



Forton Primary School Mathematics Overview – Nicky Nook (Year 1 & 2)

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Week 1	Number & Place Value Unit 1	Number & Place Value Unit 1	Sequencing & Sorting Unit 5	Counting, Multiplication & Sorting Unit 5	Place Value Unit 10	Place Value Unit 11	Length & Mass Unit 16	Length Unit 16	Place Value Unit 21	Place Value & Statistics Unit 21	Sorting & Sequencing Unit 31	Mental Addition & Subtraction Unit 28
Week 2			Fractions Unit 6	Fractions Unit 7			Addition & Subtraction Unit 17	Addition & Subtraction Unit 13	Addition & Subtraction Unit 22	Addition & Subtraction Unit 22	Multiplication & Division Unit 28	Multiplication & Division Unit 29
Week 3	Measurement (length and mass/weight) Unit 2	Measurement (length and mass/weight) Unit 2			Mass Unit 11	Mass, Volume & Capacity Unit 12	Fractions Unit 18	Addition & Subtraction Unit 17	Capacity & Volume Unit 23	Capacity & Volume Unit 23	Statistics & Calculation Unit 29	Statistics & Calculation Unit 30
			Capacity & Volume Unit 7	Capacity & Volume Unit 8						Temperature Unit 24		
Week 4	Addition & Subtraction Unit 3	Addition & Subtraction Unit 3	Money Unit 8	Money Unit 9	2D & 3D Shape Unit 12	2D & 3D Shape Unit 18	Position & Direction Unit 19	Fractions, Position & Direction Unit 19	Fractions Unit 24	Fractions Unit 25	Measurement Unit 30	Measurement Unit 31
Week 5			Time Unit 9	Time Unit 10	Counting & Money Unit 13	Money Unit 14	Time Unit 20	Time Unit 20	Position & Direction and Time Unit 25	Position & Direction and Time Unit 26	Time Unit 27	Learning Check
Week 6	2D & 3D Shape Unit 4	2D & 3D Shape Unit 4	Learning Check	Statistics Unit 6	Multiplication Unit 14	Multiplication & Division Unit 15			2D & 3D Shape Unit 26	2D & 3D Shape Unit 27		
Week 7					Division Unit 15							



Nicky Nook – Year 1 & 2

Autumn Term 1

Number and Place Value

	Starter ideas	Year 1 focus – Place Value Unit 1	Year 2 focus – Place Value Unit 1
Lesson 1	Matching numerals, amounts and words (3-part number line) up to 10 Count in steps of ten from 0 forwards using base 10 equipment	Counting items 0-9 Value of 0 Read and write numbers. Use blocks to create a block graph.	Identify and make a two-digit number up to 50 using concrete materials (straws, base 10, arrow cards) (straight forward representations)
Lesson 2	One more and one fewer/less to 10 linking to number track Sort shapes according to their properties	Recognise quantities on a 10 frame	Identify and make a two-digit number up to 100 using concrete materials (straws, base 10, arrow cards) (straightforward representations)
Lesson 3	Matching numerals, amounts and words (3- part number line) up to 20 Recognise and use language related to dates	Counting items 10-19 by making tens and ones (balloons, biscuits, pens in pots etc.) Group of ten	Identify and make a two-digit number up to 100 using concrete materials (straws, base 10, arrow cards) (more complex representations)
Lesson 4	Answer counting questions on a block graph Make number in words when given in numerals	Counting items 10-19 by making tens and ones (straws, multilink, 10 frames) Group of ten	Exchange 10 ones for 1 ten and vice versa. Exchange 10 tens for 1 hundred and vice versa.
Lesson 5	Counting in tens Exchanging ones for tens and tens for ones	Counting items 10-19 by making tens and ones (10 frames and base 10) Group of ten	Identify and make a two-digit number up to 100 using concrete materials (PV counters, abacus, arrow cards) (more complex representations)
Lesson 6	Counting in tens Recognise and name 2-D shapes	Counting items 20-29 by making tens and ones (all prior equipment) Groups of ten and numbers not in groups of 10	Partition a two-digit number in different ways where one group is a multiple of 10
Lesson 7	Describe position of objects One more and one less/fewer with no bridging	Counting and representing numbers to 30 Read and write numbers Structured equipment. Concrete patterning.	1 more and 1 less/fewer with bridging 10 more and 10 less/fewer with bridging
Lesson 8	Counting on and back in ones Exchanging ones for tens and tens for ones	Counting and representing numbers to 30 Read and write numbers. Structured equipment. Patterning on number track/hundred square alongside concrete.	Compare two numbers. Include numbers represented in block graphs and tables.
Lesson 9	Identify and continue repeating pattern Sort numbers according to properties	One more and one fewer 0-30 focus on bridging (10 frame and number track)	Identify most/least, greatest/least value from a selection. Include numbers represented in block graphs and tables.
Lesson 10	Read and write numbers to 20 Counting in tens	Comparing quantities to 20 More, fewer, equal to. Different sizes of items, lining up, different orientations of lines.	Identify the multiple of 10 either side of a number and which is closest



Measurement (Length and Mass/weight)

	Starter ideas	Year 1 focus – Length and Mass Unit 2	Year 2 focus – Length and Mass Unit 2
Lesson 1	Count forwards and backwards in ones (100 square) Exchanging ones for tens and tens for ones	Compare and describe objects by length and height using, longer/shorter (long/short) and taller/shorter (tall, short)	Measure and record length and height using standard units (m)
Lesson 2	Counting items /recognising amounts Writing number in words	Measure and record lengths and heights using body parts, including the teacher	Measure and record length and height using standard units (cm)
Lesson 3	Language of comparison–block graphs Ordering numbers	Measure and record lengths and heights using uniform non-standard units (multilink)	Measure and record mass/weight using standard units (kg)
Lesson 4	Identify and continue repeating pattern Telling the time (o'clock)	Compare and describe objects by mass/weight using, lighter/heavier, light/heavy	Measure and record mass/weight using standard units (g)
Lesson 5	Counting items /recognising amounts Sort shapes according to their properties	Measure and record masses using uniform non-standard units	Compare the values of two lengths or masses



Addition and Subtraction

	Starter ideas	Year 1 focus – Addition and Subtraction Unit 3	Year 2 focus – Addition and Subtraction Unit 3
Lesson 1	Bonds for ten–ten frame, addition and subtraction facts relationships. Part–part–whole language.	Bonds for 10 – 10 frame, addition and subtraction facts relationships. Part–part–whole language.	Add a one-digit number to a two-digit number (no bridging) – concrete and pictorial Part–part–whole
Lesson 2	Related addition and subtraction facts for 10. Bonds for ten–ten frame, addition and subtraction facts relationships. Part–part–whole language	Counting all. Part–part–whole including diagram. Include adding 0	Subtract a one-digit number from a two-digit number (no bridging) – concrete and pictorial Part–part–whole
Lesson 3	Bonds for 10 Exchanging ones for tens and tens for ones	Adding 10 and a single digit	Solve missing number problems using inverse and part–part– whole
Lesson 4	Identifying ‘more’–different contexts Bonds to 100 –multiples of ten related place value knowledge	Counting on practically including part–part–whole diagram	Add a multiple of 10 to a two-digit number (two strategies: add tens and combine ones; conserve number and count on in tens)
Lesson 5	Identifying ‘more’–towers and block graphs Number bonds to 100	Solving one step addition problems – language focus	Subtract a multiple of 10 from a two-digit number (two strategies: subtract tens and combine ones; conserve number and count back in tens)
Lesson 6	Related addition and subtraction facts for 10 Recall addition and subtraction facts for each number up to 10	Subtract single digit from another using take away concrete items including subtracting 0	Derive and reason about bonds to numbers within 10 If I know that $5 + 2 = 7$ then what is $15 + 2$
Lesson 7	Find all subtraction facts for 10 Writing numbers in words	Subtract single digit from another using take away, concrete items on part–part–whole diagram	Add TU + TU no bridging concrete and pictorial
Lesson 8	Identify taller/shorter and longer/shorter One more, one less/fewer	Subtract 10 from teens number, subtract ones from teens number concrete 10 frames, base 10	Subtract TU - TU no bridging concrete and pictorial
Lesson 9	Place value – odd one out Exchanging ones for tens and tens for ones	Solving one step subtraction problems–language focus	Derive and reason about bonds totalling 20 $1U + U$ with bridging using 10 frames
Lesson 10	Identifying ‘more’ Counting in different steps	Solving one step addition and subtraction problems	Add three single digit numbers



2D and 3D Shape

	Starter ideas	Year 1 focus – 2D and 3D Shape Unit 4	Year 2 focus – 2D and 3D Shape Unit 4
Lesson 1	Counting in tens Addition facts to 60	Name circles and triangles–different sizes, orientations, colours, examples and non-examples	Identify and make (circles,) triangles, square rectangles, oblong rectangles and introduce quadrilaterals by counting their sides and vertices–different sizes, orientations, colours, examples and non-examples
Lesson 2	Adding 10 and another number Round numbers to the nearest 10	Name square rectangles and oblong rectangles–different sizes, orientations, colours, examples and non-examples	Identify and make pentagons, hexagons and octagons by counting their sides and vertices–different sizes, orientations, colours, examples and non-examples
Lesson 3	Read numbers 1-20 words and numerals Exchanging ones for tens and tens for ones	Name spheres and pyramids–different sizes, orientations, colours, examples and non-examples	Know face, edge and vertex. Identify and name 3-D shapes with faces (flat surfaces): cube, cuboid, pyramid, triangular prism by counting their faces and vertices and recognising the shape of their faces-different sizes, orientations, colours, examples and non-examples
Lesson 4	Match numeral, word and amount Writing numbers in words	Name cubes and cuboids–different sizes, orientations, colours, examples and non-examples	Know face, edge and vertex. Identify and name 3-D shapes with faces and curved surfaces: sphere, cylinder, cone by counting their surfaces and vertices and recognising the shape of their faces-different sizes, orientations, colours, examples and non-examples
Lesson 5		Learning check	Learning check



Autumn Term 2

Sequencing, Counting, Multiplication and Sorting

	Starter ideas	Year 1 focus – Sequencing and Sorting Unit 5	Year 2 focus – Counting, Multiplication and Sorting Unit 5
Lesson 1	Count forwards and backwards in tens Exchanging ones for tens and tens for ones	Count in fives–identify patterns and sort	Represent adding the same number twice using concrete materials and understand this shows double the number
Lesson 2	Count forwards and backwards in ones Counting in steps of 10 using arrays–begin 10x table	Count in twos–identify patterns and sort. Odd and even. Arrange even amount into groups of 2 to check	Represent adding the same number two or more times using concrete materials in equal groups and record as repeated addition sentence
Lesson 3	Name and identify 2-D shapes Counting in steps of 5 using arrays–begin 5x table	Recognise and create repeating patterns of numbers or shapes(two and three items repeated)	Adapt equal groups into an array formation and identify the multiplication sentence
Lesson 4	Bonds for 10 (addition) Counting in steps of 2 using arrays–begin 2x table	Identify criteria that objects, shapes or numbers have in common	Identify the two multiplication sentences from a given array and understand the commutativity of multiplication
Lesson 5	Bonds for 10 (subtraction) Recall understanding of doubles (link to 2x)	Sort objects, shapes or numbers to a given criterion	Explore and reason about patterns and sequences of counting involving 2s, 5s and 10s–include sorting



Fractions

	Starter ideas	Year 1 focus – Fractions Unit 6	Year 2 focus – Fractions Unit 7
Lesson 1	Count forwards in fives Count on and back in steps of $\frac{1}{2}$ (as in one half, two halves, three halves, four halves, five halves, six halves etc.) using images to support	Use concrete materials to explore part and whole (that a fraction is part of a whole)	Recap what one half means. Model one half using shapes and objects. Relate to one quarter to understand denominator, numerator and what a fraction is. Split the same shape or object into different numbers of equal parts and compare the sizes of the denominators. Use language of whole and part accurately.
Lesson 2	Identify and represent numbers to 50 Count on and back in steps of $\frac{1}{2}$ as in $\frac{1}{2}$, 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, 3 etc. using images to support	Importance of equal parts to name the fraction	Split the same set of objects into different numbers of equal parts and compare the sizes of the answers. Use equations to represent the fractions of amounts being calculated, e.g. $\frac{1}{4}$ of 8 = 2. Use language of whole and part accurately.
Lesson 3	One more and one fewer Double multiples of 10 from 10 to 50	Fraction of 2-D shapes including equal and non-equal parts	Find a quarter of a set of objects. Use equations to represent the fractions of amounts being calculated $\frac{1}{4}$ of 8 = 2. Use language of whole and part accurately.
Lesson 4	Bonds for 10 Exchanging ones for tens and tens for ones	Recognise and name one half of a shape or object	Recognise that $\frac{2}{4}$ is the same as one half. Use equations to represent the fractions of amounts being calculated $\frac{1}{4}$ of 8 = 2. Use language of whole and part accurately.
Lesson 5	Add two single digit numbers Number bonds within 10	Find one half of a shape or object	Find one half and one quarter of a range of shapes or amounts; identify images to match given fractions
Lesson 6	Count forwards in twos	Recognise and name one quarter of a shape	
Lesson 7	Subtract two single digit numbers	Find one quarter of a shape	
Lesson 8	Problem solving: identify the operation (+ and -)	Find one quarter of different objects	



Capacity and Volume

	Starter ideas	Year 1 focus – Capacity and Volume Unit 7	Year 2 focus – Capacity and Volume Unit 8
Lesson 1	Bonds for 10 Count on and back in tens from any number	Compare and describe a capacity or volume by using more/less, full/empty, half full, nearly full, nearly empty	Understand the difference between the units millilitres and litres. Understand that very large containers will have their capacity measured in litres and smaller containers will have their capacity measured in millilitres. Know that capacity is the amount a container can hold when it is full; volume is how much a container is holding which could be any amount from nearly empty to nearly full. Measure and record volume/capacity using standard units (ml, l)
Lesson 2	Name and identify 3-D shapes	Measure and record capacity and volume using uniform non-standard units (cups)	Measure, record and compare volume/capacity using standard units (ml, l)



Money

	Starter ideas	Year 1 focus – Money Unit 8	Year 2 focus – Money Unit 9
Lesson 1	Problem solving: identify the operation (+ and -) Exchanging ones for tens and tens for ones	Recognise coins to 20p by colour, shape, size and words	Exchange the correct number of 1p coins for 2p, 5p, 10p and 20p. Exchange the correct number of 10p coins for 20p, 50p, £1 and £2
Lesson 2	Identify and represent numbers to 50 Partition a two-digit number in different ways	Use the correct number of 1p coins for 2p, 5p, 10p and 20p coins	Add two prices together to find the total cost where bridging is not required (children should be encouraged to solve these problems using calculation strategies they have learned in Unit 3)
Lesson 3	Counting in twos or fives using coins Number bonds within 10	Order coins by value Link to number line	Add two prices together to find the total cost where bridging is required (children should be encouraged to solve these problems using calculation strategies they have learned in Unit 3)
Lesson 4	One more and one fewer	Represent an amount using coins (At the Shop)	
Lesson 5	Bonds for 10	Adding two prices (some bonds to 10 within)	



Time

	Starter ideas	Year 1 focus – Time Unit 9	Year 2 focus – Time Unit 10
Lesson 1	Add two single digit numbers Know that there are 24 hours in 1 day	Days of the week and sequencing – before, after, next, morning, afternoon, evening	Recap telling the time to the hour and half past the hour
Lesson 2	Count forwards and backwards in tens Put units of time in order (second, minute, hour, day, week, month, year) from shortest to longest and vice versa	Months of the year–before, after, next, first. Use birthdays, festivals	Tell the time to quarter past the hour and draw hands on the clock to show the time (noticing that the hour hand will be slightly past the number)
Lesson 3	Bonds for 10 Problem solving: identify the operation (+ and –)	Compare the duration of two events use language of quicker and slower, i.e. which activity is quicker to do?	Tell the time to quarter to the hour and draw hands on the clock to show the time (noticing that the hour hand will be slightly before the number)
Lesson 4	Subtract two single digit numbers Number bonds within 10	Measure and compare time using seconds	Tell the time to quarter to the hour and draw hands on the clock to show the time (noticing that the hour hand will be slightly before the number)
Lesson 5	Identify and represent numbers to 50 Exchanging ones for tens and tens for ones	Compare the duration of two events use language of quicker and slower, i.e. Pete was quicker than Tim at tying his shoe laces	Tell the time to o'clock, half past, quarter past the hour and quarter to the hour



Statistics

	Starter ideas	Year 1 focus – Learning Check	Year 2 focus – Statistics Unit 6
Lesson 1	Bonds within 10		Interpret simple tables and answer questions which ask how many..., most/least common/popular
Lesson 2	Exchanging ones for tens and tens for ones		Interpret simple block graphs and answer questions which ask how many..., most/least common/popular, how many more/fewer..., how many altogether (children should be encouraged to solve these problems using calculation strategies they have learned in Unit 3)
Lesson 3	Name and identify 2-D shapes		Interpret simple pictograms (each symbol worth 1) and answer questions which ask how many..., most/least common/popular, how many more/fewer..., how many altogether (children should be encouraged to solve these problems using calculation strategies they have learned in Unit 3)
Lesson 4	Count in fives and ones		Collect data using a tally chart and interpret tally charts
Lesson 5	Double numbers from 1 to 10		Transfer data from one form to another: table, block graph, pictogram, tally chart



Spring Term 1

Place Value

	Starter ideas	Year 1 focus – place value Unit 10	Year 2 focus – place value Unit 11
Lesson 1	Count in different steps – identify patterns and relationships that emerge Identify and represent two-digit numbers using Base 10 equipment and ten frames	Counting to 100 from 0, 1 and any number Counting back from 100 or any number	Identify what changes and stays the same when 10 is added to or removed from a two-digit number. Describe the rule in a number sequence that counts on or back in tens.
Lesson 2	Describe the rule in a number sequence that counts on or back in fives or twos Identify one more and one less practically then linked to number track (before and after)	Compare two numbers/amounts up to 50 using more, fewer, same	Order three or more two-digit numbers when represented using the same equipment
Lesson 3	Count in steps of 3 using practical equipment such as counters, cubes arranged as an array Identify more and fewer: two amounts up to 50	Compare three numbers/amounts up to 20 using most, least/fewest, same	Identify numbers on a bead string and link to the number line Correctly place a two-digit number on a number line with multiples of 10 labelled
Lesson 4	Count in steps of 3 using a number track/line/100 square Identify number bonds of 10	Identify 10 more than a given number by adding 10 to a group	Correctly place a two-digit number on a number line with multiples of 10 labelled
Lesson 5	Exchanging ones for tens and tens for ones Identify tens and ones in a two-digit number	Identify 10 fewer than a given number by taking 10 from a group	Round a two-digit number to the nearest 10, including understanding that where a number is exactly halfway between each multiple of 10, the number rounds up
Lesson 6	Identify number bonds of numbers up to 10	Read, write and represent numbers to 100 – concrete, jottings, numerals	Learning check
Lesson 7	Counting in 2s	Identify numbers on number tracks and lines – full demarcation then labelled in twos	Learning check
Lesson 8	Counting in 5s	Identify numbers on number tracks and lines – full demarcation then labelled in fives	Learning check



Measurement

	Starter ideas	Year 1 focus – mass Unit 11	Year 2 focus – mass, volume and capacity Unit 12
Lesson 1	Add two single digit numbers Bonds within 10	Measure and record mass using balance scales, standard units using 10g and 1g masses	Choose and use the correct equipment to measure mass e.g. balance scales, kitchen scales (with appropriate scale)
Lesson 2	Subtract a single digit number from another Tell the time to o'clock, half past, quarter past, quarter to	Measure and record mass using balance scales, standard units using 10g and 1g masses	Order the values of three or more masses
Lesson 3	Exchanging ones for tens and tens for ones	Learning check	Choose and use the correct equipment to measure volume/capacity e.g. measuring cylinders / jugs with appropriate scales
Lesson 4	Count on and back in steps of 1 2 as in 1 2, 1, 11 2, 2, 21 2, 3 etc. using images to support	Learning check	Order the values of three or more volumes / capacities
Lesson 5	Name and identify 2-D shapes	Learning check	Solve simple problems in a practical context involving addition and subtraction of measures



2D and 3D shape

	Starter ideas	Year 1 focus – 2D and 3D shape Unit 12	Year 2 focus – 2D and 3D shape Unit 18
Lesson 1	Identify one half presented in different ways Round numbers to the nearest 10	Identify circles and triangles	Describe 2-D shapes according to the number of sides and vertices, and whether any of the sides or vertices are the same size as each other
Lesson 2	Identify one quarter presented in different ways Identify multiplication and division facts from an array	Identify square rectangles and oblong rectangles	Describe and sort 2-D shapes according to the number of sides and vertices, and whether any of the sides or vertices are the same size as each other
Lesson 3	Identify number bonds of 10 Solve missing number problems with addition and subtraction problems	Identify spheres and pyramids	Identify a vertical line of symmetry in a 2-D shape
Lesson 4	Identify coins from clues given Exchanging ones for tens and tens for ones	Identify cubes and cuboids	Describe 3-D shapes according to the number and shape of the faces, the number of edges and vertices and whether any of the faces are the same size as each other
Lesson 5	Identify coins to pay for an item Bonds within 20	Sort shapes using given and own criteria	Describe and sort 3-D shapes according to the number and shape of the faces, the number of edges and vertices and whether any of the faces are the same size as each other



Counting and Money

	Starter ideas	Year 1 focus – Counting and Money Unit 13	Year 2 focus – Money Unit 14
Lesson 1	Identify numbers on a number line marked in twos Bonds within 20	Counting objects in twos – identifying patterns including odd and even numbers	Exchange different coins for other coins of the same value
Lesson 2	Sort shapes according to given criterion Sort numbers according to their properties	Counting objects in fives – identifying patterns	Recognise that amounts of money can be partitioned in different ways (using coins) e.g. 50p can be 30p and 20p or 15p and 35p
Lesson 3	Identify and continue repeating pattern of shapes Exchanging ones for tens and tens for ones	Counting objects in tens – identifying patterns	For a given value identify how much more can be spent following the purchase of one item e.g. $38p + ? = 50p$
Lesson 4	Addition problems Derive and use addition and subtraction facts of multiples of 10 totalling 60	Recap coins to 20p and recognise coins 50p, £1 and £2 by colour, shape, size and words	Identify combinations which can be bought for a specific amount of money e.g. what two or more items can I buy for exactly 70p?
Lesson 5	Subtraction problems Derive and use addition and subtraction facts of multiples of 5 totalling 60	Recognise and know the value of £5, £10 and £20 notes Order all coins and notes from least to greatest value and vice versa	Solve problems involving addition and subtraction of money



Multiplication and Division

	Starter ideas	Year 1 focus – Multiplication Unit 14	Year 2 focus – Multiplication and Division Unit 15
Lesson 1	<p>Compare two numbers/amounts up to 50 using more, fewer, same</p> <p>Recall and use doubles of all multiples of 10 up to 100</p>	<p>Recognise when two groups of items are the same size and when they are not.</p> <p>Use concrete materials to model doubles 1-5 as adding the same number to itself.</p>	<p>Write two different number sentences to represent a repeated addition situation and an array e.g. $5 + 5 + 5 = 15$ or $5 \times 3 = 15$</p>
Lesson 2	<p>Recall of doubles for 1-5</p> <p>Identify odd and even numbers by looking at the ones digit and relating even numbers to multiples of 2</p>	<p>Use concrete materials to model doubles 6-10 as adding the same number to itself.</p>	<p>Use base 10 equipment to explore the relationship between the halving of a single digit even number to the halving of its related multiple of 10 e.g. half of 6 is 3 and half of 6 tens is 3 tens which is 30</p> <p>Recall and use halves of all multiples of 10 up to 100 with an even tens digit.</p> <p>Use partitioning to halve simple two-digit even numbers (numbers in which the tens are even)</p>
Lesson 3	<p>Recall of doubles 1-10</p> <p>Count in steps of 3 using practical equipment and on a number line</p>	<p>Solve problems involving multiplication by making or drawing groups of equal size.</p> <p>Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)</p>	<p>Use a sharing strategy to divide an amount equally across sets where there is no remainder and where there is (real life context)</p> <p>Model division number sentences using concrete materials</p>
Lesson 4	<p>Counting in twos, fives and tens</p> <p>Tell the time to o'clock, half past, quarter past, quarter to</p>	<p>Solve problems involving multiplication by making or drawing groups of equal size.</p> <p>Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)</p>	<p>Use a sharing strategy to divide an amount equally across sets where there is no remainder and where there is (real life context)</p> <p>Model division number sentences using concrete materials.</p> <p>Recognise that in practical situations the division of one number by another cannot be done in any order because they give different answers.</p>
Lesson 5	<p>Identify number bonds of 10</p> <p>Name and identify 3-D shapes</p>	<p>Solve problems involving multiplication by recognising and making arrays.</p> <p>Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)</p>	<p>Use a grouping strategy to divide an amount where there is no remainder.</p> <p>Use concrete materials to represent division as grouping by creating equal sized groups of a given size from an amount.</p> <p>Write a number sentence to represent the amount being grouped, the number in each group and how many groups are created e.g. $20 \div 5 = 4$</p>



Multiplication and Division

	Starter ideas	Year 1 focus – Division Unit 15	Year 2 focus – Multiplication and Division Unit 15
Lesson 1	<p>Identify shapes that have been halved</p> <p>Sort shapes according to their properties</p>	<p>Recognise when a whole has been split into two parts that are equal and when it has not.</p> <p>Use concrete materials to model halving even numbers to 10 as splitting into two equal parts.</p>	<p>Use a grouping strategy to divide an amount where there is no remainder.</p> <p>Use concrete materials to represent division as grouping by creating equal sized groups of a given size from an amount.</p> <p>Write a number sentence to represent the amount being grouped, the number in each group and how many groups are created e.g. $20 \div 5 = 4$</p>
Lesson 2	<p>Recall halves of even numbers to 10</p> <p>Exchanging ones for tens and tens for ones</p>	<p>Use concrete materials to model halves of even numbers from 12-20 as splitting into two equal parts.</p>	<p>Using an array, show how many groups of a given size can be made from the total (using rows and columns)</p> <p>Write a number sentence to represent the total and the groups of a given size e.g. $20 \div 5 = ?$ understanding this as how many groups of 5 can be made out of 20</p>
Lesson 3	<p>Sort coins according to criterion</p> <p>Partition a two-digit number in different ways</p>	<p>Solve problems involving division by sharing into two equal groups – including when the remainder can be split between the two groups.</p>	<p>Represent and solve multiplication and division problems using concrete materials</p>
Lesson 4	<p>Recall halves of even numbers to 20</p> <p>Round numbers to the nearest 10</p>	<p>Solve problems involving division by sharing into more than two equal groups (no remainders)</p>	<p>Represent and solve multiplication and division problems using pictorial representations and arrays.</p>
Lesson 5		Learning check	Learning check



Spring Term 2

Measurement

	Starter ideas	Year 1 focus – Length and Mass Unit 16	Year 2 focus – Length Unit 16
Lesson 1	Identify tens and ones in a two-digit number Bonds within 20	Measure and record mass/weight using 10g and 1g masses–link to place value. Consolidate comparison language.	Choose and use the correct equipment to measure length and height in centimetres e.g. ruler, metre rule, tape measure.
Lesson 2	Compare two numbers/amounts up to 50 using more, fewer, same Exchanging ones for tens and tens for ones	Measure and record length using base 10 cubes. Consolidate comparison language.	Choose and use the correct equipment to measure length and height in metres e.g. metre rule, tape measure, trundle wheel.
Lesson 3	Identify one more and one less than a given number Describe the rule in a number sequence that counts on or back in fives or twos	Measure and record length using base 10 rods and cubes–link to place value. Consolidate comparison language.	Order the values of three or more lengths or heights
Lesson 4	Identify ten more and ten less than a given number Tell the time to o'clock, half past, quarter past, quarter to	Understand that base 10 cubes are 1cm and rods are 10cm–link to ruler. Measure and record length using rulers and metre rules.	Solve simple problems involving addition and subtraction of measures (identifying operation required from the vocabulary and context used and represent as a bar model)
Lesson 5	Identify number bonds of 10 Partition a two-digit number in different ways	Measure and record length using rulers and metre rules. Choose most appropriate estimate, e.g. book length 2cm, 20cm, 100cm?	Solve simple problems involving addition and subtraction of measures (identifying operation required from the vocabulary and context used and represent as a bar model)



Addition and Subtraction

	Starter ideas	Year 1 focus – Addition and Subtraction Unit 17	Year 2 focus – Addition and Subtraction Unit 13
Lesson 1	Name and identify 2-D and 3-D shapes Exchanging ones for tens and tens for ones	Use concrete materials (ten frames) to represent addition facts for twenty.	Addition with exchange using concrete equipment.
Lesson 2	Recognise the value of different coins and notes Read and write numbers to 100 in words	Add one- and two-digit numbers using an appropriate strategy. Subtract a one-digit number from a two-digit number using an appropriate strategy. Mixed + and – sentences (some related)	Subtraction with exchange using concrete equipment.
Lesson 3	Counting in twos, fives and tens Use ten frames to explore addition and subtraction facts for all numbers to 20	Use concrete materials to create linked calculations. Understand/identify part–part–whole. Write mathematical statements involving addition and subtraction.	Subtraction with exchange using concrete equipment.
Lesson 4	Interpret block diagrams Use ten frames to explore addition and subtraction facts for all numbers to 20	Use concrete materials to create linked calculations. Understand/identify part–part–whole. Identify missing number in calculation.	Subtraction as difference using concrete materials, counting between the numbers to find the difference and linking to how many more and how many fewer.
Lesson 5	Solve division problems Tell the time to o'clock, half past, quarter past, quarter to	Understand/identify part–part–whole. Identify missing number in calculation.	Solve missing number problems in the forms: $? + =$ and $? - =$ using inverse operations. Recognise that $? + 3 = 11$ can be solved by calculating $11 - 3 = ?$ because 11 is the whole which is made of two parts one of which is 3. Recognise that $? - 5 = 9$ can be solved by calculating $9 + 5 = ?$ because two parts which are 9 and 5 go together to create the whole.



Fractions, Addition and Subtraction

	Starter ideas	Year 1 focus – Fractions Unit 18	Year 2 focus – Addition and Subtraction Unit 17
Lesson 1	Identify number bonds of 10 Exchanging ones for tens and tens for ones	Recognise when a whole has been split into two parts that are equal and when they are not. Use concrete materials to model halving even numbers as splitting into two equal parts.	Addition with exchange using jottings from concrete
Lesson 2	Recall of doubles 1-10 and halves of even numbers to 20 Sort numbers according to their properties	Find half of an even quantity	Subtraction with exchange using Base 10.
Lesson 3	Identify one more and one less than a given number Write numbers in words	Recognise and name a quarter as one of four equal parts of a shape (Autumn) and object (Spring) e.g. KitKat	Subtraction with exchange jottings from concrete
Lesson 4	Identify ten more and ten less than a given number Find one or ten more or less than a given number	Find quarter of an object using objects that can be accurately quartered and those that cannot.	Subtraction with exchange jottings from concrete
Lesson 5	Compare two numbers/amounts up to 50 using more, fewer, same Name and identify 2-D and 3-D shapes	Describe a capacity or volume using language of more than half full, less than half full, a quarter full.	Represent and solve addition and subtraction problems using bar modelling (length context)



Fractions, Position and Direction

	Starter ideas	Year 1 focus – Position & Direction Unit 19	Year 2 focus – Fractions, Position & Direction Unit 19
Lesson 1	<p>Identify tens and ones in a two-digit number</p> <p>Count on and back in steps of $\frac{1}{4}$, as in $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, 1, $1\frac{1}{4}$, $1\frac{2}{4}$ etc, using images to support</p>	<p>Describe turning movements for whole and half turns–link to fractions.</p> <p>Describe turning movements using left and right.</p>	<p>Recognise, name and find one quarter, two quarters, three quarters and four quarters of a shape and object</p>
Lesson 2	<p>Name and identify 2-D and 3-D shapes</p> <p>Exchanging ones for tens and tens for ones</p>	<p>Describe direction using forwards/backwards, (sideways) left/right</p>	<p>Recognise, name and find one quarter, two quarters, three quarters and four quarters of a length (represent using bar model)</p>
Lesson 3	<p>Counting in twos, fives and tens</p> <p>Tell the time to o'clock, half past, quarter past, quarter to</p>	<p>Describe position using the terms top, middle, bottom and between and direction using up and down</p>	<p>Recognise, name and find one quarter, two quarters, three quarters and four quarters of a quantity</p>
Lesson 4	<p>Interpret block diagrams</p> <p>Place numbers on a number line with multiples of 10 labelled</p>	<p>Describe position using the terms on top of, in front of, above, below</p>	<p>Recognise, name and find one quarter, two quarters, three quarters and four quarters of a shape, object or quantity</p>
Lesson 5	<p>Recognise the value of different coins and notes</p> <p>Exchange different coins for other coins of the same value</p>	<p>Describe position using the terms on around, inside and outside</p>	<p>Know that a quarter turn is the same as a turn through one right angle.</p> <p>Know that a half turn is the same as a turn through two right angles.</p> <p>Know that a full turn is the same as a turn through four right angles.</p>



Time

	Starter ideas	Year 1 focus – Time Unit 20	Year 2 focus – Time Unit 20
Lesson 1	<p>Compare two events using language of earlier and late</p> <p>Derive and use addition and subtraction facts of multiples of 5 and multiples of 10 totalling 60</p>	<p>Tell the time to the hour.</p> <p>Sequence and order familiar events of the day.</p>	<p>Recap telling the time to the hour, half past, quarter past and quarter to the hour</p>
Lesson 2	<p>Recall of doubles 1-10 and halves of even numbers to 20</p> <p>Recall and use tables facts and make deductions outside known facts</p>	<p>Tell the time to the hour.</p> <p>Draw hands on the clock to show times to the hour.</p>	<p>Count in fives clockwise starting at 12 (for zero) to 6 (for thirty) progressing to counting in times, e.g. 5 minutes past, 10 minutes past, 15 minutes past (quarter past), 20 minutes past etc.</p>
Lesson 3	<p>Identify tens and ones in a two-digit number</p> <p>Read scales in divisions of ones, twos, fives, tens</p>	<p>Tell the time to the half hour (minute hand focus)</p>	<p>Tell the time to the nearest five minutes past the hour (up to 25 minutes past)</p>
Lesson 4	<p>Solve multiplication problems</p> <p>Double and halve numbers within 100</p>	<p>Tell the time to the half hour</p>	<p>Tell the time to the nearest five minutes past the hour (up to 25 minutes past)</p>
Lesson 5	<p>Identify number bonds of 10</p> <p>Put units of time in order from shortest to longest and identify relationship between, e.g. there are 60 minutes in one hour</p>	<p>Tell the time to the hour and half hour (mixed)</p>	<p>Solve simple problems involving time language focus</p>



Summer Term 1

Place Value and Statistics

	Starter ideas	Year 1 focus – Place Value Unit 21	Year 2 focus – Place Value and Statistics Unit 21
Lesson 1	Write numbers words from 1-20 Count in steps of 3 from 0	Compare three numbers up to 20 (represented using concrete materials) using language of most and least and put them in order. Use a labelled number line to order numbers to 20.	Recap partitioning a two-digit number into a multiple of 10 and another number. Partition a two-digit number in different ways and reason about how the parts change
Lesson 2	Write numbers words from 1-20 Tell the time to the hour, half hour, quarter hour, and nearest 5 minutes past the hour	Correctly place a number from 1-20 on the number line (labelled in 2s, 5s then only 0 and 20)	Use the <, > and = signs when comparing one and two-digit numbers, particularly when the numbers have the same digits e.g. 34 and 43
Lesson 3	Name and identify 2-D and 3-D shapes Place numbers on a number line with multiples of 10 labelled	Compare and order three numbers up to 50 (represented using concrete materials) using language of most and least and put them in order. Use a labelled number line to order numbers to 50.	Order the amounts for each category in a data set
Lesson 4	Order numbers to 50 Exchanging ones for tens and tens for ones	Find 10 more than a given number using base 10 equipment. Find numbers on 100 square—identify 10 more.	Correctly place a number from 1-100 on a number line with multiples of 10 marked but not labelled
Lesson 5	Count across 100 forwards and backwards—focus on patterning Bonds within 20	Find 10 less than a given number using base 10 equipment. Find numbers on 100 square—identify 10 less.	Correctly place a number from 1-100 on a number line with multiples of 10 marked but not labelled



Addition and Subtraction

	Starter ideas	Year 1 focus – Addition and Subtraction Unit 22	Year 2 focus – Addition and Subtraction Unit 22
Lesson 1	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0, 20) Round numbers to the nearest 10	Use concrete materials to solve missing number problems e.g. $? + 3 = 7, 3 = ? - 4$	Extend number sequences counting on and back in twos, fives and tens from any number
Lesson 2	Count across 100 forwards and backwards–focus on patterning Sort numbers according to their properties	Use concrete materials to solve missing number problems e.g. $? + 3 = 7, 3 = ? - 4$	Addition with exchange using jottings
Lesson 3	Use concrete materials (ten frames) to represent addition and subtraction facts for 10 Bonds within 20	Partitioning to add: $12 + 4$	Subtraction with exchange jottings
Lesson 4	Use concrete materials (ten frames) to represent addition and subtraction facts for 10 Find one or ten more or less than a given number	Partitioning to add: $8 + 6$	Mixed addition and subtraction with exchange jottings
Lesson 5	Interpret a sorting diagram Count in steps of 3 from 0	Partitioning to subtract: $14 - 4$ and $14 - 10$	Represent and solve addition and subtraction problems using bar modelling
Lesson 6	Count across 100 forwards and backwards–focus on patterning	Partitioning to subtract $14 - 6 = 14 - 4 - 2$	Learning check
Lesson 7	Compare and order three numbers/amounts up to 50	Partitioning to subtract $14 - 6 = 14 - 4 - 2$	Learning check



Capacity, Volume, Temperature

	Starter ideas	Year 1 focus – Capacity and Volume Unit 23	Year 2 focus – Capacity and Volume Unit 23 Temperature Unit 24
Lesson 1	Use concrete materials (ten frames) to represent subtraction facts from 20 Exchanging ones for tens and tens for ones	Measure and record capacity and volume using manageable standard units (litres and ml)	Know common points of reference for volume / capacity such as teaspoon / medicine spoon 5ml, and large bottle of fizzy drink is 2 litres. Use common points of reference they know to estimate the volume in / capacity of other vessels.
Lesson 2	Use concrete materials (ten frames) to represent subtraction facts from 20 Tell the time to the hour, half hour, quarter hour, and nearest 5 minutes past the hour	Measure and record capacity and volume using manageable standard units (litres and ml)	Read scales to measure the volume of liquid including pictures
Lesson 3	Bonds within 20	Learning check	Use <, > and = to compare volumes and capacities
Lesson 4	Count in steps of 3 from 0	Learning check	Know that temperature is the measure of how hot or cold something is. Know that temperature is measured in degrees Celsius and is measured using a thermometer. Read the temperature on a thermometer.
Lesson 5	Identify multiplication and division facts from an array	Learning check	Know that the average room temperature is between 18 and 20 degrees Celsius. Compare different temperatures saying whether they are hotter or colder than room temperature. Read the temperature on a thermometer.



Fractions

	Starter ideas	Year 1 focus – Fractions Unit 24	Year 2 focus – Fractions Unit 25
Lesson 1	Tell the time to the hour and half hour Solve missing number problems with addition and subtraction	Recap of half of a shape, object, quantity. Recognise and name a half as one of two equal parts of an odd quantity.	Recognise and name one third as any one of three equal parts of a shape or object and write the fraction one third.
Lesson 2	Counting in twos Name and identify 2-D and 3-D shapes	Recognise and name a half as one of two equal parts of an odd quantity. Find half of an odd quantity using materials that can be cut e.g. grapes, buns	Find one third of a shape, object, set of objects/quantity or length
Lesson 3	Name and identify 2-D and 3-D shapes Round numbers to the nearest 10	Recap of quarter of a shape and object	Find different fractions of shapes, objects, quantities and lengths
Lesson 4	Count across 100 forwards and backwards–focus on patterning Use different coins to make the same amount	Recognise, name and find a quarter as one of four equal parts of a quantity (which is a multiple of 4)	Find different fractions of shapes, objects, quantities and length
Lesson 5	Solve division problems Bonds within 20	Recognise, name and find a quarter as one of four equal parts of a quantity (which is a multiple of 4)	Count in steps of $\frac{1}{4}$ changing the counting sequence to simplest form



Position & Direction and Time

	Starter ideas	Year 1 focus – Position & Direction and Time Unit 25	Year 2 focus – Position & Direction and Time Unit 26
Lesson 1	<p>Tell the time to the hour and half hour</p> <p>Tell the time to the hour, half hour, quarter hour, and nearest 5 minutes past the hour</p>	Describe turning movements for quarter turns including using left and right	Compare different units of time, converting between units where appropriate e.g. half an hour is 30 minutes. Order units of time.
Lesson 2	<p>Solve addition problems</p> <p>Derive and use addition and subtraction facts of multiples of 5 and multiples of 10 totalling 60</p>	Describe turning movements for three-quarter turns including using left and right	Tell the time to the nearest 5 minutes to the hour including draw hands on the clock
Lesson 3	<p>Solve subtraction problems</p> <p>Write numbers in words</p>	Describe position using all positional vocabulary including near, close and far	Tell the time to the nearest 5 minutes including draw hands on the clock
Lesson 4	<p>Compare and order three numbers/amounts up to 50</p> <p>Bonds within 20</p>	Describe position using the terms before, after and the ordinal numbers. Recognise and use the language related to dates e.g. today is Monday 18 th May 2020	Understand language of clockwise and anticlockwise when turning: quarter, half, three quarter and full turns. Starting point North/up
Lesson 5	<p>Recall of doubles 1-10 and halves of even numbers to 20</p> <p>Exchanging ones for tens and tens for ones</p>	<p>Solve practical problems for time e.g. describe a task that would take you about 1 minute to complete.</p> <p>Measure and record time using hours (identify durations of events e.g. lunch time, time at school time sleeping at night)</p>	Understand language of clockwise and anticlockwise when turning: quarter, half, three quarter and full turns. Different starting points



2D and 3D Shape

	Starter ideas	Year 1 focus – 2D and 3D Shape Unit 26	Year 2 focus – 2D and 3D Shape Unit 27
Lesson 1	Recognise the value of different coins and notes Find one or ten more or less than a given number	Recognise and name common 2-D shapes	From a set of shapes identify those with a vertical line of symmetry and those without
Lesson 2	Counting in twos, fives and tens Round numbers to the nearest 10	Recognise and name common 3-D shapes	Sort and reason about shapes using the properties learned including identifying similarities and differences between shapes
Lesson 3	Solve multiplication problems Identify multiplication and division facts from an array	Reason about shapes (odd one out, identifying similarities and differences)	Sort and reason about shapes using the properties learned including identifying similarities and differences between shapes
Lesson 4	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0, 20) Recall and use tables facts and make deductions outside known facts	Recognise and create a repeating pattern using more than three shapes. Describe position using the terms before, after and the ordinal numbers.	Order and arrange a combination of mathematical objects in patterns / sequences
Lesson 5	Learning Check of Summer 1	Learning Check of Summer 1	Learning Check of Summer 1



Summer Term 2

Sorting and Sequencing, Addition and Subtraction

	Starter ideas	Year 1 focus – Sorting and Sequencing Unit 31	Year 2 focus – Mental Addition and Subtraction Unit 28
Lesson 1	Counting in twos, fives and tens Place numbers on a number line with multiples of 2, 5 or 10 labelled (including where these are scales)	Recap counting in 2s, 5s and 10s from 0 using concrete objects	Add numbers by bridging through a multiple of 10 efficiently e.g. $48 + 6$ becomes $48 + 2 + 4$
Lesson 2	Compare and order three numbers / amounts up to 50 Tell the time to the nearest 5 minutes	Counting in 2s, 5s and 10s from 0 using number tracks and 100 squares– spotting patterns	Subtract numbers by bridging through a multiple of 10 efficiently e.g. $43 - 6$ becomes $43 - 3 - 3$
Lesson 3	Use concrete materials (ten frames) to represent addition and subtraction facts within 20 Count in steps of 3 from 0	Sorting objects and shapes using their own criterion	Add 9 and 19 by rounding and compensating e.g. $46 + 9$ becomes $46 + 10 - 1$ using a number line
Lesson 4	Add and subtract one-digit and two-digit numbers to 20 using an appropriate strategy Bonds within 20	Sorting numbers using their own criterion	Subtract 9 and 19 by rounding and compensating e.g. $46 - 9$ becomes $46 - 10 + 1$ using a number line
Lesson 5	Recognise one half and one quarter of a shape Partition to double simple two-digit numbers	Recognise and create a repeating pattern using more than three numbers	Mixed addition and subtraction–select the operation and the strategy



Multiplication and Division

	Starter ideas	Year 1 focus – Multiplication and Division Unit 28	Year 2 focus – Multiplication and Division Unit 29
Lesson 1	Count across 100 forwards and backwards–focus on patterning Find one or ten more or less than a given number	Solve problems involving multiplication. Make/draw groups of equal size. Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)	Understand multiplication as repeated addition and arrays and recognise commutativity
Lesson 2	Compare and order three numbers / amounts up to 50 Partition to halve simple two-digit numbers	Solve problems involving multiplication. Make/draw groups of equal size. Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)	Understand division as sharing and grouping: make equal sized groups including where there is a remainder
Lesson 3	Identify odd and even numbers by counting in 2s from 0 Tell the time to the nearest 5 minutes	Solve problems involving division by grouping	Understand the remainder in the context of a grouping division problem
Lesson 4	Tell the time to the hour and half hour Round numbers to the nearest 10	Solve problems involving division by grouping	Solve problems involving multiplication and division, selecting a strategy appropriate for the context
Lesson 5	Recognise one half and one quarter of a shape Sort numbers according to their properties	Solve problems involving division by sharing or grouping (children represent the problem correctly)	Solve problems involving multiplication and division, selecting a strategy appropriate for the context



Statistics and Calculation

	Starter ideas	Year 1 focus – Statistics and Calculation Unit 29	Year 2 focus – Statistics and Calculation Unit 30
Lesson 1	<p>Add and subtract one-digit and two-digit numbers to 20 using an appropriate strategy.</p> <p>Extend number sequences counting on and back in twos, fives or tens from any number</p>	<p>Present and interpret data in block diagrams using concrete materials. Recap how many in a given data category (answer and ask)</p>	<p>Ask and answer questions about statistics presented in tables, block graphs, pictograms (where the symbol is worth 1) and tally charts</p>
Lesson 2	<p>Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0,20)</p> <p>Place numbers on a number line with multiples of 2, 5 or 10 labelled (including where these are scales)</p>	<p>Present and interpret data in block diagrams using concrete materials. How many in two given data categories (answer and ask)</p>	<p>Interpret and construct pictograms where the symbol is worth 5</p>
Lesson 3	<p>Use concrete materials (ten frames) to represent addition and subtraction facts within 20</p> <p>Partition to double simple two-digit numbers</p>	<p>Present and interpret data in block diagrams using concrete materials. How many more/fewer when comparing two categories using concrete materials (ask and answer)</p>	<p>Interpret and construct pictograms where the symbol is worth 2 or 10 (including partial symbols)</p>
Lesson 4	<p>Counting in twos, fives and tens</p> <p>Tell the time to the nearest 5 minutes</p>	<p>Present and interpret data in block diagrams using concrete materials. How many more/fewer when comparing two categories using block diagrams (ask and answer)</p>	<p>Sort objects, shapes and numbers in different ways</p>
Lesson 5	<p>Name and identify 2-D and 3-D shapes</p> <p>Use different coins to make the same amount</p>	<p>Problem solving/reasoning around block diagrams true/false statements</p>	<p>Identify the property / properties by which a set has been sorted</p>



Measurement

	Starter ideas	Year 1 focus – Measurement Unit 30	Year 2 focus – Measurement Unit 31
Lesson 1	Count across 100 forwards and backwards– focus on patterning Round numbers to the nearest 10	Measure and record mass/weight using weighing scales with a simple scale and manageable standard units (kg/g) within children’s range of counting competence. Compare items and notice the movement of the needle for lighter/heavier items.	Know common points of reference for length and height such as ruler 30cm, door height 2m. Use common points of reference they know to estimate the length and height of different objects. Measure the length and height of different objects.
Lesson 2	Identify and represent numbers using concrete materials Name and identify 2-D and 3-D shape	Solve practical problems for mass/weight e.g. use the balance scales to find two boxes that will balance this box	Use <, > and = to compare lengths and heights
Lesson 3	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0,20) Partition to halve simple two-digit numbers	Solve practical problems for length and height e.g. which of these bags would I use to fit the cricket bat in?	Know common points of reference for mass such as small packet of crisps between 25g and 30g and a bag of sugar 1kg. Use common points of reference they know to estimate the mass of different objects. Measure the mass of different objects.
Lesson 4	Tell the time to the hour and half hour Tell the time to the nearest 5 minutes	Solve practical problems for capacity and volume e.g. which of these vessels would hold about two of these others?	Use <, > and = to compare masses
Lesson 5	Write numbers in words from 1-20 Count on and back in steps of ½ and 1/4	Solve mixed measurement problems	Solve mixed measurement problems



Time

	Starter ideas	Year 1 focus – Time Unit 27	Year 2 focus Learning check of Summer 2
Lesson 1	Counting in twos, fives and tens	Recap telling the time to the hour. Drawing hands on the clock to show these times.	
Lesson 2	Write numbers in words from 1-20	Recap telling the time to the half hour	
Lesson 3	Identify and represent numbers using concrete materials	Draw hands on the clock to show times to half past the hour and recognising that the hour hand is between the hour numbers	
Lesson 4	Use concrete materials (ten frames) to represent addition and subtraction facts within 20	Tell the time mixed hour and half hour (and some that are not either)	
Lesson 5	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0,20)	Solve practical problems involving time	