Coombe Class Maths Planning Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Aut 1	**Number - Place Value 1** Count, read, write numbers Represent and partition numbers Compare numbers		**Number- Addition and Subtraction 1** Within 10/20 Related facts within 100		**Measures -Length and Mass 1** Measure length and mass Practical problems	**Number - Addition and Subtraction 2** Within 10/20 Fact families	**Geometry – Properties of Shape 1** Recognise and name shapes
Aut 2	**Number - Counting and Multiplication 1** Counting in 2s, 5s and 10s Odd and even numbers Arrays		**Number - Addition and Subtraction 3** Within 20/100 – no bridging Using concrete equipment and pictures		**Number – Fractions 1** Identify and find a half	**Measures – Time 1** O'clock and half past Days of the week	**Assess and Review**
Spr 1	**Number - Place Value 2** Count, read and write numbers Compare and order numbers	**Measures – Money** Recognising coins/notes Counting money, finding the total Selecting coins to pay for an amount		**Geometry – Properties of Shape 2** Describe, sort and compare shapes Vertical line symmetry	**Number - Counting, Multiplication, Division 2** Count in 2s, 3s, 5s, and 10s Division as grouping and sharing Doubles and halves		
Spr 2	**Number - Addition and Subtraction 4** Within 20/100 – with bridging Concrete, pictorial plus use of marked and unmarked number line		**Number – Fractions 2** Identify and find half and quarters	**Measures – Time 2** O'clock, half past, quarter past, quarter to Months of the year	**Statistics 1** Tables, tally charts, bar diagrams and pictograms Scale in 1s	**Assess and Review**	
Sum 1	**Number - Place Value 3** Count, read, write, partition, compare and order numbers	**Measures - Length and Mass 2** Estimate, measure, compare Practical problems	**Number - Addition and Subtraction 5** Within 20/100 – with bridging Subtraction as difference Choosing most efficient methods		**Measures - Capacity, volume and temperature** Measure and compare Practical problems	**Number – Fractions 3** Identify and find half, quarters and third Count in halves	
Sum 2	**Number - Counting, Multiplication, Division 3** Count in 2s, 3s, 5s and 10s Multiplication and division facts Division with remainders		**Geometry – Position and Direction** Describe position, movement and turns	**Statistics 2** Tables, tally charts, bar diagrams and pictograms Scale in 1s, 2s. 5s or 10s	**Measures – Time 3** Five minute intervals Practical problems	**Assess and Consolidate**	

Number and Place Value

YEAR 1 NC Objectives	YEAR 2 NC Objectives	Autumn Content Y1/2 and Y2	Spring Content Y1/2 and Y2	Summer Content Y1/2 and Y2
Counting		**Number and place value 1**	**Number and place value 2**	**Number and place value 3**
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	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Count forwards and backwards to/from 20/100 (particular focus on teens numbers) Read and write numbers to 20/100 Tens and ones – identify and represent numbers from 11 to 20/100 Partition a number 11-20/ 2-digit number into tens and ones in different ways 1 more and 1 less/fewer with focus on bridging Compare two numbers/quantities to 20/100, identify most/least Introduce < > and = symbols	Count forwards and backwards to/from 50/100 starting from any number Count forwards and backwards in tens from any number Find/use place value to find ten more and ten less/fewer Compare and order numbers to 50/100 Place numbers on a marked number line 0 – 20/0 – 100, identifying the previous and next multiple of 10 and beginning to reason about their location	Count forwards and backwards to/from 100 starting from any number Recap/partition a 2-digit number into tens and ones in different ways Compare and order numbers to 100 using < > and = signs Place numbers on marked and unmarked number lines, reasoning about their location
Comparing Numbers				
Use the language of: equal to, more than, less than (fewer), most, least	Compare and order numbers from 0 up to 100; use <, > and = signs			
Identifying, Representing and Estimating Numbers				
Identify and represent numbers using objects and pictorial representations including the number line	Identify, represent and estimate numbers using different representations, including the number line			
Reading and Writing Numbers				
Read and write numbers from 1 to 20 in numerals and words.	Read and write numbers to at least 100 in numerals and in words			
Understanding Place Value				
	Recognise the place value of each digit in a two-digit number (tens, ones)			
Problem Solving				
	Use place value and number facts to solve problems			
Ready to Progress Criteria				
1NPV-1 *Count within 100, forwards and backwards, starting with any number* ***1NPV-2*** *Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =*	***2NPV-1*** *Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning* ***2NPV-2*** *Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10*			

Addition and Subtraction

YEAR 1 NC Objectives	YEAR 2 NC Objectives
Number Bonds	
Represent and use number bonds and related subtraction facts within 20	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
Mental Calculation	
Add and subtract one-digit and two-digit numbers to 20, including zero Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	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
Inverse Operations, Estimating and Checking Answers	
	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Problem Solving	
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	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
Ready to Progress Criteria	
1NF–1 *Develop fluency in addition and subtraction facts within 10* ***1NF–2*** *Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers*	***2NF–1*** *Secure fluency in addition and subtraction facts within 10, through continued practice* ***2AS–1*** *Add and subtract across 10* ***2AS–2*** *Recognise the subtraction structure of 'difference' and answer questions of the form,*

Autumn Content Y1/2 and Y2	Spring Content Y1/2 and Y2	Summer Content Y1/2 and Y2
Addition and Subtraction 1 *(Within 10 plus related facts)* Number bonds within 10 Introduce and use addition (+), subtraction (–) and equals (=) signs Add and subtract using concrete objects, counting on/back and using known facts Addition and subtraction facts for 10 Add three single digit numbers Reason using addition and subtraction facts within 10 eg 3 + 2 = 7 so 13 + 2 = 17 and 30 + 20 = 50 Solve missing number problems using part, part whole Solve addition and subtraction problems using concrete objects, pictorial representations and mental methods **Addition and Subtraction 2** *(Within 10/20)*	**Addition and Subtraction 4** *(With bridging, focus on using concrete equipment, pictures and jottings eg number line)* Add and subtract two single digit numbers, bridging 10 Add and subtract a 2-digit number and ones, numbers to 20/100 Add and subtract ten or a multiple of ten to/from a 2-digit number 11-20/within 100 Add and subtract any two 2-digit numbers Solve missing number problems using part, part whole and begin to use the inverse Solve addition and subtraction problems using concrete objects, pictorial representations, jottings and mental methods	**Addition and Subtraction 5** *(With bridging, develop mental methods with jottings, choose most efficient methods)* Understand subtraction as difference Solve missing number problems using the inverse Solve one step and two step addition and subtraction problems, checking calculations using the inverse

1AS–1 *Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers* ***1AS–2*** *Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts*	*"How many more…?"* ***2AS–3*** *Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number* ***2AS–4*** *Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers*	Fact families – related addition and subtraction facts Show addition is commutative but subtraction is not Solve addition and subtraction problems using concrete objects, pictorial representations and mental methods **Addition and Subtraction 3** *(No bridging, focus on using concrete equipment and pictures)* Add and subtract two single digit numbers Add and subtract a 2-digit number and ones, numbers to 20/100 Add and subtract ten or a multiple of ten to/from a 2-digit number 11-20/within 100 Add and subtract any two 2-digit numbers Solve missing number problems using part, part whole and inverse Solve addition and subtraction problems using concrete objects, pictorial representations and mental methods		

Multiplication and Division

YEAR 1 NC Objectives	YEAR 2 NC Objectives	Autumn Content Y1/2 and Y2	Spring Content Y1/2 and Y2	Summer Content Y1/2 and Y2
Multiplication and Division Facts				
Count in multiples of twos, fives and tens	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	**Counting and Multiplication 1** Count in 2s, 5s and 10s, sort numbers and reason about patterns and sequences Use efficient counting to count groups of objects Recognise odd and even numbers Multiplication as repeated addition - introduce x sign Identify multiplication sentences from given arrays and vice versa Show that multiplication of two numbers can be done in any order	**Counting, Multiplication and Division 2** Count in 2s, 5s and 10s, sort numbers and reason about patterns and sequences. Begin to count in 3s Write repeated addition as multiplication sentences Doubles and halves of numbers within 20 and multiples of 10 to 100 Division as sharing and grouping – introduce ÷ sign Show division of one number by another cannot be done in any order Solve multiplication and division problems using concrete materials and pictures	**Counting, Multiplication and Division 3** Count in 2s, 3s, 5s and 10s, sort numbers and reason about patterns and sequences Recall and use multiplication and division facts for the 2, 5 and 10 tables Solve multiplication problems using concrete materials, pictures and number facts Solve division problems involving grouping and sharing using concrete materials, pictures and number facts Division with remainders
Mental Calculation				
	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot			
Written Calculation				
	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs			
Problem Solving				
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.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts			
Ready to Progress Criteria				
	2MD–1 *Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables* ***2MD–2*** *Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)*			

Fractions

YEAR 1 NC Objectives	YEAR 2 NC Objectives	Autumn Content Y1/2 and Y2	Spring Content Y1/2 and Y	Summer Content Y1/2 and Y2
Recognising Fractions				
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	Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity	**Fractions 1** Recognise, find, name and write a half, ½ as one of two equal parts of an object, shape, length or quantity Read and write the fraction notation ½ and write simple fractions for example ½ of 6 = 3	**Fractions 2** Recognise, find, name and write a quarter, ¼ as one of four equal parts of an object, shape, length or quantity Find 2/4 and ¾ of a length, shape, set of objects or quantity Recognise the equivalence of 2/4 and ½	**Fractions 3** Recap all previous learning about halves and quarters Recognise, find, name and write a third, 1/3 as one of three equal parts of an object, shape, length or quantity Count forward in fractions – steps of ½
Equivalence				
	Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.			

Measurement

YEAR 1 NC Objectives	YEAR 2 NC Objectives	Autumn Content Y1/2 and Y2	Spring Content Y1/2 and Y2	Summer Content Y1/2 and Y2
Comparing and Estimating				
Compare, describe and solve practical problems for: *lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] *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] *time [for example, quicker, slower, earlier, later] Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Compare and order lengths, mass, volume/capacity and record the results using >, < and = Compare and sequence intervals of time	**Time 1** Telling the time - o'clock and half past Sequence events using language related to time - before, after, morning, afternoon, evening, today, yesterday, tomorrow Days of the week **Length and Mass 1** Measure length and mass – non-standard units, cm, m, g, kg	**Time 2** Telling the time – o'clock, half past, quarter past and quarter to Months of the year Compare and sequence time intervals – seconds, minutes, hours, days, weeks, months, years **Money** Recognising coins and notes Counting money, finding	**Time 3** Telling the time – o'clock, half past, quarter past and quarter to, five minute intervals Know how many minutes in an hour and hours in a day Measure and begin to record time when solving practical problems **Length and Mass 2** Estimate and measure length and mass Compare and order
Measuring and Calculating				
Measure and begin to record the following: *lengths and heights	Choose and use appropriate standard units to estimate and measure length/height in any			

*mass/weight *capacity and volume *time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes	direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Solve practical problems for length and mass	the total Recognise and use symbols for pounds (£) and pence (p) Selecting coins to pay Paying for the same amount in different ways Solving money problems involving addition and subtraction, including giving change	lengths and mass and record the results using >, < and = Solve practical problems for length and mass **Capacity, Volume and Temperature** Estimate and measure capacity, volume and temperature – non-standard units, ml, l, °C Compare and order capacity and volume and record the results using >, < and = Solve practical problems for capacity and volume
Telling the 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.	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.			

Geometry – Properties of Shape				
YEAR 1 NC Objectives	**YEAR 2 NC Objectives**	**Autumn Content Y1/2 and Y2**	**Spring Content Y1/2 and Y2**	**Summer Content Y1/2 and Y2**
Identifying Shapes and their Properties				
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].	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]	**Geometry 1** Recognise and name 2d and 3d shapes Identify 2d shapes on the surface of 3d shapes Count sides and vertices on 2d shapes Begin to count faces, edges and vertices on 3d shapes	**Geometry 2** Identify 2d and 3d shapes from a wider set (different size, orientation, colour) Count faces, edges and vertices on 3d shapes Vertical line of symmetry Describe and sort 2d and 3d shapes according to properties Compare similarities and	
Comparing and Classifying				
	Compare and sort common 2-D and 3-D shapes and everyday objects			
Ready to Progress Criteria				
1G–1 *Recognise common 2D and 3D shapes*	***2G–1*** *Use precise language to describe the*			

presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another ***1G–2** Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations*	*properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties*		differences of 2d and 3d shapes	

Geometry – Position and Direction				
YEAR 1 NC Objectives	**YEAR 2 NC Objectives**	**Autumn Content Y1/2 and Y2**	**Spring Content Y1/2 and Y2**	**Summer Content Y1/2 and Y2**
Geometry – Position, Direction and Movement				
Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	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) Order and arrange combinations of mathematical objects in patterns and sequences			**Geometry 3** Describe position – left, right, top, bottom, above, below, between Describe movement in a straight line – left, right, forwards, backwards Describe turning movements – quarter, half, three quarter, full, clockwise and anti-clockwise Relate quarter, half, three quarter and full turns to a turn through one, two, three or four right angles Combine movement and turn to direct along a route Describe and create repeating patterns involving direction and turns

Statistics				
YEAR 1 NC Objectives	YEAR 2 NC Objectives	Autumn Content Y1/2 and Y2	Spring Content Y1/2 and Y2	Summer Content Y1/2 and Y2
	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.		**Statistics 1** Interpret and construct tables and tally charts Interpret and construct pictograms (1 picture = 1) and block diagrams (scale in 1s) Ask and answer questions including comparing data	**Statistics 2** Interpret and construct pictograms (1 picture = 1, 2, 5 or 10) and block diagrams (scale in 1s, 2s, 5s or 10s) Ask and answer questions including comparing data