

Maths Long Term Plan Year 1 & 2

Cycle 2				
Autumn Themes	Cross curricular maths	Maths Units	Skills	Non-negotiables
New Beginnings [2 weeks]	Data Handling– [favourite food... Interpret simple pictograms, tally charts, block diagrams and simple tables.	Year 1 <ul style="list-style-type: none"> • <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> • <u>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</u> • Read and write numbers from 1 to 20 in numerals and words. • 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. • <u>Given a number, identify one more and one less.</u> 		<ul style="list-style-type: none"> • <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> • <u>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</u> • <u>Given a number, identify one more and one less.</u>
		Year 2 <ul style="list-style-type: none"> • <u>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</u> • Read and write numbers to at least 100 in numerals and in words. • Identify, represent and estimate numbers using different representations, including the number line. • Recognise the place value of each digit in a two-digit number (tens, ones). 		<ul style="list-style-type: none"> • <u>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</u>

<p>Funny Bones</p> <p>[4 weeks]</p>	<p>Measures – measuring bones.</p> <p>Growth investigation – measure children of different ages and make a graph. Answer questions about the graph.</p>	<p>Year 1</p> <p>Week 1: Compare, describe and solve practical problems for: <u>lengths and heights</u> [for example, long/short, longer/shorter, tall/short, double/half]; Measure and begin to record the following:</p> <ul style="list-style-type: none"> • lengths and heights; <p>Week 2: Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Week 3:</p> <ul style="list-style-type: none"> • <u>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</u> • <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> <p>Week 4:</p> <ul style="list-style-type: none"> • <u>Given a number, identify one more and one less. (Linking to addition and subtraction)</u> • Add and subtract one-digit and two-digit numbers to 20, including zero. 		<ul style="list-style-type: none"> • Compare, describe and solve practical problems for: • <u>lengths and heights</u> • <u>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</u> • <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> • <u>Given a number, identify one more and one less. (Linking to addition and subtraction)</u> • <u>Represent and use number bonds and related subtraction facts within 20.</u>
		<p>Year 2</p> <p>Week 1</p> <p>Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels:</p> <ul style="list-style-type: none"> • length/height in any direction • Compare and order lengths, mass, volume/capacity and record the results using >, < and =. <p>Week 2</p> <p><u>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing</u></p>		<ul style="list-style-type: none"> • <u>Compare and order numbers from 0 up to 100; use <, > and = signs.</u> • <u>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).</u> • <u>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</u>

		<p><u>between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</u></p> <p>Week 3</p> <ul style="list-style-type: none"> • <u>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</u> • Recognise the place value of each digit in a two-digit number (tens, ones). <p>Week 4</p> <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • <u>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;</u> • <u>Applying their increasing knowledge of mental and written methods.</u> <ul style="list-style-type: none"> • Recall and use addition facts to 20 and 100: <ul style="list-style-type: none"> • <u>fluently up to 20;</u> • related facts to 100. • Add numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones; • a two-digit number and tens; • two two-digit numbers; • adding three one-digit numbers. • Show that addition of two numbers can be done in any order (commutative). 		<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • <u>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;</u> • <u>Applying their increasing knowledge of mental and written methods.</u> • Recall and use addition facts to 20 and 100: <ul style="list-style-type: none"> - <u>fluently up to 20;</u>
<p>Toys</p> <p>[6 Weeks]</p>	<p>Money: Planning a toy party.</p> <p>Toy shop – buying toys, giving change.</p>	<p>Year 1</p> <p>Week 1</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Week 2</p> <ul style="list-style-type: none"> • <u>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</u> 		<ul style="list-style-type: none"> • <u>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</u> • <u>Represent and use number bonds and related subtraction facts within 20.</u>

		<p>Week3</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. <p>Week 4</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. <p>Week 5 and 6</p> <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 		
		<p>Year 2</p> <p>Week 1 and 2</p> <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. <p><u>Ask and answer questions about totalling and comparing categorical data.</u></p> <p>Week 3 and 4</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> • a two-digit number and ones; • a two-digit number and tens; • two two-digit numbers; • adding three one-digit numbers. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 		<ul style="list-style-type: none"> • <u>Ask and answer questions about totalling and comparing categorical data.</u> <p>(Cross curricular links)</p> <ul style="list-style-type: none"> • <u>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</u>

		<p>Week 5 Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Week 6</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); Combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. 		
Seasons Winter (2 weeks)	Time – length of the days across the seasons. Temperature – Looking at different temperatures, reading scales.	<p>Year 1 Week 1 and 2</p> <ul style="list-style-type: none"> 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. 		(Cross curricular links) Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <u>time</u> [for example, quicker, slower, earlier, later].
		<p>Year 2 Week 1 and 2</p> <ul style="list-style-type: none"> Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. <p>Know the number of minutes in an hour and number of hours in a day.</p>		
Diwali (week 1)	Repeating patterns and sequences.	<p>Year 1</p> <ul style="list-style-type: none"> <u>Represent and use number bonds and related subtraction facts within 20.</u> 		<ul style="list-style-type: none"> <u>Represent and use number bonds and related subtraction facts within 20.</u>
		<p>Year 2 Recall and use addition and subtraction facts to 20 and 100:</p> <ul style="list-style-type: none"> <u>fluently up to 20;</u> 		<p>Recall and use addition and subtraction facts to 20 and 100:</p> <ul style="list-style-type: none"> <u>fluently up to 20;</u>

		<ul style="list-style-type: none"> related facts to 100. 		
SPRING TERM				
Animals (4 weeks)	Counting animals in 2s Animal word problems linked to numbers of legs.	<p>Week 1 and 2 Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <u>2-D shapes</u> [for example, rectangles (including squares), circles and triangles]; <u>3-D shapes</u> [for example, cuboids (including cubes), pyramids and spheres]. <p>Week 3 and 4 Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>		Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <u>2-D shapes</u> <u>3-D Shapes</u>
		<p>Week 1 and 2 Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles]; <u>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</u> <p>Week 3 and 4</p> <ul style="list-style-type: none"> <u>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</u> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>		Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <u>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</u> <u>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</u>
Plants (4 weeks)	Measures – heights of plants, amount of water given.	<p>Week 1 and 2 Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <u>lengths and heights</u> [for example, long/short, 		Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <u>lengths and heights</u> <u>mass/weight</u>

	Patterns with leaves.	<p>longer/shorter, tall/short, double/half];</p> <ul style="list-style-type: none"> • <u>mass/weight</u> [for example, heavy/light, heavier than, lighter than]; • <u>capacity and volume</u> [for example, full/empty, more than, less than, half, half full, quarter]; <p>Week 3 and 4</p> <ul style="list-style-type: none"> • <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> • <u>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</u> • <u>Given a number, identify one more and one less.</u> • <u>Represent and use number bonds and related subtraction facts within 20.</u> 		<ul style="list-style-type: none"> • <u>capacity and volume</u> • <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> • <u>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</u> • <u>Given a number, identify one more and one less.</u> • <u>Represent and use number bonds and related subtraction facts within 20.</u>
		<p>Week 1 and 2</p> <p>Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels:</p> <ul style="list-style-type: none"> • length/height in any direction (m/cm); • mass (kg/g); • capacity (litres/ml). <p>Week 3 and 4</p> <p><u>Use place value and number facts to solve problems.</u></p> <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • <u>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;</u> • <u>Applying their increasing knowledge of mental and written methods.</u> 		<p><u>Use place value and number facts to solve problems.</u></p> <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • <u>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;</u> • <u>Applying their increasing knowledge of mental and written methods.</u>
Seasons Summer (2 weeks)	Data Handling: favourite seasons.	<p>Year 1</p> <p>Week 1 and 2</p> <ul style="list-style-type: none"> • <u>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</u> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>		<ul style="list-style-type: none"> • <u>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</u>

		<p>Year 2 Week 1 and 2</p> <ul style="list-style-type: none"> • <u>Recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity.</u> <p>Write simple fractions for example, $1/2$ of 6 = 3 and recognise the equivalence of $2/4$ and $1/2$.</p>		<ul style="list-style-type: none"> • <u>Recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity.</u>
Measuring (1 week)	Cooking activities including measurements and time.	<p>Year 1</p> <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> • lengths and heights; • mass/weight; • capacity and volume; • time (hours, minutes, seconds). 		<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • <u>lengths and heights</u> • <u>mass/weight</u> • <u>capacity and volume</u>
		<p>Year 2</p> <p>Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels:</p> <ul style="list-style-type: none"> • length/height in any direction (m/cm); • mass (kg/g); • temperature ($^{\circ}\text{C}$); • capacity (litres/ml). • Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$. 		<ul style="list-style-type: none"> • <u>Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.</u>
Seaside (6 weeks)	<p>Problem solving linked to trip to the seaside – Traveling by coach.</p> <p>Times.</p> <p>Data handling: Ice cream flavours.</p>	<p>Year 1 Week 1</p> <ul style="list-style-type: none"> • <u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</u> <p>Week 2</p> <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. <p>Week 3</p> <ul style="list-style-type: none"> • Solve one-step problems that involve addition and subtraction, using concrete objects and 		<ul style="list-style-type: none"> • <u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</u>

		<p>pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Weeks 4-6 To be confirmed after pupil assessment and needs.</p>		
		<p>Year 2 Week 1</p> <p><u>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</u></p> <p>Weeks 2-6 To be confirmed after pupil assessment and needs.</p>		<ul style="list-style-type: none"> • <u>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</u>