

## Year 1/2 Overview

Y1 /2	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
Autumn	Adapted for mixed 1/2 2022-23  Place Value					Addition and Subtraction					Geometry: Shape	Money	Assessment	
Spring	Place Value (within 20)			Addition and Subtraction (within 20)			Place Value (within 50)		Measure: (Length, Height, Mass and Volume)			Assessment		
Summer	Measure: Money	Measures : Time		Multiplication And Division			Fractions		Place Value (within 100)		Geometry: Position and Direction	Consolidation		

Please note: Spring and summer have not been changed as of yet.

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Y 1	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
Autumn	Place Value (Within 10)						Addition and Subtraction (within 10)						Geometry: Shape	Consolidation
Spring	Place Value (within 20)			Addition and Subtraction (within 20)			Place Value (within 50)		Measure: (Length, Height, Mass and Volume)			Assessment		
Summer	Measure: Money	Measures : Time		Multiplication And Division			Fractions		Place Value (within 100)		Geometry: Position and Direction	Consolidation		

## Year 1/2 Overview

Y 2	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
Autumn	Place Value				Addition and Subtraction					Geometry: Shape			Money	Assessment
Spring	Money	Multiplication and Division					Measure: Length and Height	Measure: Mass and capacity, temperature		Fractions	Assessment			
Summer	Fractions	Statistics	SATs		Geometry: Position and Direction		Measure: Time	Consolidation and problem solving		Transition				

## Year 1/2 Overview

### Place Value (within 10)

	National Curriculum Objectives	Lesson Progression
	<p><b><u>Year 1</u></b></p> <p><u>Count to <b>ten</b>, forwards and backwards, beginning with 0 or 1, or from any given number.</u></p> <p><u>Count, read and write numbers to <b>10</b> in numerals and words.</u></p> <p><u>Given a number, identify one more or one less.</u></p> <p>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>	<ol style="list-style-type: none"><li>1) <b>Step 1</b> - Sort objects</li><li>2) <b>Step 2</b> - Count objects</li><li>3) <b>Step 3</b> - Count objects from a larger group</li><li>4) <b>Step 4</b> - Represent objects</li><li>5) <b>Step 5</b> - Recognise numbers as words</li><li>6) <b>Step 6</b> - Count on from any number</li><li>7) <b>Step 7</b> - One more</li><li>8) <b>Step 8</b> - Count backwards within 10</li><li>9) <b>Step 9</b> - One less</li><li>10) <b>Spine 1, Topic 1.1 - 1:1-1:6</b> - Comparison of quantities and measure</li><li>11) <b>Step 10</b> - Compare groups by matching</li><li>12) <b>Spine 1, Topic 1.1 - 2:1-2:9</b> - Comparison of quantities and measure</li><li>13) <b>Step 11</b> - Fewer, more, the same</li><li>14) <b>Spine 1, Topic 1.1 - 3:1- 3:4</b> - Comparison of quantities and measure</li><li>15) <b>Step 12</b> - Less than, greater than, equals to</li><li>16) <b>Step 13</b> - Compare Numbers</li><li>17) <b>Step 14</b> - Order objects and numbers</li><li>18) <b>Step 15</b> - The number line</li></ol>

## Year 1/2 Overview

### Year 2

Read and write numbers to at least 100 in numerals and words.

Recognise the place value of each digit in a two digit number (ten, ones)

Identify, represent and estimate numbers to 100 using different representations including the number line.

Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.

Use place value and number facts to solve problems.

Count in steps of 2, 3 and 5 from 0 and in tens from any number forward/backwards.

### Year 2

- 1) [Spine 1, Topic 1.3 and 1.4](#) – Composition of number 1-10
- 2) [Step 1](#) – Numbers to 20
- 3) [Step 2](#) – Count objects to 100 by making 10s (Note: [Spine 1, Topic 1.9, 2:1-2:2](#))
- 4) [Step 3](#) – Recognise tens and ones
- 5) [Step 4](#) – Use a place value chart (Note: [Spine 1, Topic 1.9, 2:3](#))
- 6) [Spine 1, Topic 1.9, 2:5 – 2.7](#)
- 7) [Step 5](#) - Partition numbers to 100 (Note: [Spine 1, Topic 1.9, 2:8-2:13](#))
- 8) [Step 6](#) – Write numbers to 100 in words
- 9) [Step 7](#) – Flexibly partitioning numbers to 100
- 10) [Step 8](#) - Write numbers to 100 in expanded form
- 11) [Step 9](#) - 10s on the number line to 100
- 12) [Step 10](#) – 10s and 1s on a number line to 100 (Note: [Spine 1, Topic 1.9, 3:1-3:3](#))
- 13) [Step 11](#) – Estimate numbers on a number line (Note: [Spine 1, Topic 1.9, 3:4-3:5](#))
- 14) [Spine 1, Topic 1.9, 3:6-3.7](#)
- 15) [Step 12](#) – Compare objects
- 16) [Spine 1, Topic 1.9, 4:1-4:3](#)
- 17) [Step 13](#) – Compare numbers (Note [Spine 1, Topic 1.9, 4:5](#))
- 18) [Step 14](#) – Order objects and numbers
- 19) [Spine 2, Topic 2.1 \(multiplication\)](#)
- 20) [Step 15](#) – Count 2s, 5s and 10s

## Year 1/2 Overview

### Addition and Subtraction (within 10) Year 1

National Curriculum Objectives	Lesson Progression
<p><u>Represent and use number bonds and related subtraction facts within 10.</u></p> <p>Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers to 10, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<ol style="list-style-type: none"> <li>1) <a href="#">Spine 1, Topic 1.2</a> - 1:1-1:3 - The whole</li> <li>2) <a href="#">Spine 1, Topic 1.2</a> - 2:1-1:3 - Splitting the whole</li> <li>3) <a href="#">Spine 1, Topic 1.2</a> - 3:1 - 3:6 - Whole as a group of objects</li> <li>4) <b>Step 1</b> - Introduce parts and wholes</li> <li>5) <a href="#">Spine 1, Topic 1.2</a> - 4:1-4:7 - Introduce part whole model</li> <li>6) <b>Step 2</b> - Part-whole model</li> <li>7) <a href="#">Spine 1, Topic 1.5</a> - 1:1-1:3 - Combining two or more parts</li> <li>8) <a href="#">Spine 1, Topic 1.5</a> - 1:4 -1:6 - Combining two or more parts (<b>Note:</b> <a href="#">Spine 1, Topic 1.5 2:1</a>)</li> <li>9) <a href="#">Spine 1 Topic 1.6</a> - 1:1-1.7 - "first, then, now"</li> <li>10) <b>Step 3</b> - Write number sentences</li> <li>11) <b>Step 4</b> - Fact families - addition facts</li> <li>12) <b>Step 5</b> - Number bonds within 10</li> <li>13) <b>Step 6</b> - Systematic number bonds within 10</li> <li>14) <b>Step 7</b> - Number bonds to 10</li> <li>15) <b>Step 8</b> - Add together</li> <li>16) <b>Step 9</b> - Addition - add more</li> <li>17) <b>Step 10</b> - Addition problems</li> <li>18) <a href="#">Spine 1, Topic 1.5</a> 4:1-4:4 - Addition and Subtraction</li> <li>19) <b>Step 11</b> - Find a part</li> <li>20) <b>Step 12</b> - Subtraction - find a part</li> <li>21) <b>Step 13</b> - Fact families - the eight facts</li> <li>22) <a href="#">Spine 1 Topic 1.6 2:1-2:9</a> - "first, then, now" reduction</li> <li>23) <b>Step 14</b> - Subtraction - take away/cross out (How many are left?)</li> <li>24) <b>Step 15</b> - Subtraction - take away (How many left?)</li> <li>25) <b>Step 16</b> - Subtraction on a number line</li> <li>26) <b>Step 17</b> - Add or subtract 1 or 2</li> </ol>
	DFE Guidance (ready to progress criteria)

## Year 1/2 Overview

		<p>Begin to experience partitioning and combining numbers within 10.</p> <p>Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers.</p> <p>Devise and record number stories, using pictures, numbers and symbols (such as arrows).</p>	<p>1NF-1 Develop fluency in addition and subtraction facts within 10.</p> <p>1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p> <p>1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p>
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## Year 1/2 Overview

### Addition and Subtraction Year 2

National Curriculum Objectives	Lesson Progression
<p><u>Recall and use addition and subtraction facts to 20 fluently</u>, and derive and use related facts up to 100.</p> <p>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.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p><u>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.</u></p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<ol style="list-style-type: none"> <li>1) <b>Step 1</b> – Bonds to 10</li> <li>2) <b>Step 2</b> – Fact families – addition and subtraction within 20</li> <li>3) <b>Step 3</b> – Related facts</li> <li>4) <b>Step 4</b> – Bonds to 100 (tens) – (Note: <a href="#">Spine 1.8</a>)</li> <li>5) <a href="#">Spine 1.13</a> 1:1-1:9 (Note: <b>Step 5</b> – Add and Subtract 1s)</li> <li>6) <a href="#">Spine 1.11</a> 1:1-1:3 (Note: <b>Step 7</b> – Add three 1-digit numbers)</li> <li>7) <a href="#">Spine 1.11</a> 2:1-2:5 Add three 1-digit numbers</li> <li>8) <a href="#">Spine 1.11</a> 3:1 – 4:10 Add three 1-digit numbers</li> <li>9) <a href="#">Spine 1.11</a> 5:1-5:7 Add by using the make 10 strategy (Note: <b>Step 6</b> add by making 10)</li> <li>10) <b>Step 8</b> – Add to the next 10 (Note: <a href="#">Spine 1.13</a> 3:1-3:6)</li> <li>11) <b>Step 9</b> – Add across a 10 (Note: <a href="#">Spine 1.13</a> 4:1-4:4)</li> <li>12) <b>Step 10</b> – Subtract across a 10 (Note: <a href="#">Spine 1.13</a> 4:5-4:9)</li> <li>13) <b>Step 11</b> – Subtract from a 10</li> <li>14) <b>Step 12</b> – Subtract a 1-digit number from a 2 digit number (across a 10)</li> <li>15) <b>Step 13</b> - 10 more, 10 less (Note: <a href="#">Spine 1.14</a> 1:1-1:5)</li> <li>16) <b>Step 14</b> – Add and subtract 10s</li> <li>17) <b>Step 15</b> – Add two 2-digit number (not across a 10) (Note <a href="#">Spine 1.15</a> 2:1-2:8)</li> <li>18) <b>Step 16</b> – Add two 2-digit numbers (across a 10)</li> <li>19) <b>Step 17</b> – Subtract two 2-digit numbers (not across a 10) (Note <a href="#">Spine 1.16</a>)</li> <li>20) <b>Step 18</b> – Subtract two 2-digit numbers (across a 10)</li> <li>21) <b>Step 19</b> – Mixed addition and subtraction</li> <li>22) <b>Step 20</b> – Compare numbers sentences</li> <li>23) <b>Step 21</b> – Missing number problems</li> </ol>
	DFE Guidance (ready to progress criteria)



## Year 1/2 Overview

Develop fluency in addition and subtraction facts within 10.

Learn and use number bonds to 10, for example:

$$8 + ? = 10$$

Partition numbers within 10, for example:

$$5 = 2 + 3$$

Solve missing addend problems within 10, for example:

$$4 + \square = 10$$

Add and subtract within 10, for example:

$$6 + 3 = 9$$

$$6 - 2 = 4$$

Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens.

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.

2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.

2AS-1 Add and subtract across 10, for example:

$$8 + 5 = 13$$

$$13 - 5 = 8$$

2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "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.