Key Stage 1 Maths Curriculum Overview

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Year 1 – Maths – Medium Term Plan

Year 1 maths programme of study curriculum statements

Autumn 1						
Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Geometry - shapes		**Number and place value**		**Addition**	**Subtraction**	
- recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]		- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words		- read, write and interpret mathematical statements involving addition (+) and equals (=) signs - represent and use number bonds within 20 - add one-digit and two-digit numbers to 20, including 0	- subtract one-digit and two-digit numbers to 20, including 0 - read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs - represent and use number bonds and related subtraction facts within 20	

Autumn 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Number and place value	**Addition and subtraction**		**Multiplication and division**		**Fractions**	**Review**
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and		- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher *Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.* *They make connections between arrays, number patterns, and counting in 2s, 5s and 10s.*		- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity - recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	

- given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words	missing number problems such as 7 = ? – 9				
Spring 1					
Week 1 (3 days)	Week 2	Week 3	Week 4 Week 5	Week 6	
Number and place value	**Measurement: time**	**Measurement: length, mass and capacity**	**Addition and subtraction**	**Geometry – position and direction**	
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations	- compare, describe and solve practical problems for: time (hours, minutes, seconds) - recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening] - recognise and use	- compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	- describe position, direction and movement, including whole, half, quarter and three-quarter turns	

including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words	language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	- measure and begin to record the following: lengths and height mass/weight capacity and volume			
Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number and place value	**Addition and subtraction**	**Multiplication and division**		**Fractions**	**Measurement: time**
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20	- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher *Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.* *They make connections between arrays, number patterns, and counting in 2s, 5s and 10s.*		- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity - recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	- compare, describe and solve practical problems for: time (hours, minutes, seconds) - recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

in numerals and words						
Summer 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Number and place value	**Addition and subtraction**		**Multiplication and division**	**Geometry - shape**	**Measurement: length, mass and capacity**	
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words	- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9		- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher *Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in 2s, 5s and 10s.*	- recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	- compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - measure and begin to record the following: lengths and height mass/weight capacity and volume	
Summer 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Number and place value	**Addition and subtraction**	**Multiplication and division**	**Fractions**	**Measurement: time, length, mass and capacity**	**Geometry – shape, position and direction**	**Review**
- count to and across	- read, write and	- solve one-step	- recognise, find and	- compare, describe and	- describe position,	

100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words	interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher *Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in 2s, 5s and 10s.*	name a half as 1 of 2 equal parts of an object, shape or quantity - recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - measure and begin to record the following: lengths and height mass/weight capacity and volume - compare, describe and solve practical problems for: time (hours, minutes, seconds) - recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	direction and movement, including whole, half, quarter and three-quarter turns - recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	

Year 2 – Maths – Medium Term Plan

Year 2 Maths programme of study curriculum statements
Statements from the End of Key Stage One Teacher Assessment Framework (expected standard)
Statements from the End of Key Stage One Teacher Assessment Framework (greater depth)

Autumn 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Place value	**Place value**	**Addition and subtraction**		**Measurement: time**	**Graphs**	
- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward - compare and order numbers from 0 up to 100; use <, > and = signs - read and write numbers to at least 100 in numerals and in words - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s	- recognise the place value of each digit in a two-digit number (10s, 1s) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use <, > and = signs - *partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is*	- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - solve problems with addition and subtraction using concrete objects and pictorial representations, including those using number - applying their increasing knowledge of mental and written methods - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s - show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems		- compare and sequence intervals of time - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - know the number of minutes in an hour and the number of hours in a day - *read the time on the clock to the nearest 15 minutes* ***- read the time on the clock to the nearest 5 minutes***	- interpret and construct simple pictograms, tally charts, block diagrams and tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data	

	the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)	*- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. Δ – 14 = 28)*			
Autumn 2					
Week 1	Week 2	Week 3 / Week 4	Week 5	Week 6	Week 7
Measurement: length	**Measurement: mass**	**Multiplication and division**	**Shape**	**Shape**	**Review**
- compare and order lengths and record using <, > and = - solve problems with addition and subtraction using concrete objects and pictorial representations, including those using measures - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers	- compare and order mass and record using <, > and = - solve problems with addition and subtraction using concrete objects and pictorial representations, including those using quantities and measures - choose and use appropriate standard units to estimate mass (kg/g) to the nearest appropriate unit, using scales	- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts *- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins)* ***- recognise the relationships between addition***	- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] *- describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).*	- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - compare and sort common 2-D and 3-D shapes and everyday objects *- describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).*	- order and arrange combinations of mathematical objects in patterns and sequences - 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)

		and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. 10 + 10 + 10 + 5 +5 = 3 × 10 + 2 × 5 = 4 × 10)			
Spring 1					
Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6
Place value	**Addition**	**Subtraction**	**Multiplication**	**Division**	**Fractions**
- identify, represent and estimate numbers using different representations, including the number line - use place value and number facts to solve problems	- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers *- add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations* *- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35*	- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers *- subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33)* ***- work out mental calculations where regrouping is required (e.g. 52 – 27; 91 – 73)*** ***- solve more complex missing number problems (e.g. 14 +***	- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs - show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts ***- use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18 × 5 cannot be 92, as it is not a multiple of 5)*** ***- solve word problems that involve more than one step (e.g. "which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?")***	- recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity *- identify 1/3, 1/4, 1/2, 2/4, 3/4 and knows that all parts must be equal parts of the whole.* ***- find and compare fractions of amounts (e.g. ¼ of £20 = £5 and ½ of £8 = £4, so ¼ of £20 is greater than ½ of £8)***	

	will be less than 100) ***- reason about addition (e.g. that the sum of 3 odd numbers will always be odd)***	***– 3 = 17; 14 + Δ = 15 + 27)***				
Spring 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Measurement: money	**Measurement: money**	**Division**	**Fractions**	**Shape**	**Measurement: Capacity and Volume**	
- use place value and number facts to solve problems - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money *- use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)*	- use place value and number facts to solve problems - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts ***- determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, pupil recognises that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 8 = 16, pupil explains that making pairs of***	- recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity - write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line - identify 2-D shapes on the surface of 3-D shapes - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - compare and sort common 2-D and 3-D shapes and everyday objects ***- describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can***	- choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels - identify, represent and estimate numbers using different representations, including the number line *- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)*	

		socks from 15 identical socks will give 7 pairs and one sock will be left)		***describe what is different about them).***		
Summer 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Measurement: Temperature	**Measurement: money**	**Fractions**	**Review SATs practice**	**SATS**	**SATS**	
- choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit, using thermometers - identify, represent and estimate numbers using different representations, including the number line *- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)*	- use place value and number facts to solve problems - find different combinations of coins that equal the same amounts of money - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ***- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.***	- write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2				

- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.						
Summer 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Place value	**Measurement: money**	**Addition and subtraction**	**Multiplication and division**	**Graphs**	**Measurement: length, mass and capacity**	**Measurement: time**
- identify, represent and estimate numbers using different representations, including the number line - use place value and number facts to solve problems	- use place value and number facts to solve problems - find different combinations of coins that equal the same amounts of money - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - solve problems with addition and subtraction using concrete objects and pictorial representations, including those using number	- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	- interpret and construct simple pictograms, tally charts, block diagrams and tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data	- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales and measuring vessels	- compare and sequence intervals of time - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - know the number of minutes in an hour and the number of hours in a day *- read the time on the clock to the nearest 15 minutes*