|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit | **Place Value** | | | | **Addition and Subtraction** | | | | | | **Shape** | | | | **Consolidation/assessment week** | |
| week | **1** | **2** | **3** | **4** | **5** | **6** | **7** | | **8** | **9** | **10** | **11** | | **12** | **13** | **14** |
| Fluency focus | **Place value** | **Place value** | **Place value** | **Place value** | **Addition** | **subtraction** | **Place value** | | **Addition** | **subtraction** | **Place value** | **Shape** | | **Addition and subtraction** |  |  |
| **Prior Knowledge**  *Because of my assessments I have* |  | | | |  | | | | | |  | | | |  | |
| **Learning Objectives**  *Children should be taught . . .*  *In the correct sequence* | Year 1  Be able to sort objects  Count objects  Count objects from a larger group  Represent objects  Recognise numbers as words  Count on from any number  1 more  Count backwards within 10  1 less  Compare groups by matching  Fewer more same  Less than, greater than and equal to  Compare numbers  Oder objects and numbers  Introduction to the number line | | Year 2  Recognise numbers to 20  Recognise tens and ones  Use a place value chart  Partition numbers to 100  Write numbers to 100 in words  Flexibly partition numbers to 100  Write numbers to 100 in expanded form  Place 10s on a number line to 100  10s and 1s on the number line to 100  Estimate numbers on the number line  Compare objects  Compare numbers  Order objects and number  Count in 2s, 5s and 10s  Count in 3s | | Year 1  Introduce parts and wholes  Part-whole sentences  Writing number sentences  Fact families with addition facts  Number bonds to 10  Systematic number bonds within 10  Number bonds to 10  Addition – add together  Addition – add more  Addition problems  Find a part  Subtraction – find a part  Fact families – the eight facts  Subtraction – take away crossing out  Subtraction – take away how many are left?  Subtraction on a number line  Add or subtract 1 or 2 | | | Year 2  Bonds to 10  Fact families – addition and subtraction bonds within 20  Related facts  Bonds to 100 (tens)  Add and subtract 1s  Add by making 10  Add 3 1-digit numbers  Add to the next 10  Add across a 10  Subtract across 10  Subtract a 1-digit number from a 2-digit number  10 more 10 less  Add and subtract 10s  Add two 2-digit numbers (not across a 10)  Add two 2-digit numbers across a 10  Subtract two 2-digit numbers (not across a 10)  Subtract two 2-digit numbers across a 10  Mixed addition and subtraction  Compare number sentences | | | Year 1  Recognise and name 3D shapes  Sort 3D shapes  Recognise and name 2D shapes  Sort 2D shapes patterns with 2D and 3D shapes | | Year 2  Recognise 2D and 3D shapes  Count sides on 2D shapes  Count vertices on 2D shapes  Draw 2D shapes  Lines of symmetry on shapes  Use lines of symmetry to complete shapes  Sort 2D shapes  Count facts on 3D shapes  Count edges on 3D shapes  Count vertices on 3D shapes | |  | |
| **End Point**  *Children will be able to . . .*  *NC Objectives from the NCETM progression document.* | **Year 1**  ♣given a number, identify one more and one less  ♣ read and write numbers from 1 to 20 in numerals and words.  ♣identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | | **Year 2**  ♣recognise the place value of each digit in a two-digit number (tens, ones)  ♣ identify, represent and estimate numbers using different representations, including the number line  ♣ compare and order numbers from 0 up to 100; use and = signs  ♣ read and write numbers to at least 100 in numerals and in words  ♣ use place value and number facts to solve problems. | | **Year 1**  ♣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 one-digit and two-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. | | | **Year 2**  ♣ 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  ♣ 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 two-digit number and ones  ♣ a two-digit number and tens  ♣ two two-digit numbers  ♣ adding three one-digit numbers  ♣ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot  ♣ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | | | **Year 1**  ♣ 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] | | **Year 2**  ♣ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line  ♣ 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, [for example, a circle on a cylinder and a triangle on a pyramid]  ♣ compare and sort common 2-D and 3-D shapes and everyday objects. | |  | |
| **Key Vocabulary** | Number  Zero, one, two, three to one hundred  None  Count (on/up/to/from/down)  Before, after  More, less, many, few, fewer, least, fewest, smallest, greater, lesser  Equal to, the same as  Odd, even  Pair  Units, ones, tens  Ten more/less  Digit  Numeral  Figure(s)  Compare  (In) order/a different order  Size  Value  Between, halfway between  Above, below | | | | Number bonds, number line  Add, more, plus, make, sum, total, altogether  Inverse  Double, near double  Half, halve  Equals, is the same as (including equals sign)  Difference between  How many more to make..?  How many more is…than..?  How much more is..?  Subtract, take away, minus  How many fewer is…than..?  How much less is..? | | | | | | Group, sort  Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square  Shape  Flat, curved, straight, round  Hollow, solid  Corner (point, pointed)  Face, side, edge  Make, build, draw | | | |  | |