

...Year 1 and Year 2– Medium Term Plan

Guidance

- The Units below **MUST** be taught in this order.
- Use the **Meridian Calculation Policy**.
- Formally assess the children’s understanding continuously to inform **instant interventions** and **adapt lessons** to meet their needs.
- There is **additional time** built into the units for teachers to break one lesson into two, add in additional lessons, carry out intervention or enrichment lessons or do anything else as needed for their class.
- Any time left at the end of each term should be used for **closing the gap** and giving children the opportunity to **apply** their learnt skills to a real-life context, a shop, an estate agent, a car salesroom, a factory, planning a holiday etc. and open-ended investigations.
- Lesson starters may be used for Mastering Number or to consolidate previous learning in **number, shape and measure**. Initially, these will be used to **apply skills learnt from Year 1** until the subject areas are covered in Year 2.

Note – Due to the timings of Year 2 SATs and moderations it is important that all content has been taught by an earlier point in the year. The MTP below plans for this. Please discuss any questions or concerns relating to this with your Maths leader.

Subject Knowledge Support

White Rose Schemes of Work - [Maths resources for teachers](#) | [White Rose Maths](#)

NCETM Subject Knowledge Audits [Primary Subject Knowledge Audit](#) | [NCETM](#)

<u>Autumn Term</u> Place Value (4weeks)	Addition and Subtraction to 20 (6 weeks)	<u>Geometry</u> (2 weeks)	<u>Place value to 100</u> (2-3 weeks)	<u>Assessment</u>
<p>National Curriculum Statements: 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 <i>and in words</i>. To count in multiples of twos, fives and tens. <i>To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</i> To identify one more and one less than a 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 <i>To recognise the place value of each digit in a two-digit number (tens, ones).</i> <i>To compare and order numbers from 0 up to 100; use <, > and = signs.</i> <i>To identify, represent and estimate numbers using different representations, including the number line.</i> <i>To use place value and number facts to solve problems.</i></p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> L.P: To sort objects L.P: To count objects up to 10. L.P: <i>To Count objects to 100 by making 10. (Starter numbers to 20).</i> L.P: To represent numbers to 10. 4. L.P: <i>To represent numbers to 100 (Practical)</i> L.P: To read and write numbers to 10 as digits 4. L.P: <i>To represent numbers on a place value chart.</i> 	<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs ♣ <i>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</i> ✓ represent and use number bonds and related subtraction facts within 20 ♣ <i>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</i> ✓ add and subtract one-digit and two-digit numbers to 20, including zero. ♣ <i>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</i> <ul style="list-style-type: none"> ♣ <i>a two-digit number and ones</i> ♣ <i>a two-digit number and tens</i> ♣ <i>two two-digit numbers</i> ♣ <i>adding three one-digit numbers</i> ✓ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. ♣ <i>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.</i> 	<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ 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]. <p>NC Guidance: Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> L.P: To identify and name 2D shapes. L.P: To identify the properties of 2D shapes. L.P: To sort 2D shapes by their properties. L.P: To create 2D shape patterns. L.P: To identify lines of symmetry on 2D shapes. L.P: To identify and name 3D shapes. To identify the properties of 3D shapes. 	<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ✓ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ✓ given a number, identify one more and one less ✓ 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 ✓ read and write numbers from 1 to 20 in numerals <p>Lesson Sequence:</p> <ol style="list-style-type: none"> L.P: Count from 50 to 100. L.P: Tens to 100. L.P: Partition into tens and ones. L.P: Flexibly partition numbers to 100. L.P: The number line to 20/100. L.P: 1 more, 1 less (to 20) L.P: Compare numbers with the same number of tens. 	<p>Use the Year 1 WR end of Autumn assessments. Complete the question level analysis.</p> <p>Then plan a sequence of lessons focused on closing any gaps identified and giving children the opportunity to apply their learnt skills to a real-life context e.g. a shop, an estate agent, a car salesroom, a factory, planning a holiday etc. and open-ended investigations.</p> <p>Further investigations, problem solving and games: Domino Sorting (maths.org) Number Lines (maths.org) 2,4,6,8 (maths.org) Tasks Archive - YouCubed</p>

<p>6. L.P: To recognise numbers as words (optional/revisit in summer term)5. L.P: To Partition numbers to 100</p> <p>7. L.P: To count on from any number within 10 7. L.P: To identify and position 10s on number line to 100.</p> <p>8. L.P: To find one more. (practical)8. L.P: To identify and position 10s and 1s on number line to 100.</p> <p>9. L.P: To count backwards within 10 9. L.P: To estimate numbers on a number line.</p> <p>10. To find one less (practical) 10. L.P: To compare objects and numbers</p> <p>11. To place numbers on a number line (one more/less)12. L.P: To count in 2s.</p> <p>12. To explore the <, > and = symbols (practical) 13. L.P: To count in 5s</p> <p>13. L.P: To order numbers and objects.15. L.P: To count in 3s</p> <p>14. L.P: To explore odd and even numbers.</p> <p>15. 15. L.P: To count in 10s from any given number</p> <p>16. To count up to 20 objects To represent numbers to 100 (Practical)</p> <p>17. L.P: To identify tens and ones in numbers to 20. L.P: To flexibly partition numbers to 100.</p> <p>Explore - Two-digit Targets (maths.org)</p> <p>18. L.P: To find one more and one less than numbers to 20. Number to 100</p> <p>19. L.P: To represent and solve a problem. Biscuit Decorations (maths.org)</p> <p>20. Count in 2s, 3s, 5s and 10s</p>	<p>♣recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><u>Lesson Sequence:</u></p> <ol style="list-style-type: none"> L.P: To understand addition. (practical lesson). up to 20. L.P: To represent addition as part, part, whole. up to 20. L.P: To write addition number sentences (commutativity). up to 20. L.P: To find all of the possibilities. Two Dice (maths.org) L.P: To write addition fact families. up to 20. L.P: To find number bonds to 7. 17 L.P: To use number bonds to 10. One Big Triangle (maths.org) L.P: To understand subtraction as taking away. (practical lesson). up to 20. L.P: To write subtraction calculations. up to 20. L.P: To write subtraction fact families. up to 20. L.P: To subtract by crossing out. L.P: To subtract across 10 L.P: To subtract by counting back. 12. L.P: To subtract a 1-digit number from a 2-digit number (across 10). L.P: To understand subtraction as difference. (practical lesson). up to 20. L.P: To find the difference. L.P: To find 10 more or 10 less. L.P: To find the difference on a numberline. Up to 100. L.P: To find all the possibilities. Find the Difference (maths.org) 	<ol style="list-style-type: none"> To sort 3D shapes by their properties. L.P: To identify 2D shapes on 3D shapes. L.P: To create 3D shape patterns. 	<ol style="list-style-type: none"> Compare any two numbers. L.P. Estimate numbers on a number line. L.P: Identify and position 10s and ones on a number line. L.P: Count in 2s L.P: Count in 3s L.P: Count in 5s L.P: Count in 10s. 	
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<u>Spring Term</u>			
<u>Addition and subtraction to 20 (4 weeks)</u>	<u>Measure (height, length) (2 weeks)</u>	<u>Measure (Weight/Volume) (2 weeks)</u>	<u>Multiplication and Division (4 weeks)</u>
<p>Y1 National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ 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 $7 = \square - 9$. <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. LP: To add within 10 (recap lesson). 2. LP: To add by counting on within 20 (practical) 3. LP: To add by counting on within 20 4. LP: To add ones using number bonds (practical) 5. LP: To add ones using number bonds (sheet) 6. LP: To find and make number bonds to 20 (practical). 7. LP: To find and make number bonds to 20. 8. LP: To find and make doubles within 20. 9. LP: To find near doubles using doubles knowledge (addition) for example $6+6=12$ $6+5=11$. 10. LP: To subtract within 10 (recap lesson). 11. LP: To subtract by counting back. (not crossing 10) 	<p>Y1 National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ compare, describe and solve practical problems for: ✓ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ✓ measure and begin to record length and height <p>Y2 National Curriculum Statements: Pupils should be taught to: § choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit using rulers § compare and order length and heights, and record the results using $>$, $<$ and $=$</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. LP: To compare length using longer, shorter and equal. (practical) 2. LP: To order objects by length (including objects that are equal) (practical) 3. LP: To use non-standard units of measurement to measure length. (practical) 4. LP: To use appropriate non-standard units of measurement to measure length. 5. To measure length in cm (practical) 6. To measure length in cm (worksheet) 	<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ compare, describe and solve practical problems for: ✓ mass/weight [for example, heavy/light, heavier than, lighter than] ✓ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ✓ measure and begin to record the following: -mass/weight -capacity and volume <p>Y2 National Curriculum Statements: Pupils should be taught to: § choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels § compare and order mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. LP: To compare the mass/weight using heavier than and lighter than (practical) 2. LP: To measure mass (using non-standard units, practical). 3. LP: To compare mass including equal. (practical) Seesaw Shenanigans (maths.org) (use this task but practically in the class) 	<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ 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. <p>Y2 National Curriculum Statements:</p> <ul style="list-style-type: none"> ♣ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ♣ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Count in twos L.P: To explore and use the 2 times tables (double). 2. Count in tens L.P: To explore and use the 10 times tables. 3. Count in fives L.P: To explore and use the 5 times tables. 4. Recognise equal groups L.P: To recognise and make equal groups. 5. Add equal groups L.P: To understand multiplication as repeated addition. 6. Make arrays 7. L.P: To use arrays to understand the commutative law.

<p>12. LP: To subtract by counting back (crossing 10)</p> <p>13. LP: To subtract by finding the difference.</p> <p>14. LP: To subtract ones using number bonds. E.g $15-2 = 13$ $5-2=3$</p> <p>15. LP: To find addition and subtraction fact families.</p> <p>16. LP: To solve addition and subtraction problems.</p> <p>17. LP: To solve addition and subtraction problems.</p> <p>The Tall Tower (maths.org)</p> <p>Butterfly Flowers (maths.org)</p> <p>Pairs of Numbers (maths.org)</p> <p>DC: What Could It Be? (maths.org) change the number to 1 1 or below.</p>	<p>7. To compare height using shorter/taller. and record the results using $>$, $<$ and $=$</p> <p>8. To order objects by height.</p> <p>9. To use appropriate non-standard units of measurement to measure height.</p> <p>10. To measure height in cm.</p>	<p>4. LP: To order objects based on their mass. (practical)</p> <p>5. To measure mass in kg/g.</p> <p>6. LP: To use the language full and empty (practical)</p> <p>7. LP: To compare volume (more than, less than, full and empty).</p> <p>8. LP: To measure capacity (practical)</p> <p>9. To measure capacity in litres/ml.</p> <p>10. LP: To solve volume/weight word problems.</p>	<p>8. L.P: To write multiplication sentences using the X symbol.</p> <p>9. L.P: To write multiplication sentences from pictures.</p> <p>10. Make doubles</p> <p>11. Make equal groups – grouping L.P. To understand division as grouping.</p> <p>12. Make equal groups - sharing L.P: To understand division as sharing.</p> <p>13. L.P: To divide by 2 (halve) using the division symbol.</p> <p>14. L.P: To divide by 5 using the division symbol.</p> <p>15. L.P: To divide by 10 using the division symbol.</p>
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Summer Term: Fractions, Position and Direction, Money, Statistics, Time					
Fractions (2 weeks)	Money (2 weeks)	Place value to 100 (2 weeks)	Time (2 weeks)	Position and direction (1 weeks)	Statistics (1 week)
<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ recognise, find and name a half as one of two equal parts of an object, shape or quantity ✓ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <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</p> <p>♣ 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>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Recognise half an object or shape 2. Find half an object or shape 3. Recognise half a quantity 4. Find half a quantity (practical) 5. Find half a quantity 6. Recognise quarter of an object or shape extend to $\frac{1}{4}$ and $\frac{3}{4}$s if ready. 7. Find quarter of an object or shape extend to $\frac{1}{4}$ and $\frac{3}{4}$s if ready. 	<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ recognise and know the value of different denominations of coins and notes <p>♣ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>♣ find different combinations of coins that equal the same amounts of money</p> <p>♣ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. LP: To recognise coins. (big version of coins, explore features and then coins to explore) 2. LP: To make amounts using coins. 3. LP: To pay using tens and ones. 4. LP: To add two amounts. 5. LP: To make a total. 	<p>National Curriculum Statements:</p> <p>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>To count, read and write numbers to 100 in numerals and in words.</p> <p>To count in multiples of twos, fives and tens. To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>To identify one more and one less than a given number.</p> <p>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</p> <p>To recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>To compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.</p> <p>To identify, represent and estimate numbers using different representations, including the number line.</p> <p>To use place value and number facts to solve problems.</p>	<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] ✓ measure and begin to record the following: time (hours, minutes, seconds) know minutes in an hour and hours in a day. ✓ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] compare and sequence intervals of time ✓ recognise and use language relating to dates, including days of the week, weeks, months and years ✓ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Write the time in words. Quarter to, quarter past and 5 minute intervals. 	<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> ✓ describe position, direction and movement, including whole, half, quarter and three-quarter turns. ✓ order and arrange combinations of mathematical objects in patterns and sequences ✓ 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 anti-clockwise) <p>Lesson sequence:</p> <ul style="list-style-type: none"> ✓ Describe turns ✓ Describe position (left and right) 	<p>This is a Y2 only topic. Y1 should be consolidating and extending in their own curriculum.</p> <p>National Curriculum Statements:</p> <ul style="list-style-type: none"> ♣ 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. <p>Lesson sequence:</p> <ol style="list-style-type: none"> 1. L.P: To explore data. 2. L.P: To understand and make tally charts. 3. L.P: To understand

<p>8. Recognise quarter of a quantity <i>extend to 1/4 and 3/4s if ready.</i></p> <p>9. Find quarter of a quantity (practical) <i>extend to 1/3s if ready.</i></p> <p>10. Find quarter of a quantity <i>extend to 1/3s if ready.</i></p>	<p>6. To recognise notes.</p> <p>7. LP: To pay using notes. (practical)</p> <p>8. LP: To pay using coins or notes (exact amounts).</p>	<p><u>Lesson sequence:</u></p> <ol style="list-style-type: none"> Counting to 100 (practical) Counting to 100 Count in 10s to 100 Partition into tens and ones (practical) Partition into tens and ones. Using a number line (children not drawing number lines) Using a hundred square One more, one less Comparing numbers (same number of tens) Compare any 2 numbers 	<p><u>Lesson sequence:</u></p> <ol style="list-style-type: none"> To use before and after Days of the week Months of the year Recognise the difference between hours, minutes and seconds. Tell the time to the hour Hour hand Draw the hour hand Tell the time to half an hour <i>extend to Quarter to, quarter past and 5 minute intervals when ready.</i> Half an hour hand. <i>extend to Quarter to, quarter past and 5 minute intervals when ready.</i> Draw the half hour hand <i>extend to Quarter to, quarter past and 5 minute intervals when ready.</i> 	<ul style="list-style-type: none"> ✓ Describe position forwards and backwards ✓ Describe position above and below ✓ Ordinal numbers 	<p><i>and use simple tables.</i></p> <ol style="list-style-type: none"> L.P: To understand and interpret block diagrams. L.P: To understand, draw understand and interpret pictograms (1-1). L.P: To draw pictograms (2, 5, 10). L.P: To interpret pictograms (2, 5, 10). L.P: To draw and interpret pictograms (3s- revisit counting in 3s).
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