**St Peter’s C of E (Aided) Primary School Medium Term Maths Planning Overview Year 1/2 Medium Term Planning Autumn Term**

*Blue and Italics are used to highlight the younger year group.*

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| Date/Week | Cross Curricular Links | Topic | Curriculum Objectives |
|  |  | Number and place value: counting, reading and writing  2-digit numbers,  place value  Counting and number order | *● To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.*  *● To 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.*  *● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.*  *● When given a number, identify one more and one less.*  *● To read and write numbers from 1 to 20 in numerals and words.*  ● To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.  ● To recognise the place value of each digit in a two-digit number (tens, ones).  ● To identify, represent and estimate numbers using different representations, including the number line.  ● To compare and order numbers from 0 up to 100; use <, > and = signs.  ● To read and write numbers to at least 100 in numerals and in words.  ● To use place value and number facts to solve problems. |
|  |  | Addition and subtraction to 5 or more (part 1)  Subtraction as difference  Addition: concrete, visual and number facts | *● To read and write numbers from 1 to 20 in numerals and words.*  *● When given a number, identify one more and one less.*  *● To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.*  *● To add and subtract one-digit and two-digit numbers to 20, including zero.*  *● To represent and use number bonds and related subtraction facts within 20.*  *● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.*  ● To solve problems with addition and subtraction:  ● Using concrete objects and pictorial representations, including those involving numbers, quantities and measures  ● Applying their increasing knowledge of mental and written methods.  ● To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.  ● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.  ● To show that addition can be done in any order (commutative) and subtraction cannot.  ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |
|  |  | Addition and subtraction to 5 or more (part 2)  Subtraction: concrete, visual and number facts | *● To add and subtract one-digit and two-digit numbers to 20, including zero.*  *● To solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.*  ● To solve problems with addition and subtraction:  ● Using concrete objects and pictorial representations, including those involving numbers, quantities and measures  ● Applying their increasing knowledge of mental and written methods.  ● To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.  ● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two two-digit numbers; adding three one-digit numbers.  ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |
|  |  | Addition totals to  10  Multiplication and division: repeated addition and repeated subtraction | *● To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.*  *● To represent and use number bonds and related subtraction facts within 20.*  *● To add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 – 9), including zero.*  ● To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers.  ● To calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs.  ● To recognise and use the inverse relationship between multiplication and division in calculations.  ● To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot.  ● To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. |
|  |  | Geometry: properties of 3D and 2D shape | *● To recognise and name common 2D and 3D shapes, including:*  *● 2D shapes (rectangles (including squares), circles and triangles)*  *● 3D shapes (cuboids (including cubes), pyramids and spheres).*  ● To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line.  ● To identify and describe the properties of 3D shapes including the number of edges, vertices and faces.  ● To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid.  ● To compare and sort common 2D and 3D shapes and everyday objects. |
|  |  | Geometry: position, direction, motion  Measures: time | *● To compare, describe and solve practical problems for:*  *● lengths and heights (long/short, longer/shorter, tall/short, double/half)*  *● mass or weight (heavy/light, heavier than, lighter than)*  *● capacity/volume (full/empty, more than, less than, quarter)*  *● time (quicker, slower, earlier, later).*  *● To recognise and know the value of different denominations of coins and notes.*  ● To order and arrange combinations of mathematical objects in patterns.  ● To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.  ● To compare and sequence intervals of time.  ● To 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. |
|  |  | Addition and  subtraction to 10 | *● To represent and use number bonds and related subtraction facts within 20.*  *● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as*  *7 = - 9* |
|  |  | Addition and subtraction using money | *● To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.*  *● To represent and use number bonds and related subtraction facts within 20.*  *● To add and subtract one-digit and two-digit numbers to 20, including zero.*  *● To solve one-step problems that involve addition and subtraction, using concrete* |
|  |  | Measures: length, mass, capacity, money | ● To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.  ● To compare and order lengths, mass, volume/capacity and record the results using  >, < and =.  ● To recognise and use the symbols for pounds and pence; combine amounts to  make a particular value  ● To find different combinations of coins that equal the same amounts of money  ● To solve simple problems in a practical context involving addition and subtraction  of money of the same unit, including giving change |
|  |  | Data: solving problems that involve collecting data in tallies, tables and pictograms | ● To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.  ● To ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity.  ● To ask and answer questions about totaling and compare categorical data. |
| Assess and review | | | ● To assess and review the half-term’s work. |

**St Peter’s C of E (Aided) Primary School Medium Term Maths Planning Overview Year 1/2 Medium Term Planning Spring Term**

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| Date/Week | Cross Curricular Links | Topic | Curriculum Objectives |
|  |  | Number and place value: estimating, counting and comparing quantities, number patterns | *● To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.*  *● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.*  *● When given a number, identify one more and one less.*  *● To read and write numbers from 1 to 20 in numerals and words.*  *● To 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.*  ● To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.  ● To recognise the place value of each digit in a 2-digit number (tens, ones).  ● To identify, represent and estimate numbers using different representations, including the number line.  ● To compare and order numbers from 0 up to 100; use <, > and = signs.  ● To read and write numbers to at least 100 in numerals and in words.  ● To use place value and number facts to solve problems. |
|  |  | Addition and  subtraction to 15  Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies | *● To add and subtract one-digit and two-digit numbers to 20, including zero.*  *● To solve one-step problems that involve addition and subtraction, using objects*  *and pictorial representations, and missing number problems*  ● To solve problems with addition and subtraction:  ● Using concrete objects and pictorial representations, including those involving numbers, quantities and measures  ● Applying their increasing knowledge of mental and written methods.  ● To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.  ● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two  2-digit numbers; adding three one-digit numbers.  ● To show that addition can be done in any order (commutative) and subtraction cannot.  ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |
|  |  | Doubles and near doubles  Addition and subtraction:  using partitioning and counting on strategies | *● To represent and use number bonds and related subtraction facts within 20.*  *● To add and subtract one-digit and two-digit numbers to 20, including zero.*  *● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.*  ● To solve problems with addition and subtraction:  Using concrete objects and pictorial representations, including those involving numbers, quantities and measures  ● Applying their increasing knowledge of mental and written methods.  ● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two  2-digit numbers; adding three one-digit numbers.  ● To show that addition can be done in any order (commutative) and subtraction cannot.  ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |
|  |  | Grouping and sharing  Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts | *● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.*  ● To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers.  ● To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.  ● To recognise and use the inverse relationship between multiplication and division in calculations.  ● To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot.  ● To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. |
|  |  | Measures: length, mass, capacity, time and money | *● To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.*  *● To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.*  *● To measure and begin to record the following:*  *● lengths and heights*  *● mass/weight*  *● capacity and volume*  *● time (hours, minutes, seconds).*  *● To compare, describe and solve practical problems for:*  *● lengths and heights (long/short, longer/shorter, tall/short, double/half)*  *● mass or weight (heavy/light, heavier than, lighter than)*  *● capacity/volume (full/empty, more than, less than, quarter)*  *● time (quicker, slower, earlier, later).*  ● To choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm/mm); mass (kg/g); temperature (°C); volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.  ● To compare and order lengths, mass, volume/capacity and record the results using  >, < and =. |
|  |  | Fractions  Geometry: position and direction  Measures: time | ● To recognise, find and name a half as one of two equal parts of an object, shape or quantity.  ● To recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4.  ● To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half.  ● To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line.  ● To identify and describe the properties of 3D shapes including the number of edges, vertices and faces.  ● To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. |
|  |  | Geometry: position and direction  Measures: time | *To recognise and name common 2D and 3D shapes, including:*  *● 2D shapes (rectangles (including squares), circles and triangles)*  *● 3D shapes (cuboids (including cubes), pyramids and spheres).*  *● To describe position, directions and movements, including half, quarter and three- quarter turns●*  *.*  ● To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.  ● To 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. |
|  |  | Statistics: solving problems that involve collecting data in tallies, tables and pictograms | ● To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.  ● To ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity.  ● To ask and answer questions about totaling and compare categorical data. |
| Assess and review | | | ● To assess and review the half-term’s work. |

**St Peter’s C of E (Aided) Primary School Medium Term Maths Planning Overview Year 1/2 Medium Term Planning Summer Term**

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| Date/Week | Cross Curricular Links | Topic | Curriculum Objectives |
|  |  | Number and place value: estimating, counting, comparing and ordering quantities | *● When given a number, identify one more and one less.*  *● To 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.*  ● To recognise the place value of each digit in a 2-digit number (tens, ones).  ● To identify, represent and estimate numbers using different representations, including the number line.  ● To compare and order numbers from 0 up to 100; use <, > and = signs.  ● To read and write numbers to at least 100 in numerals and in words.  ● To use place value and number facts to solve problems. |
|  |  | *Addition and subtraction* | *● To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.*  *● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.*  *● To 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.*  *● To read and write numbers from 1 to 20 in numerals and words.*  ● To solve problems with addition and subtraction:  ● Using concrete objects and pictorial representations, including those involving numbers, quantities and measures  ● Applying their increasing knowledge of mental and written methods.  ● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two  2-digit numbers; adding three one-digit numbers.  ● To show that addition can be done in any order (commutative) and subtraction cannot.  ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |
|  |  | *Addition and*  *subtraction to 20* | *● To represent and use number bonds and related subtraction facts within 20.*  *● To add and subtract one-digit and two-digit numbers to 20, including zero.*  *● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.*  ● To solve problems with addition and subtraction:  ● Using concrete objects and pictorial representations, including those involving numbers, quantities and measures  ● Applying their increasing knowledge of mental and written methods.  ● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two  2-digit numbers; adding three one-digit numbers.  ● To show that addition can be done in any order (commutative) and subtraction cannot.  ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |
|  |  | *Fractions* | *● To recognise, find and name a half as one of two equal parts of an object, shape or quantity.*  *● To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.*  ● To recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4.  ● To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half. |
|  |  | *Multiplication and division* | *● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.*  *●* To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers.  ● To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.  ● To recognise and use the inverse relationship between multiplication and division in calculations.  ● To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. |
|  |  | *Measuring*  Geometry: properties of 3D and 2D shape | *● To measure and begin to record the following:*  *● lengths and heights*  *● mass/weight*  *● capacity and volume*  *● time (hours, minutes, seconds).*  *● To recognise and use language relating to dates, including days of the week, weeks, months and years.*  *● To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.*  *● To order and arrange combinations of objects and shapes in patterns.*  *● To recognise and name common 2D and 3D shapes, including:*  *● 2D shapes (rectangles (including squares), circles and triangles)*  *● 3D shapes (cuboids (including cubes), pyramids and spheres).*  ● To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.  ● To compare and order lengths, mass, volume/capacity and record the results using  >, < and =.  ● To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.  ● To find different combinations of coins to equal the same amounts of money  ● To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change  ● To identify and describe the properties of 2D and 3D shapes, including the number of sides, symmetry in a vertical line, edges, vertices, and faces.  ● To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid.  ● To compare and sort common 2D and 3D shapes and everyday objects.  ● To solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. |
|  |  | *Moving and turning*  Measures: length, mass (weight), capacity and money | *● To describe position, directions and movements, including half, quarter and three- quarter turns.*  ● To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.  ● To compare and order lengths, mass, volume/capacity and record the results using  >, < and =.  ● To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.  ● To find different combinations of coins to equal the same amounts of money  ● To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. |
| Assess and review | | | ● To assess and review the half-term’s work. |