# Year 1/2 Overview 2021-22

| | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 | Wk 9 | Wk 10 | Wk 11 | Wk 12 | Wk 13 | Wk 14 | Wk 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autumn | Transition | Place Value<br>Year 1 – 1-20<br>Year 2 1-100 | | | Addition and Subtraction<br>Year 1 – Within 20<br>Year 2 - Within 100<br>*Assessment week – Week 6??* | | | | | | Year1 – Place value to 50 and multiplication<br>Year 2<br>Multiplication | | | Assessment | Consolidation |
| Spring | Year 1 – Division and consolidation<br>Year 2<br>Divison | | Year 1<br>Place Value to 100<br>Year 2<br>Statistics | | Measure Length and height | Assessment | | Geometry<br>Year1 – Shape and consolidation of shape.<br>Year 2- Shape and properties of shape. | | | Fractions<br>Year 1 Consolidation and fractions<br>Year 2 – Fractions<br>Assessment??? | | | | |
| Summer | Geometry: Position and Direction | Measure: Time | | Problem solving<br>Assessment?? | | Measurement<br>Year 1 – Weight and volume<br>Year 2 – Mass capacity and temperature. | | | Investigations and consolidation. | | | | | | |

# Year 1/2 Overview 2021-22

## Place Value

| | National Curriculum Objectives | White Rose Small Steps | |
|---|---|---|---|
| | **Year 1**<br><br>Count to **ten**, forwards and backwards, beginning with 0 or 1, or from any given number.<br><br>Count, read and write numbers to **10** in numerals and words.<br><br>Given a number, identify one more or one less.<br><br>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.<br><br>**Year 2**<br><br>Read and write numbers to at least 100 in numerals and words.<br><br>Recognise the place value of each digit in a two digit number (ten, ones) | • Sorting up to 10 objects<br>• Count objects to 10<br>• Count objects from a group of 10<br>• Represent up to 10 objects<br>• Represent numbers to 10<br>• Count forwards to 10<br>• Count backwards from 10<br>• Count one more for numbers within 10<br>• Count one less for numbers within 10<br>• Counting activity<br>• One to one correspondence<br>• Compare up to 10 objects<br>• Introduce <,> and = for numbers within 10<br>• Compare numbers within 10<br>• Comparing activity<br>• Order up to 10 objects<br>• Order numbers up to 10<br>• Ordinal numbers<br>• The number line from 0 to 10 | • Count objects to 100<br>• Read and write numbers to 100 in numerals and words<br>• Represent numbers to 100 activity<br>• Represent numbers to 100<br>• Tens and ones using a part-whole<br>• Tens and ones using addition Use a place value chart<br>• Compare objects<br>• Compare numbers<br>• Order objects and numbers<br>• Count in 3s |
| | | DFE Guidance (ready to progress criteria) | |

# Year 1/2 Overview 2021-22

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| | Identify, represent and estimate numbers to 100 using different representations including the number line.<br><br>Compare and order numbers from 0 up to 100; use <, > and = signs.<br><br>Use place value and number facts to solve problems.<br><br>Count in steps of 2, 3 and 5 from 0 and in tens from any number forward/backwards. | Know that 10 ones are equivalent to 1 ten. Know that multiples of 10 are made up from a number of tens, for example, 50 is 5 tens.<br><br>Place the numbers 1 to 9 on a marked, but unlabelled, 0 to 10 number line. Estimate the position of the numbers 1 to 9 on an unmarked 0 to 10 number line. Count forwards and backwards to and from 100. | 2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning<br><br>2NPV–2 Reason about the location of any twodigit number in the linear number system, including identifying the previous and next multiple of 10. |
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# Year 1/2 Overview 2021-22

| | Addition and Subtraction | | |
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| | National Curriculum Objectives | White Rose Small Steps | |
| | Year 1<br><br>Represent and use number bonds and related subtraction facts within 10.<br><br>Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs.<br><br>Add and subtract one digit numbers to 10, including zero.<br><br>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.<br><br>Year 2<br><br>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.<br><br>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>a two-digit number and ones;<br>a two-digit number and tens;<br>two two-digit numbers;<br>adding three one-digit numbers.<br><br>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.<br><br>Solve problems with addition and subtraction: | • Addition symbol<br>• Fact families – addition facts<br>• Find number bonds for numbers within 10<br>• Systematic methods for numbers bonds within 10<br>• Number bonds to 10<br>• Compare number bonds<br>• Addition – adding together<br>• Addition – adding more (2)<br>• Addition – using bondsFinding a part<br>• Subtraction – taking away – crossing out<br>• Subtraction – taking away – using the symbol<br>• Subtraction – find a part<br>• Fact families – the 8 facts<br>• Subtraction – counting back<br>• Subtraction – finding the difference (2)<br>• Comparing addition and subtraction statements a + b > c<br>• Comparing addition and subtraction statements a + b > c + d | • Fact families – addition and subtraction bonds to 20<br>• Check calculations<br>• Compare number sentences<br>• Know your bonds<br>• Related facts<br>• Bonds to 100 (tens)<br>• Add and subtract 1s<br>• 10 more 10 less<br>• Add and subtract 10s<br>• Add by making 10<br>• Add a 2-digit and 1-digit number – crossing ten (2)Subtraction – crossing 10<br>• Subtract a 1-digit number from a 2-digit number crossing ten (2)<br>• Add two 2-digit numbers – not crossing ten – add ones and add tens<br>• Add two 2-digits numbers – crossing ten – add ones and add tens<br>• Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and subtract tens<br>• Mixed addition and subtraction activity<br>• Find and make number bonds<br>• Bonds to 100 (tens and ones)<br>• Add three 1-digit numbers |

# Year 1/2 Overview 2021-22

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| | using concrete objects and pictorial representations, including those involving numbers, quantities and measures;<br>applying their increasing knowledge of mental and written methods.<br><br>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | |

# Year 1/2 Overview 2021-22

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| | | **DFE Guidance (ready to progress criteria)**<br>**EFYS**<br>Begin to experience partitioning and combining numbers within 10.<br><br>Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to to 5 items. Automatically show a given number using fingers.<br><br>Devise and record number stories, using pictures, numbers and symbols (such as arrows).<br><br>**Year 1**<br><br>Develop fluency in addition and subtraction facts within 10.<br><br>Learn and use number bonds to 10, for example:<br>$8 + ? = 10$<br>Partition numbers within 10, for example:<br>$5 = 2 + 3$ | 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.<br><br>2AS–1 Add and subtract across 10, for example:<br>$8 + 5 = 13$<br>$13 - 5 = 8$<br><br>2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?".<br><br>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.<br><br>2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. |

# Year 1/2 Overview 2021-22

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| | | Solve missing addend problems within 10, for example:<br>$4 + \square = 10$<br><br>Add and subtract within 10, for example:<br>$6 + 3 = 9$<br>$6 - 2 = 4$<br><br>Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens.<br><br>Add and subtract within 10. Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens. | |
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# Year 1/2 Overview 2021-22

| | Money | |
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| | National Curriculum Objectives | White Rose Small Steps |
| | Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.<br><br>Find different combinations of coins that equal the same amounts of money.<br><br>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | • Recognise coins and notes<br>• Count money – pence<br>• Count money – pounds (notes and coins)<br>• Count money – notes and coins<br>• Select money<br>• Make the same amount<br>• Compare money<br>• Find the total<br>• Find the difference<br>• Find change<br>• Two-step problems |

# Year 1/2 Overview 2021-22

## Multiplication and Division

| National Curriculum Objectives | White Rose Small Steps | |
|---|---|---|
| Year 1<br><br>Count in multiples of twos, fives and tens.<br><br>Solve one step problems that involve multiplication and division using concrete objects and pictorial representations and arrays with the support of the teacher.<br><br>Year 2<br><br>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.<br><br>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.<br><br>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.<br><br>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.<br><br>To recognise the use of the inverse relationship between multiplication and division in calculations. | • Count in 10s activity<br>• Count in 10s<br>• Make equal groups activity<br>• Make equal groups<br>• Make arrays activity<br>• Make arrays<br>• Make doubles<br>• Make equal groups – grouping activity<br>• Make equal groups – grouping<br>• Make equal groups – sharing activity<br>• Make equal groups – sharing | • Redistribute from unequal to equal groups activity<br>• Recognise equal groups<br>• Make equal groups<br>• Add equal groups<br>• Multiplication sentences using the x symbol<br>• Multiplication sentences from pictures<br>• Use arrays<br>• 2 times table<br>• 5 times table10 times table<br>• Make equal groups sharing (2)<br>• Make equal groups grouping (2)<br>• Sharing and grouping activity<br>• Divide by 2<br>• Odd and even numbers<br>• Divide by 5<br>• Divide by 10 |
| | DFE Guidance (ready to progress criteria) | |

# Year 1/2 Overview 2021-22

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| | | Count in multiples of 2, 5 and 10.<br><br>Count in multiples of 2, 5 and 10 to find how many groups of 2, 5 or 10 there are in a particular quantity, set in everyday contexts. | 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.<br><br>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). |
| | **Geometry** | | |
| | Year 1<br><br><u>Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</u><br><br>Year 2<br><br>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.<br><br>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.<br><br>Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].<br><br><u>Compare and sort common 2D and 3D shapes and everyday objects.</u> | White Rose Small Steps<br><br>• Recognise and name 3-D shapes<br>• Sort 3-D shapes<br>• Recognise and name 2-D shapes<br>• Sort 2-D shapes<br>• Patterns with 3-D and 2-D shapes | • Recognise and make 2D and 3D shapes<br>• Count sides and vertices on 2D shapes<br>• Draw 2D shapes<br>• Lines of symmetry<br>• Sort 2D shapes Make patterns with 2D shapes<br>• Count faces, edges and vertices 3D Shapes<br>• Sort 3D shapes<br>• Make patterns with 3D shapes |

# Year 1/2 Overview 2021-22

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| | | DFE Guidance (ready to progress criteria) | |
| | | **EYFS**<br>See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).<br><br>Select, rotate and manipulate shapes for a particular purpose, for example:<br>• rotating a cylinder so it can be used to build a tower • rotating a puzzle piece to fit in its place<br><br>**Year 1**<br><br>1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.<br><br>1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. | 2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. |

# Year 1/2 Overview 2021-22

## Fractions

| National Curriculum Objectives | White Rose Small Steps |
|---|---|
| To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$.<br><br>To write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. | • Working with parts and whole activity<br>• Make equal parts<br>• Recognise a half<br>• Find a half<br>• Recognise a quarter<br>• Find a quarter<br>• Recognise a third<br>• Find a third<br>• Unit fractions<br>• Non-unit fractions<br>• Equivalence of a half and 2 quarters<br>• Find three quarters<br>• Count in fractions<br>• Problem solving with fractions |

# Place Value (within 20) (Year 1 )

| National Curriculum Objectives | White Rose Small Steps |
|---|---|
| Count to **twenty**, forwards and backwards, beginning with 0 or 1, from any given number.<br><br>Count, read and write numbers from **1 to 20** in numerals and words.<br><br>Given a number, identify 1 more or less.<br><br>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 forwards and backwards and write numbers to 20<br>• Numbers from 11 to 20<br>• Tens and ones (2)<br>• Count one more one less<br>• Compare groups of objects<br>• Compare numbers<br>• Order groups of objects<br>• Order numbers |

| DFE Guidance (ready to progress criteria) | |
|---|---|
| Play games that involve moving along a numbered track, and understand that larger numbers are further along the track. | 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = |

# Addition and subtraction (within 20) (Year 1 )

| National Curriculum Objectives | White Rose Small Steps |
|---|---|
| To compare and sequence intervals of time.<br><br>To tell and write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these times.<br><br>To know the number of minutes in an hour and the number of hours in a day. | • Add by counting on within 20 activity<br>• Add by counting on within 20<br>• Add ones using number bonds activity<br>• Add ones using number bonds<br>• Find and make number bonds to 20<br>• Add by making 10 activity<br>• Add by making 10<br>• Subtraction – not crossing 10<br>• Subtraction – not crossing 10 (counting back)<br>• Subtraction – crossing 10 (counting back)<br>• Subtraction crossing 10 (2)<br>• Related facts<br>• Compare number sentences |

# Year 1/2 Overview 2021-22

## Place Value (Within 50) Year 1

| National Curriculum Objectives | White Rose Small Steps |
|---|---|
| Represent and use number bonds and related subtraction facts within **20**.<br><br>Add and subtract one digit and two-digit numbers to **20**, including zero.<br><br>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.<br><br>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ? – 9 | • Counting to 50 by making 10s activity<br>• Numbers to 50<br>• Counting forwards and backwards within 50<br>• Tens and ones<br>• Represent numbers to 50<br>• One more one less activity<br>• One more one less<br>• Compare objects within 50<br>• Compare numbers within 50<br>• Order numbers within 50<br>• Count in 2s activity<br>• Count in 2s<br>• Count in 5s activity<br>• Count in 5s |
| | DFE Guidance (ready to progress criteria) |
| | Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly. |
| | 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. |

# Time

| National Curriculum Objectives | White Rose Small Steps | |
|---|---|---|
| **Year 1**<br>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.<br><br>Recognise and use language relating to dates, including days, weeks, months and years.<br>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.<br><br>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, and later] and measure and begin to record time (hours, minutes, seconds.)<br><br>Measure and begin to record time (hours, minutes, seconds).<br><br>**Year 2**<br>To compare and sequence intervals of time.<br><br>To tell and write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these times.<br><br>To know the number of minutes in an hour and the number of hours in a day. | • Before and after activity<br>• Before and after<br>• Dates<br>• Time to the hour activity<br>• Time to the hour<br>• Time to the half hour activity<br>• Time to the half hour<br>• Writing time<br>• Comparing time<br>• | • O'clock and half past<br>• Quarter past and quarter to<br>• Telling time to 5 minutes<br>• Writing time Hours and days<br>• Find durations of time<br>• Compare durations of time |

# Year 1/2 Overview 2021-22

| Statistics | | |
|---|---|---|
| | National Curriculum Objectives | White Rose Small Steps |
| | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.<br><br>Ask answer simple questions by counting the number of objects in each category and sorting the categories by quantity.<br><br>Ask and answer questions about totalling and comparing categorical data | • Make tally charts<br>• Draw pictograms<br>• Interpret pictograms<br>• Block diagrams |

## Geometry – position and direction

| National Curriculum Objectives | White Rose Small Steps | |
|---|---|---|
| **Year 1**<br>**Describe position, direction and movement, including whole, half, quarter and three-quarter turns**<br><br>**Year 2**<br>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)<br>Order and arrange combinations of mathematical objects in patterns and sequences. | • Describe turns activity<br>• Describe turns<br>• Describe position (2) | • Problem solving with position<br>• Describe movement Describe movements and turns<br>• Making patterns with shapes |

## Measure – length, height, capacity and temperature

| National Curriculum Objectives | White Rose Small Steps | |
|---|---|---|
| **Year1**<br>Measure and begin to record lengths and heights<br><br>Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/short er, tall/short, double/half<br>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] | • Compare lengths activity<br>• Compare heights activity<br>• Compare lengths & heights<br>• Measuring lengths (non-standard units) activity<br>• Measure length<br>• Introducing the ruler activity<br>• Measure length (2)<br>• Adding length problems<br>• Subtracting length problems<br>• Introducing weight and mass activity<br>• Introduce capacity and volume<br>• Measure capacity | • Measure length (cm)<br>• Measure length (m)<br>• Compare lengths<br>• Order lengths<br>• Four operations with lengths<br>• Problem solving with lengths<br>• Measure/compare mass Measure mass in grams<br>• Measure mass in kilograms<br>• Measure and compare capacity/volume<br>• Millilitres<br>• Litres<br>• Four operations with mass and volume |

# Year 1/2 Overview 2021-22

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| | Measure and begin to record mass/weight, capacity and volume.<br>**Year 2**<br>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales. Compare and order length and mass and record the results using >, < and =.<br>Choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (˚C) to the nearest appropriate unit, using thermometers and measuring vessels. Compare and order volume/capacity and record the results using >, < and = | • Compare capacity | • Temperature |