

Year 1/2 Long Term Maths Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Y1	Number Place Value (within 10)					Number Addition and Subtraction (within 10)					Geometry Shape	Consolidation
NC Objectives	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 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 Compare numbers using and = signs Read and write numbers from 1 to 20 in numerals and words					Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer) Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract 1-digit and 2-digit numbers to 20, including zero					Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	
Autumn Y2	Number Place Value				Number Addition and Subtraction					Geometry Shape		
NC Objectives	Read and write numbers to at least 100 in numerals and in words. Identify, represent and estimate numbers using different representations, including the number line. Read and write numbers from 1 to 20 in numerals and words (Y1) Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward Recognise the place value of each digit in a 2-digit number (tens, ones) Compare and order numbers from 0 up to 100; use and = signs				Represent and use number bonds and related subtraction facts within 20 (Y1) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers Compare and order numbers from 0 up to 100; use and = signs.					Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line. Compare and sort common 2-D and 3-D shapes and everyday objects. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes.		
Spring Y1	Number Place Value (within 20)		Number Addition and Subtraction (within 20)			Number Place Value (within 50)		Measurement Length and Height		Measurement Mass and Volume		

NC Objectives	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. 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. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Read and write numbers from 1 to 20 in numerals and words. Given a number, identify 1 more and 1 less.	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract 1-digit and 2-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 Add and subtract 1-digit and 2-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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 Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. 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. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Given a number, identify 1 more and 1 less.	Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time.	Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time

Spring Y2	Number Money	Number Multiplication and Division	Measurement Length and Height	Measurement Mass, Capacity and Temperature
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NC Objectives	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and =

Summer Y1	Number Multiplication and Division	Number Fractions	Geometry Position and Direction	Number Place Value (within 100)	Measurement Money	Measurement Time	Consolidation
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NC Objectives	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance) Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance)	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. 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.	Recognise and know the value of different denominations of coins and notes. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). Recognise and use language relating to dates, including days of the week, weeks, months and years. Compare, describe and solve practical problems for time. Measure and begin to record time (hours, minutes, seconds). Tell the time to the hour and half past the hour and draw the hands on a clock-face to show these times.	
Summer Y2	Statistics	Number Fractions	Geometry Position and Direction	Problem Solving	Measurement Time		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NC Objectives</p>	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p>	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>	<p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</p>	<p>Use N-Rich & I see Maths by Gareth Metcalfe</p>	<p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day</p>
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