**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 valueCounting 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 differenceAddition: 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 15Addition 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 =. |
|  |  | FractionsGeometry: 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. |