				
		To know different times of the day, days of the week and months of the year.				

Year One	1	2	3	4	5	6	7	8	9	10
Autumn	Subitise to 5 Teen numbers	Reading numbers to 100 Partition numbers	1 more 1 less Count in 10s	Number bonds to 10 Teen numbers	1 more 1 less Number bonds to 20	Count in multiples of 10 up to 120 Odd / even (numicon)	Shape names & properties (e.g. number of sides) Reading numbers to 100	Subitise teen numbers (Numicon, bar model, array) Lots of 10s	Doubles Number bonds	Count in 2s up to 24 Subitise – teen numbers
	Place Value Counting and understanding of numbers within 100. WALT count and understand numbers within 100. -sort objects -count objects -count objects from a larger group -represent objects	Place Value 1 more, 1 less Counting in 2s. WALT find 1 more. -count on from any number -1 more -1 less -compare groups by matching	Addition _ + _ using the part-whole model. WALT add numbers -Part-whole model -Addition- adding together -Addition- adding more -Addition problems	Subtraction using a part-whole model WALT find a part. WALT subtract by finding a part. WALT find out how many are left. WALT find a part.	Multiplication Count in 2s, 5s and 10s to add equal groups. WALT add equal groups -Count in 2s -Count in 10s -Count in 5s -Recognise equal groups -Add equal groups	Shape Recognise common 2D shapes from their properties. WALT recognise common 2D shapes from their properties -recognise and name 2D shapes -Make patterns with 2D shapes	Measure Comparing length. WALT measure and compare length -compare lengths and heights -measure length using objects -measure length in centimetres	Time Language of time, dates, days and months. Read the time to o'clock Understanding of half. WALT use language of time, dates, days and months WALT tell the time to o'clock -days of the week -months of the year -hours, minutes and seconds -Tell the time to the hour	Consolidation	
Winter	1	2	3	4	5	6	7	8	9	
	2s sequence Reading numbers to 100	Recognising diennes (2digit) Place value – tens/ones	number bonds to 10 Doubles	Teen numbers	Place value tens/ones bonds 10	Number bonds to 20 Subtraction (within 10)	Addition Count in 2s	3D shapes Counting in 10s	+10 -10	
	Consolidation	Place Value Understand and compare 2-digit numbers. WALT compare numbers -Partition into tens and ones -Fewer, more and the same -Less than, greater than, equal to -Compare numbers -the number line to 50 -1 more, 1 less	Money Understand and compare value of coins WALT understand and compare the value of coins -unitising -recognise coins- recognise notes -count in coins	Addition _ _ + _ using a number line WALT add 1 digit and 2 digit numbers up to 30 -add by counting on -add one susing number bonds -find number bonds to 20 -use doubles to 20	Consolidation	Subtraction _ _ - _ using a number line WALT subtract 1 digit a 2 digit numbers up to 30 -subtract ones using number bonds -subtraction- counting back -subtracting- finding the difference	Multiplication Count in 2s, 5s and 10s to solve 1-step multiplication problems. -make arrays -make doubles	Shape Recognise common 3D shapes by their properties WALT identify, describe and sort 3D shapes. -recognise and name 3D shapes -sort 3D shapes -make patterns with 2D and 3D shapes	Measure Comparing weight. WALT measure and compare the mass of objects -heavier and lighter -measuring mass -compare mass	

Spring	1	2	3	4	5	6	7	8	9	10
	Counting in 5s up to 60	Odd / even	doubles	Count in 2s up to 24	Counting in 10s	Teen numbers	Read numbers up to 100	+10 -10	Count in multiples of 5 up to 60	Count in multiples of 10 up to 120
	Position and Direction Positional language (half, quarter turn of a circle). WALT describe position and direction -describe turns -describe position- left and right -describe position- forwards and backwards -describe position- above and below	Place Value WALT compare 2-digit numbers. -1 more, 1 less - Estimate a number on a number line -Compare numbers with the same number of tens -Compare any two numbers	Addition and Subtraction Compare answers WALT solve and compare addition and subtraction number sentences -related facts -missing number problems	Multiplication Count in 2s, 5s and 10s to solve 1-step multiplication problems. WALT count in 2s, 5s and 10s to solve 1-step multiplication problems. -make arrays -make doubles	Division Understand that division is sharing amounts into groups. WALT solve 1 step division problems -Make equal groups- groups -Make equal groups- sharing	Fractions To understand the concept of a half (objects, shapes and quantities). WALT find half of objects, shapes and quantities. -recognise a half of an object or a shape -Find half of an object or a shape -recognise half of a quantity	Shape Sort and compare shapes by their properties. WALT sort and compare shapes by their properties	Measure Comparing capacity. WALT measure and compare capacity. -full and empty -compare volume -measure capacity -compare capacity	Time Read and compare (earlier/later) times on a clock. WALT compare earlier and later times. -before and after -tell the time to the half hour	Consolidation
Summer	1	2	3	4	5	6	7	8	9	10
	Count in multiples of 5 up to 60 Count in multiples of 10 up to 120	+1 and -1	+10 and -10	Subitise teen numbers (Numicon)	Count in multiples of 5 up to 60 Count in multiples of 10 up to 120	Odd or even	Bonds to 10	Read numbers to 100	Count in multiples of 5 up to 60 Count in multiples of 10 up to 120	Count in multiples of 5 up to 60 Count in multiples of 10 up to 120
	Consolidation	Place Value WALT compare the answers to calculations using all four operations. -Recognise equal groups -Add equal groups -Make equal groups- grouping -Make equal groups-sharing	Addition and Subtraction Solve problems using money and measures. WALT use addition and subtraction to solve money and measure problems. -related facts -missing number problems	Multiplication Count in 2s, 5s and 10s to solve problems, and compare answers. WALT compare multiplication answers. -make arrays -make doubles	Division Understand division is sharing an amount into groups. WALT share and group to divide.	Fractions Half and quarter of shape, amount and objects. WALT use half and quarter. -Recognise a quarter of an object or shape -Find a quarter of an object or shape -Find a quarter of a quantity	Shape Sort and compare shapes by their properties. WALT compare and sort shapes by their properties.	Measure Understand and use cm and m to measure and compare. WALT measure length to the nearest cm and m.	Time Read clock to quarter past the hour. Record time using hours, minutes and seconds by reading a digital stopwatch. WALT read and compare the time to o'clock, half past and quarter past.	Consolidation

Year Two	1	2	3	4	5	6	7	8	9	10
Autumn	Bonds to 10	+1 and -1	+10 and -10	Count in 2s up to 24	Count in multiples of 10 up to 120	Count in multiples of 5 up to 60	2D Shape	3D	Bar model Bonds to 20	Odd/Even
	Place Value Representing number -dienes -partitioning -number facts -fact families Ordering number Place value of two-digit number (10s, 1s) WALT use the numbers to 20. WALT count objects to 100 by making 10s. WALT recognise tens and ones. WALT use a place value chart.	Place Value Identify 1 more and one less. -10 more and 10 less WALT partition numbers to 100. WALT write numbers to 100 in words. WALT flexibly partition numbers to 100. WALT write numbers to 100 in expanded form.	Addition Use addition facts to 20. Derive and use related facts up to 100 WALT use related facts. WALT use bonds to 100. WALT add and subtract 1s. WALT add by making ten. WALT add three 1-digit numbers. WALT add to the next 10. WALT add across a 10.	Subtraction Subtraction facts to 20. Derive and use related facts up to 100 WALT subtract across a 10. WALT subtract from a 10. WALT subtract a 1-digit number from a 2-sigit number. WALT find 10 more or 10 less.	Multiplication Count in steps of 2, 3, and 5 from 0, and in 10s Multiplication facts for the 2, 5 and 10 times tables WALT recognise equal groups. WALT make equal groups WALT add equal groups WALT use the multiplication symbol. WALT use arrays. WALT count in 3s.	Division Recall and use division facts for the 2, 5 and 10 multiplication tables. WALT make equal groups – sharing WALT make equal groups – sharing WALT use the 2 times-table WALT divide by 2 WALT double and halve.	Fractions Recognise, find, name and write simple fractions of a length, shape, or quantity WALT use parts and whole WALT use equal and unequal parts WALT find a half. WALT find a quarter. Measure Compare and order lengths, mass or capacity WALT compare mass. WALT measure in grams. WALT use the four operations with mass. WALT compare volume and capacity.	Shape properties of 2-D and 3D shapes (symmetry, sides, vertices, faces etc.) WALT recognise 2D and 3D shapes. WALT use lines of symmetry on shapes. WALT sort 2D shapes. WALT sort 3D shapes.	Consolidation, contingency and gap analysis	
Winter	1	2	3	4	5	6	7	8	9	
	Numicon bonds to 7 8 9	Whole part bonds to 7 8 9	Time	Mixed Shape	Recall multiplies of 5 up to 12x10 in any order	Flipped Bonds to 10 (e.g. 10 = 6+4)	Bonds to 20	Time	Consolidation Week	
Place Value Estimate, represent and identify numbers on a number line. Read and write number in words (to 100) WALT use 10s on the number line to 100. WALT use 10s and 1s on the number line to 100. WALT estimate numbers on a number line. WALT compare objects.	Money and Place Value Use symbols for pounds (£) and pence (p); combine coins to make amounts WALT count money in pence. WALT count money in pounds (notes and coins). WALT count money- pounds and pence WALT make the same amount.	Addition and subtraction WALT add and subtract 10s. WALT add two 2-digit numbers (not across a 10) WALT add two 2-digit numbers (across a 10) WALT solve mixed addition and subtraction problems. WALT compare number sentences. WALT complete missing number problems.	Multiplication Solve problems involving multiplication and division using concrete resources and arrays. WALT use the ten time-table WALT use the 5 times-table WALT use the 5 and 10 times-table	Division Solve problems involving division, using materials and arrays. WALT use odd and even numbers. WALT divide by 10. WALT divide by 5	Fractions Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½ WALT find a third. WALT find the whole. WALT use unit fractions. WALT use non-unit fractions. WALT recognise equivalence of two quarters and one half. WALT find three quarters.	Measure Choose and use the best units to estimate and measure length/height/mass (kg / g) WALT measure in millilitres and litres. WALT use the four operations with volume and capacity.				

		WALT compare amounts of money. WALT make a pound.								
Spring	1	2	3	4	5	6	7	8	9	10
	Coins, notes and amounts	Coins, notes and amounts	Reading 101 102 etc	Missing number	Draw dienes to solve + -	+ - x ÷ < > =	Recall facts to 10 + -	Scales - metre stick	Count in 2s up to 24	Count in multiples of 10 up to 120
	Place Value Apply to money-giving change. WALT compare objects. WALT compare numbers. WALT order objects and numbers.	Addition Solve problems with numbers, quantities and measures. Subtraction Solve problems with numbers, quantities and measures. WALT add two 2-digit numbers (across a 10) WALT solve mixed addition and subtraction problems. WALT compare number sentences. WALT complete missing number problems.	Multiplication Solve problems in context and apply mental strategies/known facts. Division Solve problems using mental methods (times table facts) and problems in contexts. WALT use the 5 and 10 times-table WALT use odd and even numbers. WALT divide by 10. WALT divide by 5		Shape Identify 2D shapes as the face of 3D shapes. Compare and sort 2D and 3D shapes WALT sort 2D shapes. WALT sort 3D shapes.		Measure Choose, estimate and use measures- cm, m, °C, ml and l. WALT use temperature. Position Order and arrange into patterns and sequences (objects and numbers). WALT use the language of position and movement. WALT describe turns. WALT use shape patterns with turns.	Time Tell and write the time to five minutes including quarter to/past. WALT tell the time to quarter hour intervals. WALT use the hours in a day.	Data Ask and answer questions by counting objects in categories or sorting objects into given categories. WALT make tally charts. WALT read information in dates. WALT use block diagrams. WALT draw and interpret pictograms.	Consolidation Week
Summer	1	2	3	4	5	6	7	8	9	10
	Count in multiples of 5 up to 60	Recall facts to 10 + -			Mixed multiples	Odd/ Even	Time	+9	-9	Review
	Place Value Compare numbers using < = and > Plot, with increasing accuracy, numbers on a blank number line. WALT compare objects. WALT compare numbers. WALT order objects and numbers.	Addition and Subtraction Recognise addition and subtraction as inverse operations. WALT add two 2-digit numbers (across a 10) WALT solve mixed addition and subtraction problems.	SATs	SATs	Multiplication and division Recognise multiplication and division as inverse operations. Use Estimation	Time Tell and write the time to five minutes including quarter to/past. WALT tell the time to 5 minutes. WALT use minutes in an hour.	Data Ask and answer questions by counting objects in categories or sorting objects into given categories. WALT make tally charts. WALT read information in dates. WALT use block diagrams. WALT draw and interpret pictograms.	Shape properties of 2-D and 3D shapes (symmetry, sides, vertices, faces etc) WALT describe 2D and 3D shapes. WALT compare 2D and 3D shapes. WALT make patterns with 2D and 3D shapes.	Contingency weeks to give space for longer than a week for some areas or single session recall of taught topics. Year 3 ready.	

		WALT compare number sentences. WALT complete missing number problems.							
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Year 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Autumn														
Number Knowledge	Times Tables 2s, 5s and 10s			Number bonds to 20		Times table 3s		Counting in 10s and 100s from any number		Pairs to 100	Times Tables 4s		Times Tables 3s and 4s	
Maths	Place Value WALT represent and partition numbers to 100. WALT represent and partition numbers to 1,000.			Addition and subtraction WALT add and subtract 1s. WALT add and subtract 100s. WALT add 1s and 10s across a 10 WALT subtract 1s and 10s across a 10 WALT add 2 numbers (no exchange) WALT subtract 2 numbers (no exchange) WALT add two numbers across a 10 and 100 WALT subtract two numbers across a 10 and 100		Division Grouping and sharing (division) WALT use sharing and grouping		Fractions Recognise and write unit fractions (of amounts of objects) with small denominators WALT understand the denominators of unit fractions. WALT compare and order unit fractions. WALT understand the whole. WALT understand the whole. WALT compare and order non-unit fractions. WALT read fractions on scales		Measure Use & Compare Standard Units m/cm/m Use & Compare Standard Units mass and capacity WALT use scales WALT measure mass in grams WALT measure mass in kilograms WALT use equivalent masses (kilograms and grams) WALT compare mass WALT add and subtract mass WALT measure capacity in mass and volume in millimetres WALT measure capacity and volume in litres.		2D shapes WALT describe direction, turns and angles. WALT identify right angles. WALT compare angles as acute, right or obtuse angles. WALT measure and draw lines accurately WALT identify horizontal and vertical lines. WALT identify parallel and perpendicular lines. WALT recognise and describe 2D shapes.		
Spring	1	2	3	4	5	6	7	8	9	10	11	12		
Number Knowledge	Times Tables 8s		Mixed Times Tables						Bonds to 60		Times by 10 and 100			
Maths	Place Value 1, 10, 100 more/less WALT partition numbers to 1,000 in many ways WALT find 1, 10 and 1000 more and less WALT use a number line to 1,000 WALT estimate numbers on a number line to 1,000 WALT compare numbers up to 1,000 WALT order numbers to 1,000		Addition, Subtraction and inverse (include mass, capacity and length into activities) WALT add 2-digit and 3-digit numbers. WALT subtract a 2-digit number form a 3-digit number WALT use inverse operations WALT estimate answers		Multiplication and division (formal method) WALT multiplication as lots of equal groups WALT use arrays WALT multiply by 3 WALT divide by 3 WALT multiply by 4 WALT divide by 4 WALT multiply by 8 WALT divide by 8 Week 6- assessment			3D Shape Using tables and tallies to sort (Statistics) WALT recognise and describe 3D shapes. WALT make 3D shapes. WALT sort and analyse 3D shapes using tables and tallies	Angles and line properties. WALT compare angles as acute, right or obtuse angles. WALT measure and draw lines accurately WALT identify horizontal and vertical lines. WALT identify parallel and perpendicular ar lines.	Time - analogue clock WALT read and use Roman numerals to 12 WALT tell the time to 5 minutes. WALT tell the time to the minute WALT read the time on a digital clock WALT us a.m. and p.m. WALT use years, months and days WALT use days and hours WALT use hours and minutes to use start and end times WALT use hours and minutes to find duration				
Summer	1	2	3	4	5	6	7	8	9	10	11	12		

Arithmetic	Fluent in 5							
Number Knowledge	Bonds to 100		9, 11, 12 more and 12 less (24 clocks)	Mixed Times Tables				
Maths	Place Value (GAP ANALYSIS)	Addition and Subtraction (money and giving change) WALT convert between pounds and pence WALT add miney WALT subtract money WALT find change	Multiplication and division WALT multiply a 2-digit number by a 1-digit numbe (no exchange) WALT multiply a 2-digit number by a 1-digit number – with exchange WALT link division and multipolciatoin WALT divide a 2-digit number by a 1-digit number (no exchange) WALT divide a 2-digit number by a 1-digit number – with remainders	Time – digital – 12 and 24 hour WALT read 24 hour time WALT convert between 12 and 24 hour time WALT convert between analogue and digital time	Fractions Add, order or compare WALT add fraction WALT subtract fractions WALT partition the whole WALT find non-unit fractions of a set of objects WALT reason with fractions of amounts	Statistics Tables, Pictograms and Bar charts WALT interpret pictograms WALT interpret bar charts WALT draw bar charts WALT read and use two-way tables	Consolidation	

Year 4		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Autumn																
Number Knowledge	ARITH			3	6					7		12				
	Counting	2,5,10	4	3	6	8	9	9	4,8	7	7	12	12	6,9	8	
	Retrieval	Baseline	2,5,10	4	3	6	8	Baseline	9	4,8	6,7	9	12	12	Baseline	
Maths		Place Value Read, write, order and compare Tth Th.H.T.O WALT: represent numbers in different ways. WALT: read, write and identify numbers up to 10,000 in numerals and words. WALT: find 1000 more or less than a given number. WALT: order and compare 4 digit numbers.			Place value Rounding WALT: round numbers to the nearest 10 WALT: round numbers to the nearest 100 WALT: round numbers to the nearest 1,000 TTRS DAY		Addition and subtraction + numbers with up to 4 digits using formal methods Inverse and estimation (rounding) WALT: subtract 4 digit numbers using formal column subtraction. WALT: add 4 digit numbers using formal column addition. WALT: use inverse as a checking strategy for addition and subtraction calculations. WALT: use rounding to estimate answers as a checking strategy.		Multiplication WALT: multiply 2 digit numbers by 1 digit number. WALT: multiply 3 digit numbers by 1 digit number.	Decimals ordering and comparing decimals & integers Fractions and decimals equivalence Use and apply decimal number WALT: read and recognise tenths and hundredths as a fraction of a whole. WALT: understand fraction and decimal equivalence. WALT: compare and order decimals and fractions WALT: round decimals	Dec. cont. Place value Multiply and divide by 10, 100 and 1,000 WALT: multiply by 0, 1, 10, 100 and 1,000 WALT: divide by 1,10, 100 and 1,000.	Measure Convert, compare and calculate units of length, capacity and mass WALT: convert between cm and mm. WALT: convert between m and cm. WALT: convert between m and km, kg and g, l and ml.		Place Value WALT: read, write and compare integers and decimals. WALT: understand negative numbers. WALT: use negative numbers.	Contingency, consolidation and gap analysis	
Spring		1	2	3	4	5	6	7	8	9	10	11	12			
Number Knowledge	ARITH		11													
	Counting	7	11	11,12	9	6	2,3,4,5,10	6	7	9	11	12	chant all			
	Retrieval	6,9	7	11	12	8,9	Baseline	6	7	9	11	12	Baseline			

Maths		Division Number problems involving \div/x WALT Use short division WALT Divide with remainders		Area and Perimeter WALT Count the perimeter of rectilinear shapes WALT Calculate the perimeter of rectilinear shapes WALT Measure the perimeter of shapes WALT Find the area of shapes through counting WALT Explore the relationship between area and perimeter		Time WALT Tell the time to the nearest minute WALT Read and use roman numerals		Assessment		Data Interpret & Present WALT solve problems using info in charts and tables WALT construct charts using info from a table WALT interpret and construct a line graph		Shape WALT identify right, acute and obtuse angles WALT classify and compare properties of quadrilaterals WALT compare and classify triangles WALT Identify lines of symmetry		Contingency, consolidation and gap analysis		Calculation WALT add and subtract up to 4 digit integers WALT multiply and divide integers and decimals WALT Use formal calculation methods to solve problems		Decimals WALT Solve measure and money problems involving decimals to 2DP		Contingency, consolidation and gap analysis	
Summer		1	2	3	4	5	6	7	8	9	10	11	12								
Number Knowledge	Retrieval	8	3,4 Unofficial TTRS check	9,6	8	6, 7	all	MTC		Gap analysis from MTC											
Maths		Decimals: Measure x1 lesson. Fractions WALT compare and order mixed numbers. WALT understand improper fractions. WALT convert between mixed numbers and improper fractions. WALT add fractions.		Arithmetic lesson: Time Convert hours to minutes etc. WALT: convert between seconds, minutes and hours. WALT: convert between days, months and years.		Position Describe position in first quadrant Describe movements between positions as translations WALT describe position using a coordinates grid. WALT plot coordinates WALT draw 2D shapes	Contingency, consolidation and gap analysis	Place Value (Gap analysis WALTs)	Calculation WALT: use efficient methods to subtract. WALT: (retrieve) use checking strategies. WALT: (retrieve) column subtraction and addition.	Decimals Solve measure and money problems involving decimals to 2DP.	Fractions Equivalent fractions WALT: find equivalent fractions WALT find equivalent fraction families. WALT find fractions of amounts. WALT subtract two fractions. WALT subtract from whole numbers. WALT subtract from mixed numbers.	Position and shape Plot specific points and draw sides to complete polygons		Angles Identify, order and compare acute & obtuse angles. *stretch – draw and measure?							

		on a grid. WALT describe translation on a grid.								
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Year Five	1	2	3	4	5	6	7	8	9	10
Autumn	Recall multiplies of 2-12 up to 12x in any order		Recall multiplies of 2-12 up to 12x in any order	Bonds to 100	X 10 and x 100 any 2-digit number and 1 or 2 d.p. number (and divide)	Round to nearest 100	Read any 7-digit number State place value of a digit in any number up to 1million	Count forwards/back ward in powers of 10 from any number up to 1million	Count forwards and backwards in quarters/0.25	Bonds to 100
	Addition	Subtraction	Multiplication	Multiplication	Division	Division	Consolidate 4 operations	Equivalent Fractions	Compare Fractions	Contingency, consolidation and gap analysis
	Place Value Use numbers to at least 1 000 000 and 3dp Place Value WALT ouunt forwards or backwards in powers of 10 up to 1 000 000 Place Value WALT use numbers to at least 1 000 000 and round numbers		Addition Add whole numbers with more than 4 digits WALT solve addition multi-step problems deciding which method to and why Subtraction Subtract whole numbers with more than 4 digits WALT solve subtraction multi-step problems deciding which method to and why		Multiplication Multiply numbers up to 4 digits by a one- or two-digit numbers WALT Multiply numbers up to 4 digits by a one- or two-digit numbers	Division Divide numbers up to 4 digits by a one-digit number WALT Divide numbers up to 4 digits by a one-digit number	Fractions Recognise and use the per cent symbol % and compare and order fractions, decimals and percentages WALT apply knowledge of tenths and hundredths to fractions, decimals and percentages	Shape Perimeter of composite rectilinear shapes WALT find the perimeter of polygons and compound shapes Calculate and compare the area of rectangles WALT find the area of rectilinear and compound shapes		
Winter	1	2	3	4	5	6	7	8	9	
	X 10 and x 100 any 2-digit number and 1 or 2 d.p. number (and divide)	Negative numbers (counting forwards and backwards across zero)	Recall multiplies of 2-12 up to 12x in any order	Roman numerals and reading years written in Roman numerals?	Consolidation of number knowledge	Recall multiplies of 2-12 up to 12x in any order		Recall multiplies of 2-12 up to 12x in any order	Mixed and Improper Fractions	
	Multiply & Divide (1 & 10 & 100)	Equivalent Fractions & Compare Fractions	Mixed and Improper Fractions	Inverse + -	Inverse x ÷	Add and Subtract Fractions	Consolidation of arithmetic	Multiply & Divide (1 & 10 & 100)	Mixed and Improper Fractions	

	Place Value WALT Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	Properties of Number Multiples, factors, factor pairs and common factors, prime, square, cube WALT understand the properties of prime numbers WALT understand the properties of square and cubed numbers		Fractions Identify, name and write equivalent fractions of a given fraction. Compare and order fractions WALT identify and convert improper and mixed fractions WALT compare and order equivalent fractions including improper and mixed		Shape Draw and measure angles Identify. Know and use angles rules on a line and round a point WALT estimate and calculate angles on a straight line WALT estimate and calculate angles round a point		Place Value WALT Interpret and use negative numbers in a variety of worded problems	FDP Solve problems which require knowing percentage and decimal equivalents WALT compare and convert between FDP	
Spring	1	2	3	4	5	6	7	8	9	10
	X 10 and x 100 any 2-digit number and 1 or 2 d.p. number (and divide)	Round to nearest 100	Read any 7-digit number State place value of a digit in any number up to 1million	Count forwards/backward in powers of 10 from any number up to 1million	Count forwards and backwards in quarters/0.25	Bonds to 100	X 10 and x 100 any 2-digit number and 1 or 2 d.p. number (and divide)	Negative numbers (counting forwards and backwards across zero)	Recall multiplies of 2-12 up to 12x in any order	Roman numerals and reading years written in Roman numerals?
	Multiply fractions by a whole number	Multiply by known facts	Divide by known facts	Square and cube numbers	Square and cube numbers	Equivalent Fractions	Decimals as fractions	Consolidation	Add and Subtract fractions	Multiply fractions by a whole number
	FDP Solve problems which require knowing percentage and decimal equivalents WALT compare and convert between FDP	Shape Properties of 2D shapes. Know angles are measured in degrees: estimate and compare angles WALT calculate the interior angles of a range of triangle types WALT properties of quadrilaterals including regular, irregular, parallel and perpendicular WALT calculate the interior angles of various quadrilaterals		Measure Use, read, write and convert between standard units of length, mass and volume WALT estimate and compare different units of measure WALT I can multiply and divide by 10, 100 and 1000 to convert units of measure WALT estimate and calculate volume		Time WALT convert different units of time WALT solve problems involving times including timetables	FDP WALT find percentages (multiple of 10s) of a given amount WALT find any percentage of a given amount		Shape WALT know the properties of 3D shapes WALT identify 3D shapes by 2D representation (nets)	
Summer	1	2	3	4	5	6	7	8	9	10
	Consolidation of number knowledge	Recall multiplies of 2-12 up to 12x in any order		Recall multiplies of 2-12 up to 12x in any order	Bonds to 100	X 10 and x 100 any 2-digit number and 1 or 2 d.p. number (and divide)	Round to nearest 100	Read any 7-digit number State place value of a digit in any number up to 1million	Count forwards/backward in powers of 10 from any number up to 1million	Count forwards and backwards in quarters/0.25


Consolidation and in response to gap analysis





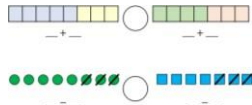

	<p>Position</p> <p>Identify, describe and represent the position of a shape following a reflection or translation</p> <p>WALT plot shapes using co-ordinates in all 4 quadrants</p> <p>WALT translate a shape across 4 quadrants</p> <p>WALT reflect 2D shapes on a mirror line</p>	<p>Measure</p> <p>WALT estimate and compare different units of measure</p> <p>WALT Use all four operations to solve problems involving measures.</p>	<p>Data</p> <p>WALT Complete, read and interpret information in tables, including timetables. WALT Solve problems using information presented in a line graph</p>	<p>Proportion</p> <p>WALT Solve problems involving multiplication and division, including scaling by simple fractions and problems</p>	<p>Contingency, consolidation and in response to gap analysis</p>	
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Year Six	1	2	3	4	5	6	7	8	9	10
Autumn	Recall multiplies of 2-12 up to 12x in any order	Recall multiplies of 2-12 up to 12x in any order	Recall multiplies of 2-12 up to 12x in any order	X 10 and x 100 any 2-digit number and 1 or 2 d.p. number	÷ 10 and ÷ 100 any 2-digit number and 1 or 2 d.p. number	Fraction – decimal equivalents	Fraction – percentage equivalents	2 d.p. bonds to 1	Recall multiplies of 0.2-1.2 up to 12x in any order	Contingency, consolidation and gap analysis
	Addition and subtraction to 2 d.p.	X and ÷ by 10, 100 and 1,000	Dividing by 1 and 2 digit numbers	Adding fractions with different denominators	Dividing fractions	Finding percentages of amounts	Short and long multiplication	Multiplying fractions	Order of operations	
	WALT compare, add and subtract numbers up to 10 000 000 and up to 3dp -Compare numbers with up to 7 digits and 3 decimal places.	WALT compare, add and subtract numbers up to 10 000 000 and up to 3dp -Add and subtract numbers. - Add and subtract with decimal numbers.	WALT convert, compare and calculate fractions, decimals and percentages - Convert and compare between fractions, decimals and percentages. -Calculate the difference between fractions, decimals and percentages of amounts.	WALT understand and use algebra -Use formula expressed in words and algebraically. -Find pairs of numbers that satisfy equations. -Describe number sequences -Use algebra to solve problems	WALT convert units of measures WALT interpret data -Convert between standard units of measurement (lengths, mass and capacity). -Convert between miles and km. -Solve temperature problems. -Solve time problems.	WALT use properties of shapes -Find unknown angles using shape property knowledge. -Classify and compare shapes based on their properties. -Find the area of shapes.	WALT round whole numbers and decimals -Round numbers to a given amount -Round numbers to solve problems.	WALT use long multiplication Multiplication WALT use long division Division -Multiply 4 digits by 2 digits -Multiply decimal numbers. -Divide 4 digit by 2 digit. -Divide decimal numbers.	WALT solve fraction calculations . Fractions with different denominators and mixed numbers, using the concept of equivalent fractions -Add and subtract fractions.	
Winter	1	2	3	4	5	6	7	8	9	
	State place value of a digit in any number up to	Continue number sequence (+/- 200, +/- 50 etc.)	Round to nearest 20, 50 and 100	Recall multiplies of 2-12 up to	Recall multiplies of 2-12 up to	Recall multiplies of 2-12 up to	X 10 and x 100 any 2-digit number	÷ 10 and ÷ 100 any 2-digit number	Fraction – decimal equivalents	

	10million and 3 d.p.			12x in any order	12x in any order	to 12x in any order	and 1 or 2 d.p. number	and 1 or 2 d.p. number			
	Square and cube numbers	Subtracting fractions with different denominators	Contingency, consolidation and gap analysis								
	WALT understand and use ratio -Use and simplify the notation of ratio. -Use ratio in scale drawings. -Use ratio to solve problems.	WALT calculate the perimeter and area of shapes. -Calculate the area of a triangle. -Calculate the area of a parallelogram.	WALT calculate angles -Identify and use vertically opposite angles. -Identify and use the angles in regular polygons.	WALT find common factors. WALT compare fractions, decimals and percentages	WALT identify, measure and calculate the parts of a circle. WALT calculate averages	WALT calculate using percentages -Calculate percentages of amounts. -Find the 'whole' from a given percentage.	WALT measure and draw angles using a protractor.	WALT interpret pie charts	WALT use knowledge of place value to solve problems		
Spring	1	2	3	4	5	6	7	8	9	10	
	Fraction – percentage equivalents	2 d.p. bonds to 1	Recall multiplies of 0.2-1.2 up to 12x in any order	Recall multiplies of 0.2-1.2 up to 12x in any order	State place value of a digit in any number up to 10million and 3 d.p.	Continue number sequence (+/- 200, +/- 50 etc.)	Round to nearest 20, 50 and 100	Recall multiplies of 2-12 up to 12x in any order	Recall multiplies of 2-12 up to 12x in any order	Recall multiplies of 2-12 up to 12x in any order	
	Gap analysis and consolidation										
	WALT use knowledge of fractions to solve problems	WALT use algebra to solve problems	WALT find the volume of shapes WALT solve measure problems	WALT solve problems involving the calculation of percentages	WALT solve problems involving similar shapes where the scale factor is known or can be found	WALT Calculate, estimate and compare volume of cubes and cuboids using standard units.	WALT Use angle facts to find missing angles. Properties of 2D shapes.	Contingency, consolidation and gap analysis			
Summer	1	2	3	4	5	6	7	8	9	10	
	X 10 and x 100 any 2-digit number	÷ 10 and ÷ 100 any 2-digit number and 1 or 2 d.p. number	Fraction – decimal equivalents	2 d.p. bonds to 1	Recall multiplies of 0.2-1.2 up to	Recall multiplies of 0.2-1.2	State place value of a digit in any number up	Continue number sequence (+/-	Round to nearest 20, 50 and 100	Recall multiplies of 2-12 up to 12x in any order	

	and 1 or 2 d.p. number					12x in any order	up to 12x in any order	to 10million and 3 d.p.	200, +/- 50 etc.)						
Contingency, consolidation and gap analysis	SATS	Additi on and subtra ction to 2 d.p.	X and ÷by 10, 100 and 1,000	Dividi ng by 1 and 2 digit numb ers	Addin g fractio ns with differ ent deno minat ors	Dividi ng fractio ns	Findin g perce ntages of amou nts	Short and long multip licatio n	Multip lying fractio ns	Order of opera tions	Squar e and cube numb ers	Subtra cting fractio ns with differ ent deno minat ors	Gap analys is and consol idatio n	Contingency, consolidation and gap analysis	Transition
		WALT use scale and proportion. WALT calculate duration.					WALT present and interpret data in line, bar and climate graphs. WALT convert using a line conversion graph. WALT calculate and compare in money problems. WALT calculate time difference				WALT calculate gross and net pay. WALT use FDP to solve money problems. WALT calculate percentages of amounts. WALT calculate area.				

Week	Reasoning		Stretch
1 Place Value	Recall from EY:	<p>Compares two groups of objects, saying when they have the same numbers.</p> <p>Shows an interest in representing numbers.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Matches numerals and quantity correctly.</p>	
	Teach for Year 1	Count to and across 100, forwards from any given number.	<ul style="list-style-type: none"> Fill in the missing numbers... _ 5 _ 17 _ , 16 _____ 1 etc. Pick a starting and finish number. Roll a dice to generate a 2-digit number (or from a third pile of cards in a different colour- consider the numbers in this pile carefully). If you count from your starting number and finish at your final number, will you say the number you rolled?
		Understand and partition numbers to 30.	<ul style="list-style-type: none"> Which number is the odd one out from 34, 43, 37, 39, 31 etc. Consider the sets of numbers carefully. Is there more than one number that could be the odd one out?
		Can read and write numbers up to 100.	<ul style="list-style-type: none"> Use two sets of number cards. 1 set with numerals 1-20. 1 set with words 1-20. Play in groups or a pair. Take in turns to pick a numeral card and a word card. Say the number on each card. If they match, you win the pair of cards. If they don't match, you put them back. <i>I can make all the numbers from 11- 20 using the digits 1-9.</i> True or false? Prove it. Correct the mistake in each sequence: <ul style="list-style-type: none"> 34, 35, 36, 38, 39 98, 97, 96, 95, 93 78, 79, 18, 81, 82
2 Place Value	Recall from EY:	<p>Says the number that is one more than a given number.</p> <p>Count reliably with numbers from 1 to 20 and place them in order.</p>	
	Teach for Year 1	Identify 1 more and one less.	<ul style="list-style-type: none"> One more than my number is 16. What's my number? One less than my number is 11. What's my number? __ _ is one more than 12. 12 is one less than __ _.
		Count to and across the tenth multiple in 2s.	<ul style="list-style-type: none"> Gary takes 13 socks out of washing machine. How many pairs can he make? In the second load of washing, he washes 17 socks. How many pairs does he have altogether? If I start on 9 and count in 2s, will I say 14? Explain why.
3 Addition	Recall from EY:	<p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p>	
	Teach for Year 1	Read, write and interpret mathematical statements involving addition and equals.	<ul style="list-style-type: none"> Using the number 0 – 9, how many ways can you complete the number sentence: <ul style="list-style-type: none"> _ + _ = _ How many different calculations are there? What do you notice? 

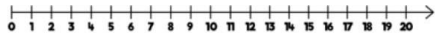
		Add 1-digit and 2 digit numbers up to 30 practically.	 <ul style="list-style-type: none"> • $4 = \triangle + \triangle$ Questions such as this, but consider the answer carefully so children are working with the size of numbers most appropriate for their stage of learning.
		Add 1-digit numbers and 2-digit numbers using a number line.	•
		Represent and use number bond additions to 20.	<ul style="list-style-type: none"> • Which one is the odd one out? • Present children with a range of bonds to 12, 14, 16, 18 and 20. 
<div>4</div> <div>Subtraction</div>	Recall from EY:	Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	
	Teach for Year 1	Read, write and interpret mathematical statements involving subtraction and equals.	<ul style="list-style-type: none"> • $_ = 7 - _$. How many calculations can you complete? Why can't the digits 8 or 9 be used?  <ul style="list-style-type: none"> • There are no more than 10 counters in a bag. • How many counters could be in the bag? Why can't it be six? 
		Subtract 1-digit and 2 digit numbers up to 30 practically.	<ul style="list-style-type: none"> • Amir has 5 counters in total. Each of his counters are either in a bag or a cup. How many different ways could the counters be split between the bag and the cup? • Write 8 number sentences to go with each. Are there any sets of number sentences the same? Why?
		Subtract 1-digit numbers and 2-digit numbers using a number line.	<ul style="list-style-type: none"> • Race to zero. • Start on 20. Take turns to roll a dice and subtract this amount. The first person to land on zero wins. • What would you like to roll? Why? Why would you not want to roll a 1?
		Represent and use number bond subtractions to 20.	<ul style="list-style-type: none"> • Compare two bar model and pictorial subtractions using $<$ and $>$. 
<div>5</div> <div>Multiplication</div>	Recall from EY:	Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them.	
	Teach for Year 1	Count in multiples of 2s.	•
		Solve mathematical statements using repeated addition.	<ul style="list-style-type: none"> • Complete the array and write two different number sentences to describe the finished array. 
		Solve 1 step multiplication problems.	<ul style="list-style-type: none"> • Rosie and Eva have equal groups of either 2, 5 or 10.

			<ul style="list-style-type: none"> Each of their totals is less than 40. Rosie has 5 equal groups and Eva has 3 equal groups. Eva's total is more than Rosie's. What could they be counting in?
6 Shape	Recall from EY:	<p>Selects a particular named shape.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	
	Teach for Year 1	<p>Shows awareness of similarities of shapes in the environment</p> <p>Recognise and name common 2D shapes (circle, triangle, square, rectangle, pentagon, hexagon) in regular and irregular forms.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes</p>	<ul style="list-style-type: none"> Part of a 2D shape is hidden. What could it be? Present different shapes with different parts covered. Ensure there is more than one possible answer for each to encourage children to create possible answers and explain their reasoning.
		<p>Identify properties of 2D shapes (number of sides, vertices).</p>	<ul style="list-style-type: none"> Present children with a range of 3D shapes. Children identify the odd one out and explain how they know based on its properties. Present children with a range of shapes. How many ways can you sort the shapes into groups What do they have in common? Base criteria on the accurate shape properties. Present children with a pair of perpendicular lines. <i>How many ways can you complete the shape using one or more straight lines. What are the names of shapes you've drawn? What are their properties?</i>
7 Measurement	Recall from EY:	<p>Orders two or three items by length or height.</p>	
	Teach for Year 1:	<p>Understand the language of length (longer shorter).</p>	<ul style="list-style-type: none"> I think these two pencils are the same length. How could you convince me that I'm incorrect?
		<p>Describe and compare 2 items using language of length.</p>	<ul style="list-style-type: none"> In the classroom, can you find an object that is shorter than your pencil but longer than your rubber?
		<p>Begin to measure length using non-standard measurements.</p>	<ul style="list-style-type: none"> Give children pictures of objects next to unifix cubes showing their length/height. Sort into true or false by the statement below each or longer than 8 cubes or shorter than 8 cubes.
8 Time	Recall from EY:	<p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>	
	Teach for Year 1:	<p>Understand the language of time (dates, days of the week, months of the year).</p>	<ul style="list-style-type: none"> Sort the days of the week into different categories e.g. schools days and non-school days. ___days is longer than ___weeks. Alter with different units of time to consolidate how many days in a week, weeks in a month and months in a year.
		<p>Read a clock to O'clock.</p>	<ul style="list-style-type: none"> True or False? When it is 11 o'clock, both hands point to 11.
		<p>Understand positional language (half, whole turn of a circle).</p>	<ul style="list-style-type: none"> Variations of... I was facing ___, then I turn one and a half turns. Which way am I facing now? Describe the turns taken from before and after pictures presented in plan view.


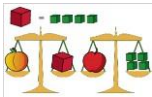


9	Revisit and consolidation in response to specific identified needs for individuals, groups and whole class.
10	

Year One Winter Cycle

Week	Reasoning		Stretch										
<div>1</div> <div>Place Value</div>	Recall from EY:	Compares two groups of objects, saying when they have the same numbers. Shows an interest in representing numbers. Counts objects to 10, and beginning to count beyond 10. Says the number that is one more than a given number. Uses the language of more and fewer to compare two sets of objects.											
	Teach for Year 1	Understand the value of the digits in 2-digit numbers.	<ul style="list-style-type: none">Listen to a number sequence. Predict the next number to be said.Listen to a number sequence and identify any missed numbers.Listen to a number sequence. Which number came one before the number I started on? If I counted five more numbers, which would the last number I say? Convince me ___ is in this number sequence (without writing the entire sequence).										
		Compare 2- digit numbers.	<ul style="list-style-type: none">Partition numbers in different ways using concrete resources. E.g. 32 could be 3 tens and 2 ones, or a combination of tens and ones of equal value, represented with Denes. <table><tr><td>Tens</td><td>Ones</td><td><</td><td>Tens</td><td>Ones</td></tr><tr><td>5</td><td></td><td></td><td></td><td>3</td></tr></table> How many different ways can you complete the table to make an accurate statement?	Tens	Ones	<	Tens	Ones	5				3
		Tens	Ones	<	Tens	Ones							
5				3									
Read and write numbers to 100.	<ul style="list-style-type: none">Identify the missing digits in a written number compared to a concrete representation/pictorial representation.												
<div>2</div> <div>Money</div>	Recall from EY:	Use money in various contexts to establish that goods must be paid for. Talk about things they would like to spend money on. Become familiar with coins in everyday use. Use number skills in shopping activities.											
	Teach for Year 1	Recognise and use the symbols of pounds (£) and pence (p) when combining coins to make a given amount.	Use coins to make mathematical statements true. E.g. ___ + ___ > ___ - ___										
		To compare the value of notes and coins.	What is the smallest number of coins you need to make ___? Which coins must be added to ___ to make ___? The higher the value of the coin, the more sides it has. Is this true or false?										
<div>3</div> <div>Addition</div>	Recall from EY:	Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.											

	Teach for Year 1	Read, write and interpret mathematical statements involving addition and equals.	Arrange the numbers 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16... [as appropriate] to make as many different number sentences as you can.... $_ + _ = _$
		Add 1-digit and 2-digit numbers to 30 practically.	I start on 8 and add on 9. My friend starts on 9 and adds on 8. Will we both end on the same answer? Prove you're right.
		Add 1-digit and 2-digit numbers using a number line.	How many ways can you complete this number sentence: $_ + _ = 19$ 
		Represent and use number bond additions to 20.	True or false? There are double the number of bonds to 20 than there are bonds to 10.
4 Subtraction	Recall from EY:	Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	
	Teach for Year 1	Read, write and interpret mathematical statements involving subtraction and equals.	How many ways can you make this number sentence correct? $_ - _ = 11$
		Subtract 1-digit and 2 digit numbers up to 30 practically.	Which calculation has the largest answer? [prove an appropriate range of calculations.] How could you change the number sentence with the smallest value to make it the most valuable?
		Subtract 1-digit numbers and 2-digit numbers using a number line.	Max has 12 balloons. 5 of them burst. How many has he got left? Max has 12 balloons. 5 of the balloons are red and the rest are blue. How many are blue? Max has 12 blue balloons and 5 red balloons. How many more blue balloons than red balloons does he have?
5		Represent and use number bond subtractions to 20.	Recognise that bonds to ten are a useful way to work within 20 as well. $6 + 7 = 6 + 4 + 3$, which could be easier as we know 6 and 4 is a bond of ten. Extend to bonds to 20.
6 Multiplication	Recall from EY:	Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them.	
	Teach for Year 1	Count in multiples of 2's and 10's.	True or false: $2 + 2 + 2 + 2 + 2 = 10$ $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 10 + 10$ $3 \times _ = 6$ $_ \times 2 = 20$ $_ = 8 \times 2$











		Solve multiplication problems using repeated addition.	<p>In a shop, grapes come in bunches of 10. Max wants to buy forty grapes. Are there enough grapes here?</p>  <p>Rosie and Eva each have equal groups of either 2, 5 or 10. Each of their totals is less than 40. Rosie has 5 equal groups, and Eva as 3 equal groups. How many could be in each of their groups? How do you know? Can you show me using concrete resources?</p>
		Solve 1 step multiplication problems.	True or false: $2 + 2 + 2 = 2 \times 2$ and similar statements to <i>prove</i> true or false. Encourage children to persuade whether true or false.
7 Shape	Recall from EY:	Shows awareness of similarities of shapes in the environment Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes Selects a particular named shape.	
	Teach for Year 1	Recognise and name common 3D shapes (sphere, cuboid, cube, cone, cylinder, square based pyramid, triangular based pyramid).	<p>The bottom of a 3D shape is covered. What could it be? Can you explain to me how you know?</p>  <p>Use 3D shapes to build a tower. Which ones are best for the bottom of the tower? Which should only go at the top? Which shapes can only be used in one way?</p>
		Identify properties of 3D shapes (number of edges, vertices, faces).	<p>How many ways can you sort and group these shapes? <i>Present children with concrete shapes with similarities and differences in their properties.</i></p> <p>How have these shapes been sorted? What could I call each group? <i>Present children with 3D shapes sorted into two groups by a specific property.</i> How else could they be sorted? Is there a way to sort them so there is only one shape in one of the groups, and all the rest are in the other group? What if we had three groups?</p>
8 Measurement	Recall from EY:	Orders two items by weight or capacity.	
	Teach for Year 1	Understand the language of weight (lighter/ heavier).	I am thinking of an object. It is lighter than a dictionary, but heavier than a pencil. What could I be thinking of? <i>Allow children to check using balancing scales, but encourage them to move to abstract thinking when possible and make a prediction before testing it.</i> Which object from the ones you've found is nearest in weight to the pencil? What about the dictionary?
		Describe and compare 2 items using language of weight.	Can you sort these objects into two groups of the same weight? <i>Provide children with balancing scales and a range of everyday objects. They may not balance perfectly, but the discussion around this will deepen understanding of lighter and heavier.</i>
		Begin to measure weight using non-standard measurements.	The _____ weighs the same as _____ cubes.

			 <p>How many cubes does the teddy bear weigh?</p>  <p>True or false: the apple and the peach weigh the same.</p>  <p>True or false? The car is heavier than the van. The van is heavier than the car. The car is lighter than the van. The can is lighter than the car. The car and van weight the same amount.</p>
9 Time	Recall from EY:	Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways.	
	Teach for Year 1	Compare units of time in days, weeks, months of the year).	Sort given lengths of time from shortest to longest (e.g. 13days, 2 weeks, 1 week and 2 days....).
		Read a clock to half past the hour.	 <p>"It's 6 past 1." What's wrong with this?</p>
		Understand positional language (half, whole, quarter turn of a circle).	If I was facing ____ and turned ____, which way would I be facing? Repeat with objects, including hands on a blank clock. Link to time if appropriate (e.g. one and a half turns = one and a half hours).

Year One Spring Term



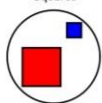

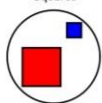
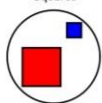

Week	Reasoning		Stretch
1 Place Value	Recall from EY:	Compares two groups of objects, saying when they have the same numbers. Shows an interest in representing numbers. Count reliably with numbers from 1 to 20, place them in order. Says the number that is one more than a given number.	
	Teach for Year 1	To be able to explain the value of digits in a 2-digit number.	What happens to a number when we swap the digits over? How much more/much less valuable is it now?
		Compare two-digit numbers using $< > =$	Pick three sets of base ten and arrange them accurately into the statement to make it accurate. _ > _ > _ _ > _ < _ _ < _ > _
2 Addition and Subtraction	Recall from EY:	Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	
	Teach for Year 1	Solve 1 step addition and subtraction problems.	Explore the different ways you can add using a number line. E.g. adding 17 in a jump of ten then 7 ones, or 10, 5 and 2... Explore which methods are the most straightforward and put to the test.
		Compare the answers of addition and subtraction problems (using $< > =$).	_ + _ = _ + _ _ - _ = _ - _ _ - _ > _ - _ _ - _ > _ + _ Using the digits 2, 3, 4 and 5, complete the number sentences.
3 Multiplication	Recall from EY:	Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them.	
	Teach for Year 1	Count in 2s, 5s and 10s to solve 1-step multiplication problems.	Compare counting a group of objects in 2s, 5s and 10s (group neds to be a multiple of 10). What number sentence represents each method? Why do we always reach the same answer?




4 Division	Recall from EY:	Some children will solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.	
	Teach for Year 1	Understand that division is sharing an amount into equal groups of the same amount.	I am thinking of a number between 20 and 30. I can only make equal groups of 5. What must my number be? What happens when I try to make groups of 2 with it? What about groups of 10?
		Separates a group of objects in different ways, beginning to recognise that the total is still the same.	Using 24 counters, how many groups can you make if each group needs at least 3 counters in it?
5 Fractions	Recall from EY: Teach for Year 1	Counts out up to 6 objects form a larger group. Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	
	Teach for Year 1	To understand the concept of a half (objects, shapes and quantities).	I am thinking of a number less than 20. When I halve it, there are 9 in each group. What's my number? Repeat with other numbers.
6 Shape	Recall from EY:	Shows awareness of similarities of shapes in the environment. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Selects a particular names shape.	
	Teach for Year 1	Identify 2D shapes in uncommon views.	Present children with shapes in uncommon views that have been wrongly labelled. Why <i>might</i> someone have made this mistake? What's the correct answer? How could you convince them your answer is correct? Cover part of a picture of a 2D shape. What could it be? What question would you ask me to find out for sure which shape it is? E.g. when presented with a partly hidden rectangle, children could ask if its sides are all the same length.
		Comparison of the properties of shapes Sort shapes by their properties	Group shapes by their properties for children to establish how they have been sorted. Give children shapes to group. How many different ways can they be grouped?

<p>7</p> <p>Measurement</p>	Recall from EY:	Children use everyday language to talk about capacity to compare quantities/solve problems.	
	Teach for Year 1	Understand the language of capacity (full, empty, half full, more, less).	<p>Which combination of containers has an equal capacity to ____?</p> <p>Which container has a capacity equal to half the capacity of container A?</p>
		Describe and compare 2 items using language of capacity.	
		Begin to measure capacity using non-standard measurements.	<p>Deepen children's understanding of the language of capacity by encouraging accurate estimations for how many cups it will take to fill a given container. Encourage vocabulary of half to improve accuracy.</p> <p>It takes 5  to fill 1 </p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  =  </div> <p>It takes 2  to fill 1 </p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  =  </div> <p>How many  will fill one  ?</p>
<p>8</p> <p>Time</p>	Recall from EY:	<p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>	
	Teach for Year 1	Compare units of time in days weeks, months of the year).	
		Read and compare (earlier/later) of o'clock and half past.	
		Understand positional language (half, whole, quarter and three quarter turns of a circle).	
9 - 10	Revisit and consolidation in response to specific identified needs for individuals, groups and whole class.		

Year One Summer Cycle


Week	Reasoning		Stretch
1 Place Value	Recall from EY:	Compares two groups of objects, saying when they have the same numbers. Shows an interest in representing numbers. Count reliably with numbers from 1 to 20, place them in order. Says the number that is one more than a given number.	
	Teach for Year 1	Compare the answers of calculations (addition and subtraction).	Children make a set of balancing scales balance equally by placing number sentences of equal value in each side. Stretch to include 3 or more number sentences in each side.
		Compare answers of calculations (multiplication).	$_ \times _$ is <i>more/less than</i> $_ \times _$. Children prove how much larger or smaller the value of the calculation is.
2 Addition and Subtraction	Recall from EY:	Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	
	Teach for Year 1	Solve 1 step addition and subtraction problems (using money, length).	If I had $_$, how much more would I need to have £ $_$? I had $_ \text{cm}$ of ribbon, but used $_ \text{cm}$ to wrap a present. How much did I have left? How many more presents could I wrap?
		Compare the answers of addition and subtraction problems (using $< > =$) in context of money and measures.	$_ \text{cm} + _ \text{cm} + _ \text{cm} > _ \text{cm} + _ \text{cm} + _ \text{cm}$ How many different ways can you complete the number sentence using the numbers 4, 5, 6, 7, 8, and 9?
3 Multiplication	Recall from EY:	Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them.	
	Teach for Year 1	Solve 1 step multiplication problems using 2s, 5s and 10s.	If I count in 2s, then 5s and then 10s from zero to 50, which numbers will I never say? Which numbers will I always say? Which numbers will I say the least? What can you tell me about the numbers you say most and never?
		Compare answers of calculations (multiplication).	$2 \times 2 \times 2 _ 5 \times 5$ $10 \times 2 _ 5 \times 10$ etc. Fill in the gap using $< =$ or $>$.

4 Division	Recall from EY:	Finds the total number of items in two groups by counting all of them. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.				
	Teach for Year 1	Understand division is sharing an amount into groups.	Start with 24 counters. Work logically to find out how many different ways can I divide them into equal groups without leaving any out?			
5 Fractions	Recall from EY:	Counts out up to 6 objects form a larger group. Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.				
	Teach for Year 1	To understand the concept of a half and quarter (objects, shapes and quantities).	<p>Sort the shapes into the table.</p> <table><tr><th>Shapes that are split in half</th><th>Shapes that are not split in half</th></tr><tr><td></td><td></td></tr></table> <p></p> <p>Can you add any more shapes to the table?</p> <p>There are four ways to split this rectangle in half. Can you find all four?</p> <p>Split a  6 equal parts. How many different ways can you shade in one half of the shape?</p> <p><i>It's hard to find half an odd number. Do you agree? Tell me why.</i></p>	Shapes that are split in half	Shapes that are not split in half	
Shapes that are split in half	Shapes that are not split in half					
6 Shape	Recall from EY:	Counts out up to 6 objects form a larger group. Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them. Selects a particular names shape.				
	Teach for Year 1	Comparison of the properties of shapes Sort shapes by their properties.	<table><tr><td>Squares</td><td>Not Squares</td></tr><tr><td></td><td></td></tr></table> <p>What's wrong here? Why?</p> <p>Use a selection of rectangles, triangles and circles. Put them into groups. Ask your partner to label your groups. Can you make t really tricky for them? How many different groups can you create?</p>	Squares	Not Squares	
Squares	Not Squares					
						

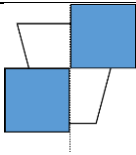
		Identify 2D shapes in uncommon views.	Present children with a pair of perpendicular lines. <i>How many ways can you complete the shape using only straight lines? Which shapes is it possible to draw?</i> Present children with three sides of a quadrilateral in view, but the rest of the shape is hidden. Persuade me it could be a rectangle. Persuade me it could be a square.
7 Measurement	Recall from EY:	Uses everyday language to talk about size to compare objects and solve problems.	
	Teach for Year 1	Understand the language of standard measurements (centimetres and metres).	Prove which is longer, _cm or _m. Can you find a group of 5 objects that are closest to 1m when placed end-to-end? Who, in your group, is closest to 1m tall? Which objects in this group would we measure in cm? Which would we measure in m? Why?
		Measure length of an object to the nearest centimetre.	Which object is closest to 20cm in length? Which two objects are closest to 30cm in length when placed end-to-end?
		Compare objects using language of standard measurement (cm and m).	Present children with pairs of objects in irregular orientations. Prove which is longest. The red / yellow/ green / blue etc. pencil is _ cm long. The ____ is 12cm long.
8 Time	Recall from EY:	Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways.	
	Teach for Year 1	Read and compare (earlier/later) of o'clock and half past.	How much later is ____ than ____? Present times on clock faces and written in words. Which comes first, ____ or ____? Three planes are flying to Paris. These are the times they arrive: A  B  C  Plane A is __ than plane B. Plane B is __ than plane C. Plane C is __ than plane A. Fill in the gaps using earlier or later.
		Read a clock to quarter past the hour.	At quarter past three, both hands point at the 3 on a clock. True or false?
		Record time using hours, minutes and seconds, including reading a digital stopwatch.	A stopwatch is more accurate than a clock for measuring the time it takes to run a race. Do you agree or disagree? Why? How could you test it? Estimate the time for each event, then test to check how accurate you were: Assembly, saying the alphabet, filling your water bottle, walking from FS2 to the hall....
9 - 10	Revisit and consolidation in response to specific identified needs for individuals, groups and whole class.		

Year Two Autumn Cycle

Week	Reasoning		Stretch
1 Place Value	Recall from year 1	Understand and be able to explain the value of the digits in 2-digit numbers. Count in multiples of 2s, 5s and 10s.	
	Teach for Year 2	Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forwards and backwards. A/R Pick two digit cards. What number would we say if we counted on ___ jumps of 2, 5 or 10? P/A Pick two digit cards. How many jumps would it take to cross 100 from your number if I counted in 2, 5 or 10? E/D Pick two digit cards. You need to get to zero by jumping backwards in 2, 5 or 10. Counting in which number will get you closest to zero?	If I count in 2s, 3s and 5s to 50, which numbers will I say the most? The least? What do you notice about the numbers that I will never say?
		Recognise the place value of each digit in 2-digit numbers (10s and 1s). A/R: Use a part-part-whole model to partition given numbers using base 10 resources. P/A: Pick two digit cards to make a random number between 10 and 100. Use base 10 to represent the number in two different ways. E/D: How many numbers can you make with more tens than ones? How about more ones than tens?	Matching activities whereby children match numbers written in digits to descriptions of numbers based on their place value. Stretch children by designing some descriptions to have more than one possible answer from the selection. <i>Is there more than one way of matching the cards?</i> Could also present as loop cards / dominoes.
2 Place Value	Recall from year 1	Start to compare 2-digit numbers using $< = >$	
	Teach for Year 2	Identify, represent and estimate numbers using different representations, including the number line. A/R: Represent two-digit numbers using base ten, part-part-whole model, bar model and on a number line. P/A: E/D: Present children with partially completed representations of two-digit numbers. What could the number be? How many different solutions can you find that are reasonable and accurate?	Give children a description of a number that could have more than one answer. Using the sentence starters, children describe what that number could be. E.g. The tens digit is double the ones digit. The number is less than 50. The number is even. The number must be.... The number could be... The number can't be...
		Compare and order numbers from 0 up to 100; use $< >$ and $=$ signs.	From this set of numbers, which pair is closest in value? Which pair have the greatest difference? Children prove by plotting on a number line. Can you create a number that would fit between each pair of numbers?

3 Addition	Recall from year 1	Add a 1-digit number to a 2-digit number using concrete resources and on a number line.	
	Teach for Year 2	Recall and use addition facts to 20 fluently and derive and use related facts up to 100.	
		Add a 2-digit and a 1-digit number.	Which 2 pairs of numbers could you add together to make the same answer?
		Add a 2-digit number and a multiple of 10.	When adding a tens number, only the tens digit changes. From these examples, which calculations prove it true and which prove it false? Children sort the calculations accurately and recognise that when we cross the hundreds, then not just the tens digit changes.
4 Subtraction	Recall from year 1	Subtract a 1-digit number from a 2-digit number using concrete resources and on a number line.	
	Teach for Year 2	Recall and use subtraction facts to 20 fluently and derive and use related facts up to 100.	If I know $20 - 17$, $70 - 17$ is a lot easier. Why is this true? Model partitioning 70 into 50 and 20. Apply to other examples.
		Subtract a 1-digit number from a 2-digit number.	$55 - _ = 65 - _$ What do you notice about the two numbers you use to make this number sentence correct?
		Subtract a multiple of 10 from 2-digit number.	When subtracting a tens number, I only need to move up or down on the hundred square, and never side to side. Do you agree? Why? Does it work for every calculation?
5 Multiplication	Recall from year 1	Count in 2s, 5s and 10s. Solve multiplication problems using repeated addition.	
	Teach for Year 2	Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	When I multiply a number by 2, the answer is always even. When I multiply a number by 5, the answer is always even. When I multiply a number by 10, the answer is always even. Which statements are true and which are false? Convince me you're correct.
		Solve multiplication problems using concrete materials.	$_ + _ + _ + _ + _ = _$ $_ \times _ = _$ 
		Solve multiplication problems using repeated addition.	If $5 \times 3 = 15$, which number sentences would find the answer to 6×3 ? <ul style="list-style-type: none"> $5 \times 3 + 6$ $5 \times 3 + 3$ $15 + 3$ $15 + 6$ 3×6 Explain how you know.

6 Division	Recall from year 1	Understand that division is sharing an amount into equal groups of the same amount.	
	Teach for Year 2	Recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	I can divide any number by 2. Why isn't this true? Show me using counters and other examples.
7 Fractions	Recall from year 1	Understand the concept of a half (objects, shape and quantities).	
	Teach for Year 2	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.	$\frac{1}{4}$ is bigger than $\frac{1}{3}$ Experiment with 24 counters to find out if this is true or false. Can you predict which is bigger from $\frac{2}{4}$ and $\frac{1}{3}$? Find out if you're correct.
Measure	Recall from year 1	Understand and use the language of capacity, length and mass. <i>Full, empty, half-full, more, less, lighter, heavier, longer, shorter and taller.</i>	The ____ is taller than the ____, but shorter than the ____. Which objects could you use to make this statement true? Repeat with mass and capacity.
	Teach for Year 2	Compare and order lengths, mass, volume/capacity and record the results using <, = and >.	Chn create sentences using < = and > to compare combinations of objects in terms of their length, mass and capacity.
8 Shape	Recall from year 1	Comparison of the properties of shapes Sort shapes by their properties. Identify 2D shapes in uncommon views. Recognise and name common 3D shapes (sphere, cuboid, cube, cone, cylinder, square based pyramid, triangular based pyramid). Identify properties of 3D shapes (number of edges, vertices, faces). Identify properties of 2D shapes (number of sides, vertices).	
	Teach for Year 2	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	Focus on symmetry as a tool to reinforce the properties of 2D shapes.

			 <p>The dashed line represents a line of symmetry on the shape. What must be being covered by the blue squares?</p>
		Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	<p>Using examples, decide whether the statement is always, sometimes or never true.</p> <p>The number of edges is the same as the number of faces.</p> <p>The number of vertices is equal to the number of edges.</p> <p>There are more edges than faces.</p> <p>There are more vertices than edges.</p>
9 - 10	Revisit and consolidation in response to specific identified needs for individuals, groups and whole class.		

Year Two Winter Cycle

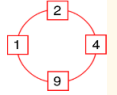
Week	Reasoning		Stretch
1 Place Value	Recall from Year 1	Explain the value of digits in a 2-digit number.	
	Teach for Year 2	Identify, represent and estimate numbers using different representations, including on a number line.	Estimating number activities- read descriptions of numbers. How many different possibilities can you find that match the description (e.g. <i>This three digit number has a digit sum of 11. The hundreds digit is twice the ones digit</i>).
		Read and write numbers to at least 100 in numerals and in words.	Error spotting in numbers written in words. Match written number with those written in partitioned numerals (e.g. three-hundred and twenty-two = $100+100+100+10+10+1+1$).
2 Money and Place Value	Recall from Year 1	To compare the value of notes and coins.	
	Teach for Year 2	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a given amount.	Match amounts of money of equal value (e.g. $£1.20 + 35p + £0.20 = £0.50 + £1.10 + 5p$). Could stretch to gap fill, potentially with a gap on both sides of the = sign to find more than one possibility and open-ended.
		Find different combinations of coins that equal the same amounts of money.	Give chn a target amount. Using specific coins, how many different ways can you find to make the target? Consider carefully the coins made available and the targets. <i>My Grandpa gives me 50p a week. How long until I have enough to buy ____?</i>
3 Addition	Recall from Year 1	Add 1-digit and 2-digit numbers to 30 practically and on a number line.	
	Teach for Year 2	Add 2 2-digit numbers.	$_ _ + _ _ = 37$. How many different ways can you make this number sentence correct? What do you notice about the numbers you've used? Stretch to include knowledge of odd-even rules.
		Add 3 1-digit numbers.	$_ + _ + _ = 18$. How many different ways can you make this number sentence correct using only 1-digit numbers?

4 Subtraction	Recall from Year 1	Subtract 1-digit and 2 digit numbers up to 30 practically and on a number line.	$_ _ - _ = 19$ $_ _ - _ = 9$. Create different number sentences that are accurate. Link to odd – even rules. <i>Even – even = odd</i> . Prove this is true or false.
	Teach for Year 2	Subtract 2 2-digit numbers.	
		Subtract 3 1-digit numbers.	How could these numbers be arranged to make the largest answer? How about the smallest answer?
5			
6 Multiplication	Recall from Year 1	Solve 1-step multiplication problems using repeated addition.	
	Teach for Year 2	Solve problems involving multiplication and division using concrete resources and arrays. (Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot)	Present children with arrays, parts of which are hidden. <i>The answer is less than 24. What could the array be?</i>
7 Division	Recall from Year 1	Understand that division is sharing an amount into equal groups of the same amount. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	
	Teach for Year 2	Solve problems involving division, using materials and arrays. (Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot)	Two friends are sharing grapes equally. They each receive less than 40 grapes. Complete the sentences to describe how many grapes they must have started with: They must have started with... They could have started with... They can't have started with....
8 Fractions	Recall from Year 1	Arithmetic	
		Addition and Subtraction To understand the concept of a half (objects, shapes and quantities).	

	Teach for Year 2	<ul style="list-style-type: none"> • $_ _ + _ = ? /$ • $_ + _ = ?$ • $_ _ + _ 0 = ?$ • $100 - ? ? = _$ • $_$ 	Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	<div data-bbox="1608 119 1659 172" data-label="Image"> </div> <p><i>I have shaded a third of my shape. Why might someone think that's right? What's the accurate answer?</i></p> <p>Using red and blue counters, build a tower to convince the class $\frac{1}{2}$ is the same as $\frac{2}{4}$</p>
<div data-bbox="185 534 210 566" data-label="Text"> <p>9</p> </div> <div data-bbox="150 577 246 604" data-label="Text"> <p>Measure</p> </div>	Recall from Year 1	Multiplication and division	Understand and use the language of capacity, length and mass. <i>Full, empty, half-full, more, less, lighter, heavier, longer, shorter and taller.</i>	
	Teach for Year 2	<ul style="list-style-type: none"> • $_ _ \times 2, 5$ or 10 • $_ _ \div 2, 4, 5$ or 10 	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g).	Start at different points in the hall (could use coloured markers). Estimate, then measure the distance to other markers/feature of the hall. Could use the MUGA, or features in the landscape?
























































































Year Two Spring Cycle

Week	Reasoning		Stretch
1 Place Value	Recall from Year 1:	Compare the answers of calculations To be able to explain the value of digits in a 2-digit number. Compare 2- digit numbers	
	Teach for Year 2	Use place value and number facts to solve comparison and ordering problems.	Children order a set of given number cards accurately on a number line, then find the number that would fit exactly halfway between each pair of numbers. Children create the scores to match given descriptions (e.g. A scores more than B, but B scored more than C. D scored more than A and B altogether, and E came first with the highest score).
		Calculation and money: Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	How much did the pencils cost if I got __change and paid with a £2 coin?
2 Addition	Recall from Year 1:	Read, write and interpret mathematical statements involving addition and equals. Add 1-digit and 2-digit numbers to 30 practically and on a number line. Solve 1 step addition and subtraction problems (using money, length). Compare the answers of addition and subtraction problems (using $< > =$) in context of money and measures.	
	Teach for Year 2	Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	Find combinations of objects that have a total length to match a given target/greater than 100cm, less than... etc. Which three objects would have a total length between 15 and 20cm? How many different solutions are there?
		Solve problems with addition applying increasing knowledge of mental and written methods.	Sort given problems into mental strategies and written strategies as the most efficient method to reach an answer.
		Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot.	Test hypotheses, such as sorting statements into always, sometime and never true. E.g. <i>I can add pairs of numbers in answer order and get the same answer. I can't swap the position of numbers in a subtraction calculation and get the same answer.</i>
3 Subtraction	Recall from Year 1:	Read, write and interpret mathematical statements involving subtraction and equals. Compare the answers of addition and subtraction problems (using $< > =$).	

		Subtract 1-digit and 2 digit numbers up to 30 practically and on a number line. Represent and use number bond subtractions to 20. Solve 1 step addition and subtraction problems (using money, length).	
	Teach for Year 2	Solve problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	Match pictorial and concrete representations to written number sentences. Create the number sentences for those that are missing/concrete resources to represent given number sentences. Stretch to multi-part (e.g. $39 - 27 - 3 = \underline{\quad}$).
		Solve problems applying increasing knowledge of mental and written methods.	 <p>Choose four numbers from this list: 1, 2, 3, 4, 5, 6, 7, 8, 9 to put in the squares so that the difference between joined squares is odd. Only one number is allowed in each square. You must use four different numbers. What can you say about the sum of each pair of joined squares?</p>
4 Addition and Subtraction	Recall from Year 1:	Solve 1 step addition and subtraction problems (using money, length). Compare the answers of addition and subtraction problems (using $< > =$) in context of money and measures.	
	Teach for Year 2	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	<p>$_ + _ = 37$. What is the largest number you could put in the first gap? What about the smallest? Can you use two even numbers to make this statement true? Can both numbers be odd? Is this true for every addition answer?</p> <p>Number pyramids with more than one solution. $_ _ + _ _ = _ _$ Can you arrange the digits 1, 2, 3, 4, 5 and 6 to make an accurate calculation?</p>
5 Multiplication	Recall from Year 1:	Solve 1 step multiplication problems using 2s, 5s and 10s. Compare answers of calculations (multiplication).	
	Teach for Year 2	Solve problems involving multiplication using mental methods and multiplication facts.	On Friday at 9am, a magic plant was only 2cm tall. Every 24 hours, it doubled in height. How tall was it 7 days later?
		Solve multiplication problems in context.	Balancing scales so calculations are of equal value.

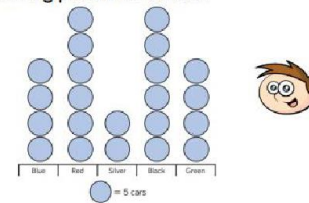
6 Division	Recall from Year 1:	Understand division is sharing an amount into groups.		
	Teach for Year 2	Solve problems involving division using mental methods and division facts.		
		Solve division problems in context.		<p>Jack wants to buy a bike that costs £107. He saves £10 each week. How many weeks will it take him?</p> <p>Write a number in each gap to make an accurate statement:</p> <p>____ x 2 = ____ ÷ 2 = ____</p> <p>Double ____ = half of ____ How many solutions can you find to this problem?</p>
7 Shape	Recall from Year 1	Arithmetic	Reasoning	
		<p>Addition</p> <p>Solve one step addition problems using concrete resources and on a number line.</p>	<p>Comparison of the properties of shapes</p> <p>Sort shapes by their properties.</p> <p>Identify 2D shapes in uncommon views.</p> <p>Recognise and name common 3D shapes (sphere, cuboid, cube, cone, cylinder, square based pyramid, triangular based pyramid).</p> <p>Identify properties of 3D shapes (number of edges, vertices, faces).</p> <p>Identify properties of 2D shapes (number of sides, vertices).</p>	
	Teach for Year 2	<ul style="list-style-type: none"> • $_ _ + _ = ?$ / $_ + _ _ = ?$ • $? + _ = _ _$ • $_ _ + _ 0 = ?$ / $? / _ 0 + _ 0 = _ 0$ • $_ + _ + _ = ??$ <p>Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.</p>	<p>Identify 2D shapes as the faces of 3D shapes.</p> <p>Compare and sort common 2D and 3D shapes and everyday objects based on their properties (vertices, edges, faces, sides, curved, flat), including using sorting diagrams.</p>	<p>Possible or impossible? Children test whether a 3D shape can be constructed using the 2D shapes given. What would the shape be called?</p> <p>Children identify the common characteristics in groups of shapes.</p> <p>How many ways can these shapes be sorted into two groups? What do they have in common? What if there were three groups? How many different ways can they be sorted?</p> <p>Present shapes sorted into two groups. One of them is wrongly placed. Which is it and why?</p>

8 Measure	Recall from Year 1:	Subtraction Solve one step subtraction problems using concrete resources and on a number line.	Understand the language of length (longer, shorter), weight (Lighter, heavier), and capacity (full, empty, half-full, more, less). Understand the language of standard units of measurement (cm and m). Measure the length of an object to the nearest cm.	
	Teach for Year 2	100 - ?? = _ _ _ _ - _ _ = ?? Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.	Understand and use temperature measurements in °C to measure, estimate and compare temperature.	Molly measured the temperature at 12noon and again at 7pm. The difference was 7 degrees. What could the temperatures have been? What are they likely to have been if she measured them in December? What about July?
			Understand and use measurements in litres and ml to measure, estimate and compare capacity, both in concrete resources and pictorial representations on a scale.	Estimate then accurately measure the amount of water in given containers. Compare the difference between your estimate and the actual capacity. Closest wins a point: first to 5 points wins. A __holds 5ml of water, so how many __of water are there in these containers (present children with pictures of containers holding liquid with a scale in different increments- needs to be a multiple of 5 in the container).
Position	Recall from Year 1:		Understand positional language (half, whole, quarter and three quarter turns of a circle).	
	Teach for Year 2		Order and arrange combinations of mathematical objects in patterns and sequences.	Present children with a pattern/sequence of shapes with larger areas covered. What must the pattern be? How could you test to see if you’re right?
			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).	Here is a piece of Numicon after it has been rotated. What could its starting position have been? Describe the rotation that must have happened to get it to this position using right angles for quarter, half and three-quarter turns, clockwise and anti-clockwise to make sure you’re accurate.
9 Time	Recall from Year 1:	Multiplication Count in 2s, 5s and 10s to solve 1-step multiplication problems.	Read a clock to o’clock, half-past and quarter past the hour. Read and compare (earlier/later) of o’clock and half past.	
	Teach for Year 2	• Recall multiplication	Tell and write the time to quarter past and quarter to the hour (written in words and drawn on a clock).	Present problems involving start and finish time. E.g. I started writing a story at _____ and it took me an hour and a half. I finished at 1.15pm. Which time must I have started to write?

		<p>facts for the 2, 5 and 10 multiplication tables.</p> <ul style="list-style-type: none">• Relate multiplication by 10 to place value.• _ x _ = ? ?	<p>Tell and write the time to 5 minutes (written in words and drawn on a clock).</p> <p>Compare times (earlier and later) and start to calculate the duration between two given times (multiples of 5 minutes <1 hour).</p>	<p>When it is twenty past four, both the hands of the clock point directly to the four. Do you agree or disagree? Why? It is 11.25am. In half an hour it will be ten to twelve. Do you agree?</p> <p>Start and end time problems. How long did it take to ____? Give the duration and either the start or end time. Children work out the other.</p>							
10 Data	Recall from Year 1:	<p>Division</p> <p>Understand that division is sharing an amount into equal groups of the same amount.</p>									
	Teach for Year 2	<ul style="list-style-type: none">• Halve numbers.• _ 0 ÷ _ = 10	<p>Ask and answer questions by counting the number of objects in each category and sorting into categories.</p>	<p>A fashion designer needs to sort their clothes ready to be sent to the shops to be sold. Here's how they did it...</p> <p><i>Present a range of combinations of parcels...</i></p> <div><div> 10 jumpers</div><div> 5 skirts</div><div> 20 pairs of jeans</div><div> 50 pairs of socks</div></div> <p>Which shop is going to sell the most clothes? The least? What's the difference?</p> <p>Here is a pictogram.</p> <div><table><tr><td>Blue</td><td></td></tr><tr><td>Red</td><td></td></tr><tr><td>Yellow</td><td></td></tr><tr><td>Green</td><td></td></tr></table></div> <div><div>The most popular colour sweet is green.</div></div> <p>Do you agree with Eva?</p> <p>Explain why and correct any mistakes.</p>	Blue	           	Red	    	Yellow	  	Green
Blue	           										
Red	    										
Yellow	  										
Green	          										

Ask and answer questions about totalling and comparing categorical data.

Teddy and Eva both draw a pictogram to show how many cars they counted driving past their school.



Colour	Number on cars
Blue	2
Red	3
Silver	1
Black	3
Green	2

Legend: 1 blue circle = 10 cars

What is the same? What is different?
Whose pictogram do you prefer? Why?



Convince me: There are more ice-creams sold at the weekend than during the rest of the week.

True or false? Why?: Three ice creams were sold on Tuesday.

Justify: If the staff needed to have one day off in the week, which would be best and why?

Year Two Summer Cycle

Week	Reasoning		Stretch
1 Place Value	Recall from Year 1	Compare the answers of calculations. To be able to explain the value of digits in a 2-digit number. Compare 2- digit numbers.	
	Teach for Year 2	Compare numbers using $< =$ and $>$.	Chn are given cards with different descriptions of numbers or numbers written in numerals or words. They need to find the pair with the smallest difference, the pair with the greatest difference, any equal pairs and the card closest to given targets. Design the cards and target numbers carefully so as to challenge children when finding the number closest to a given target- sometimes it may be less than the target (e.g. 98 is closer to 100 than 103).
		Plot, with increasing accuracy, numbers on a blank number line (varying increments of scale).	Prove children a range of numbers of increasing complexity to plot on a number line. Present the number line as a spiral. Game- Children take turn to plot a number from a shared list on a number line. The first person to get three in a row wins a point. First to 5 points wins. Encourage strategic play through modelling. Share best ways of winning and tactics. Play again, pre-determining who will win and who win lose. This is one way to reinforce the place value of the numbers children are using. Stretch opportunity- instead of number cards, give children calculation cards to play with (e.g. 2, 5 and 10 x table, addition and subtraction cards that could be answered mentally).
2 Addition and Subtraction	Recall from Year 1	Solve 1 step addition and subtraction problems (using money, length). Compare the answers of addition and subtraction problems (using $< > =$) in context of money and measures. Subtract and add 1-digit and 2 digit numbers up to 30 practically and on a number line.	
	Teach for Year 2	Recognise and use the inverse relationship between addition and subtraction to solve contextualised problems.	Sort number sentences into 'families'. Chn describe what the family has in common (e.g. inverse, number of tens...).
		Use addition and subtraction to solve missing number problems.	$36 - \underline{\quad} = 17 + \underline{\quad}$. How many different ways can you solve this using the digits 1, 2, 3, 4, 5, and 6. Test and prove your examples work. What are the possible answers? What could the answer never be? Why?
3 Multiplication and Division	Recall from Year 1	Solve 1 step multiplication problems using 2s, 5s and 10s. Compare answers of calculations (multiplication). Understand division is sharing an amount into groups.	

	Teach for Year 2	Recognise and use the inverse relationship between multiplication and division to solve contextualised problems.	$6 \times 5 = 30$ <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 15px; height: 15px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 10px; height: 10px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 5px; height: 5px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 2px; height: 2px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 1px; height: 1px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; 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