Carnforth Community Primary School
Year 1 & 2 Maths Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Place Value	Sequencing, Sorting, Counting and Multiplication	Place Value	Length	Place Value and Statistics	Addition and Subtraction
Week 2		Fractions	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Multiplication and Division
Week 3	Length & Mass	Capacity and Volume Money	Counting and Money	Fractions	2-D and 3-D Shape / Capacity and Volume	Statistics and Calculation
Week 4	Addition and subtraction	Time	Multiplication and Division	Position & Direction	Fractions	Measurement
Week 5		Mass		Time	Position & Direction and Time	Sorting and Sequencing
Week 6	2-D and 3-D Shape	Assess and review	Mid Year Review	Assess and review	Temperature	Assess and review

Year 1 & 2 Expectations – Sequence of Learning

Autumn 1 – 6 weeks	
Place Value Weeks 1 and 2	
Lesson	Lesson Focus
1	Counting items 0-9 Value of 0 Read and write numbers Use blocks to create a block graph Identify and make a two-digit number up to 50 using concrete materials (straws, base 10, arrow cards) – straightforward representations
2	Counting items 10-19 by making tens and ones (balloons, biscuits, pens in pots etc.) Group of ten Different and same Identify and make a two-digit number up to 100 using concrete materials (straws, base 10, arrow cards) – straightforward representations
3	Recognise quantities on a 10 frame Exchange 10 ones for 1 ten and vice versa Exchange 10 tens for 1 hundred and vice versa
4	Counting items 10-19 by making tens and ones (straws, multilink, 10 frames) Group of ten Different and same Identify and make a two-digit number up to 100 using concrete materials (straws, base 10, arrow cards) Greater variation built in – 2 tens and 3 ones, 3 ones and 2 tens, 1 ten a 13 ones mixed positions of items Different and same
5	Counting items 10-19 by making tens and ones (10 frames and base 10) Group of ten Different and same Identify and make a two-digit number up to 100 using concrete materials (PV counters, abacus, arrow cards) Greater variation built in – 2 tens and 3 ones, 3 ones and 2 tens, 1 ten a 13 ones mixed positions of items Different and same
6	Counting items 20-29 by making tens and ones (all prior equipment) Groups of ten and numbers not in groups of 10 Different and same Partition a two-digit number in different ways where one group is a multiple of 10 Different and same
7	Counting and representing numbers to 30 Read and write numbers Structured equipment Concrete patterning 1 more and 1 less/fewer with bridging 10 more and 10 less/fewer with bridging
8	Identifying and representing numbers to 30 Read and write numbers Structured equipment Patterning on number track/hundred square alongside concrete

	Compare two numbers Include numbers represented in block graphs and tables
9	One more and one fewer 0-30 focus on bridging (10 frame and number track) Identify most/least, greatest/least value from a selection Include numbers represented in block graphs and tables
10	Comparing quantities to 20 More, fewer, equal to Different sizes of items, lining up, different orientations of lines Identify the multiple of 10 either side of a number and which is closest
Length and Perimeter Week 3	
Lesson	Lesson Focus
1	Compare and describe objects by length and height using, longer/shorter (long/short) and taller/shorter (tall, short) (Recap) Compare and describe objects by length and height using, longer/shorter (long/short) and taller/shorter (tall, short)
2	Measure and record lengths and heights using body parts, including the teacher Measure and record length and height using standard units (cm, m)
3	Measure and record lengths and heights using uniform non-standard units (multilink) Measure and record length and height using standard units (cm, m)
4	Compare and describe objects by mass/weight using, lighter/heavier, light/heavy Measure and record mass using standard units (g, kg)
5	Measure and record masses using uniform non-standard units Measure and record mass using standard units (g, kg)
Addition and Subtraction Weeks 4 and 5	
Lesson	Lesson Focus
1	Bonds for 10 – 10 frame, addition and subtraction facts relationships Part – part – whole language Add a one-digit number to a two-digit number (no bridging) – concrete and pictorial Part – part – whole
2	Counting all Part – part – whole including diagram Include adding 0 Subtract a one-digit number from a two-digit number (no bridging) – concrete and pictorial Part – part – whole
3	Adding 10 and a single digit Add TU + TU no bridging concrete and pictorial
4	Counting on practically including part – part – whole diagram Add a multiple of 10 to a two-digit number (two strategies: add tens and combine ones; conserve number and count on in tens)
5	Solving one step addition problems – language focus Derive and reason about bonds to numbers within 10 If I know that 5 + 2 = 7 then what is 15 + 2
6	Subtract single digit from another using take away concrete items including subtracting 0 Subtract a multiple of 10 from a two-digit number (two strategies: subtract tens and combine ones; conserve number and count back in tens)
7	Subtract single digit from another using take away, concrete items on part – part – whole diagram Solve missing number problems using inverse and

	part – part – whole
8	Subtract 10 from teens number, subtract ones from teens number concrete 10 frames, base 10 Subtract TU - TU no bridging concrete and pictorial
9	Solving one step subtraction problems – language focus Derive and reason about bonds totalling 20 1U + U with bridging using 10 frames
10	Solving one step addition and subtraction problems Add three single digit numbers
2D and 3 D Shape Week 6	
Lesson	Lesson focus
1	Name circles and triangles – different sizes, orientations, colours, examples and non-examples Different and same Complete the sort/follow my rule/guess my rule What is a…? Identify and make (circles), triangles, square rectangles, oblong rectangles and introduce quadrilaterals by counting their sides and vertices – different sizes, orientations, colours, examples and non-examples Different and same
2	Name square rectangles and oblong rectangles – different sizes, orientations, colours, examples and non-examples Different and same Complete the sort/follow my rule/guess my rule What is a…? Identify and make pentagons, hexagons and octagons by counting their sides and vertices – different sizes, orientations, colours, examples and non-examples Different and same
3	Name spheres and pyramids – different sizes, orientations, colours, examples and non-examples Different and same Complete the sort/follow my rule/guess my rule What is a…? Know face, edge and vertex Identify and name 3-D shapes with faces (flat surfaces): cube, cuboid, pyramid, triangular prism by counting their faces and vertices and recognising the shape of their faces - different sizes, orientations, colours, examples and non-examples Different and same
4	Name cubes and cuboids – different sizes, orientations, colours, examples and non-examples Different and same Complete the sort/follow my rule/guess my rule What is a…? Know face, edge and vertex Identify and name 3-D shapes with faces and curved surfaces: sphere, cylinder, cone by counting their surfaces and vertices and recognising the shape of their faces - different sizes, orientations, colours, examples and non-examples

	Different and same
Learning Check up to this point	

Autumn 2 – 5 weeks	
Sequencing and Sorting Week 1	
Lesson	Lesson focus
1	Count in 5s – identify patterns and sort Represent adding the same number two or more times using concrete materials in equal groups and then as an array.
2	Count in 2s – identify patterns and sort Odd and even Arrange even amount into groups of 2 to check Identify multiplication sentences from a given array (and vice versa), repeated addition number sentence and understand the commutativity of multiplication.
3	Recognise and create repeating patterns (2 and 3 numbers and shapes) Identify multiplication sentences from a given array (and vice versa), repeated addition number sentence and understand the commutativity of multiplication
4	Identify criteria that things have in common objects, shapes and numbers Identify multiplication sentences from a given array (and vice versa), repeated addition number sentence and understand the commutativity of multiplication.
5	Sort to a given criterion Explore and reason about patterns and sequences counting in 2s, 5s and 10s – include sorting
Fractions Week 2	
Lesson	Lesson focus
1	Use concrete materials to explore part and whole (that a fraction is part of a whole) (Recap) Use concrete materials to explore part and whole (that a fraction is part of a whole)
2	Importance of equal parts to name the fraction Split the same set of objects into different numbers of equal parts and compare the sizes of the answers Use equations to represent the fractions of amounts being calculated ¼ of 8 = 2 Use language of whole and part accurately
3	Recognise, name and find half of a shape or object Recap what one half means. Model one half using shapes and objects. Relate to one quarter to understand denominator, numerator and what a fraction is Split the same shape or object into different numbers of equal parts and compare the sizes of the denominators e.g. a half and a quarter. Use language of whole and part accurately
4	Recognise and name quarter of a shape Find a quarter of a set of objects Use equations to represent the fractions of amounts being calculated ¼ of 8 = 2 Use language of whole and part accurately
5	Find quarter of a shape Recognise that 2/4 is the same as one half

	Use equations to represent the fractions of amounts being calculated ¼ of 8 = 2 Use language of whole and part accurately Find fractions of amounts, match images to calculations, include non-examples, different and same

Capacity and Volume Week 3	
Lesson	Lesson focus
1	Compare and describe a capacity or volume by using more/less, full/empty, half full, nearly full, nearly empty Measure and record volume/capacity using standard units (ml, l)
2	Measure and record capacity and volume using uniform non-standard units (cups) Measure, record and compare volume/capacity using standard units (ml, l)
Money Week 3	
Lesson	Lesson focus
1	Recognise coins to 20p by colour, shape, size and words Use the correct number of 1p coins for 2p, 5p, 10p and 20p coins Exchange the correct number of 1p coins for 2p, 5p, 10p and 20p Exchange the correct number of 10p coins for 20p, 50p, £1 and £2
2	Order coins by value Link to number line Add two prices together to find the total cost – addition strategies without bridging
3	Represent an amount using coins Adding two prices (some bonds to 10 within) Add two prices together to find the total cost – addition strategies with bridging
Time Week 4	
Lesson	Lesson focus
1	Days of the week and sequencing – before, after, next, morning, afternoon, evening Recap telling the time to the hour and half past
2	Months of the year – before, after, next, first Use birthdays, festivals Tell the time to quarter past the hour and draw hands on the clock to show the time (hour hand will be slightly past)
3	Compare the duration of two events use language of quicker and slower, i.e. which activity is quicker to do? Tell the time to quarter to the hour and draw hands on the clock to show the time (hour hand will be slightly before)
4	Measure and compare time using seconds Tell the time to quarter to the hour and draw hands on the clock to show the time (hour hand will be slightly before)
5	Compare the duration of two events use language of quicker and slower, i.e. Pete was quicker than Tim at tying his shoe laces Solve simple problems involving time
Mass Week 5	
Lesson	Lesson focus

1	Read, write and represent numbers to 100 – concrete, jottings, numerals Choose and use the correct equipment to measure mass e.g. balance scales, kitchen scales (with appropriate scale)
2	Number tracks and lines – full demarcation then labelled in 2s Order the values of three or more masses
3	Number tracks and lines – labelled in 5s Solve simple problems in a practical context involving addition and subtraction of measures
4	Measure and record mass using balance scales, standard units using 10g and 1g masses Measure and record mass using balance scales, standard units using 10g and 1g masses
5	Measure and record mass using balance scales, standard units using 10g and 1g masses Measure and record mass using balance scales, standard units using 10g and 1g masses
ASSESS & REVIEW WEEK 6	

Spring 1 – 5 weeks	
Place Value Week 1	
Lesson	Lesson focus
1	Counting to 100 from 0, 1 and any number Counting back from 100 or any number Patterning - focus on the bridging across tens Identify what changes and stays the same when 10 is added to or removed from a two digit number Describe the rule in a number sequence that counts on or back in tens
2	Compare two numbers/amounts up to 50 using more, fewer, same Order three or more two-digit numbers when represented using the same equipment
3	Compare three numbers/amounts up to 20 using most, least/fewest, same Identify numbers on a beadstring and link to the number line Correctly place a two-digit number on a number line with multiples of 10 labelled
4	Add 10 to a group to identify 10 more Correctly place a two-digit number on a number line with multiples of 10 labelled
5	Take 10 from a group to identify 10 fewer Round a two-digit number to the nearest 10, including understanding that exactly halfway, the number rounds up
Addition and Subtraction Week 2	
Lesson	Lesson focus
1	Use concrete materials (ten frames) to represent addition facts for twenty Addition with exchange concrete equipment
2	Add one- and two digit numbers using an appropriate strategy Subtract a one digit from a two digit number using an appropriate strategy Mixed + and – sentences (some related) Subtraction with exchange concrete equipment
3	Use concrete materials to create linked calculations Understand/identify part – part – whole Write mathematical statements involving addition and subtraction Subtraction with exchange concrete equipment
4	Use concrete materials to create linked calculations Understand/identify part – part – whole Identify missing number in calculation

	Model subtraction as difference using concrete materials and count between numbers to find the difference
5	Understand/identify part – part – whole Identify missing number in calculation Recognise that ? + 3 = 11 can be solved by calculating 11 – 3 = ? because 11 is the whole which is made of two parts one of which is 3 Recognise that ? – 5 = 9 can be solved by calculating 9 + 5 = ? because two parts which are 9 and 5 go together to create the whole

Counting Week 3	Money
Lesson	Lesson focus
1	Recap coins to 20p and recognise coins 50p, £1 and £2 by colour, shape, size and words Exchange different coins for other coins of the same value
2	Recognise and know the value of £5, £10 and £20 notes Order all coins and notes from least to greatest value and vice versa Recognise that amounts of money can be partitioned in different ways (using coins) e.g. 50p can be 30p and 20p or 15p and 35p
3	Counting objects in 2s – link concrete to pattern of numbers, identify odd and even numbers, scattered objects then represent using an array (can use coins) For a given value identify how much more can be spent following the purchase of one item (finding change) e.g. 38p + ? = 50p
4	Counting objects in 5s – link concrete to pattern of numbers, identify odd and even numbers, scattered objects then represent using an array (can use coins) Identify combinations which can be bought for a specific amount of money e.g. what two or more items can I buy for exactly 70p?
5	Counting objects in 10s – link concrete to pattern of numbers, identify odd and even numbers, scattered objects then represent using an array (can use coins) Solve problems involving addition and subtraction of money
Multiplication and Division Weeks 4 & 5	
Lesson	Lesson focus
1	Recognise when two groups of items are the same size and when they are not Use concrete materials to model doubles 1-5 as adding the same number to itself Look at patterns created Write two different number sentences to represent a repeated addition situation and an array e.g. 5 + 5 + 5 = 15 or 5 x 3 = 15
2	Use concrete materials to model doubles 6-10 as adding the same number to itself Look at patterns created Recall and use doubles of all multiples of 10 up to 100
3	Solve problems involving multiplication Make/draw groups of equal size Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens) Use the previously identified relationship to recall and use halves of all multiples of 10 up to 100 with an even tens digit Use partitioning to halve simple two-digit even numbers (numbers in which the tens are even
4	Solve problems involving multiplication Concrete Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)

	In real life contexts share an amount equally across sets where there is no remainder and where there is Model division number sentences using concrete materials
5	Solve problems involving multiplication Arrays Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens) In real life contexts share an amount equally across sets where there is no remainder and where there is Model division number sentence using concrete materials Recognise that in practical situations the division of one number by another cannot be done in any order because they give different answers
6	Recognise when a whole has been split into two parts that are equal and when they are not Use concrete materials to model halving even numbers to 10 as splitting into two equal parts Look at patterns created Make equal sized groups from an amount where there is no remainder Use concrete materials to represent division as grouping by creating equal sized groups of a given size from an amount Write a number sentence to represent the amount being grouped, the number in each group and how many groups are created e.g. 20 ÷ 5 = 4
7	Use concrete materials to model halves of even numbers from 12-20 as splitting into two equal parts Look at patterns created Using an array, show how many groups of a given size can be made from the total (using rows and columns) Write a number sentence to represent the total and the groups of a given size e.g. 20 ÷ 5 = ? understanding this as how many groups of 5 can be made out of 20
8	Solve problems involving division by sharing into two equal groups – including 5 biscuits, when the remainder can be split between the two groups Represent and solve multiplication and division problems using concrete materials
9	Solve problems involving division by sharing into more than two equal groups (no remainders) Represent and solve multiplication and division problems using pictorial representations and arrays
Mid Year Learning Check Point	
Spring 2 – 5 weeks	
Length Week 1	
Lesson	Lesson focus
1	(Recap)Measure and record lengths and heights using uniform non-standard units (multilink) Choose and use the correct equipment to measure length and height in centimetres e.g. ruler, metre rule, tape measure
2	Measure and record length using base 10 cubes Consolidate comparison language Choose and use the correct equipment to measure length and height in metres e.g. metre rule, tape measure, trundle wheel

3	Measure and record length using base 10 rods and cubes – link to PV Consolidate comparison language Order the values of three or more lengths or heights
4	Understand that base 10 cubes are 1cm and rods are 10cm – link to ruler Measure and record length using rulers and metre rules Solve simple problems in a practical context involving addition and subtraction of measures (identifying operation required from vocabulary used represent as bar model)
5	Measure and record length using rulers and metre rules Choose most appropriate estimate, e.g. book length 2cm, 20cm, 100cm? Solve simple problems in a practical context involving addition and subtraction of measures (identifying operation required from vocabulary used represent as bar model)
Addition and Subtraction Week 2	
Lesson	Lesson focus
1	Use concrete materials (ten frames) to represent addition facts for twenty Addition with exchange using jottings from concrete
2	Add one- and two digit numbers using an appropriate strategy Subtract a one digit from a two digit number using an appropriate strategy Mixed + and – sentences (some related) Subtraction with exchange jottings from concrete
3	Use concrete materials to create linked calculations Understand/identify part – part – whole Write mathematical statements involving addition and subtraction Subtraction with exchange jottings from concrete
4	Use concrete materials to create linked calculations Understand/identify part – part – whole Identify missing number in calculation Subtraction with exchange jottings from concrete
5	Understand/identify part – part – whole Identify missing number in calculation Represent and solve addition and subtraction problems using bar modelling (length context)
Fractions Week 3	
Lesson	Lesson focus
1	Recognise when a whole has been split into two parts that are equal and when they are not Use concrete materials to model halving even numbers as splitting into two equal parts Recognise, name and find one quarter, two quarters, three quarters and four quarters of a shape and object
2	Find half and a quarter of an even quantity or object Recognise, name and find one quarter, two quarters, three quarters and four quarters of a length (represent using bar model)
3	Find quarter of an object using objects that can be accurately quartered and those that cannot Recognise, name and find one quarter, two quarters, three quarters and four quarters of a quantity
4	Describe a capacity or volume using language of more than half full, less than half full, a quarter full Describe a capacity or volume using language of more than half full, less than half full, a quarter full, three quarters full
5	Problem solving involving fractions

	Problem solving involving fractions
Position and Direction Week 4	
Lesson	Lesson focus
1	Describe turning movements for whole and half turns – link to fractions Describe turning movements using left and right Know that a quarter turn is the same as a turn through one right angle Know that a half turn is the same as a turn through two right angles Know that a full turn is the same as a turn through four right angles Plate spinner modelling
2	Describe direction using forwards/backwards, (sideways) left/right Know that a quarter turn is the same as a turn through one right angle Know that a half turn is the same as a turn through two right angles Know that a full turn is the same as a turn through four right angles Plate spinner modelling
3	Describe position using the terms top, middle, bottom and between and direction using up and down Orienteering opportunity for direction including compass points
4	Describe position using the terms on top of, in front of, above, below Position and direction problem solving
5	Describe position using the terms on around, inside and outside Position and direction problem solving
Time Week 5	
Lesson	Lesson focus
1	Tell the time to the hour Sequence and order familiar events of the day Recap telling the time to the hour, half past, quarter past and quarter to the hour
2	Tell the time to the hour Draw hands on the clock to show times to the hour Count in fives clockwise starting at 12 (for zero) to 6 (for thirty) progressing to counting in times, e.g. 5 minutes past, 10 minutes past, 15 minutes past (quarter past), 20 minutes past etc.
3	Tell the time to the half hour (minute hand focus) Tell the time to the nearest five minutes past the hour (up to 25 minutes past)
4	Tell the time to the half hour Tell the time to the nearest five minutes past the hour (up to 25 minutes past)
5	Tell the time to the hour and half hour (mixed) including simple problems Solve simple problems involving time language focus
ASSESS & REVIEW WEEK 6	

Summer 1 – 6 weeks	
Number and Place Value Week 1	Statistics
Lesson	Lesson focus
1	Compare two numbers up to 20 using language of more and fewer Compare three numbers up to 20 (represented using concrete materials) using language of most and least and put them in order Identify the numbers on a fully labelled number track/line

	Recap partitioning a two-digit number into a multiple of 10 and another number Partition a two-digit number in different ways and reason about how the parts change
2	Correctly place a number from 1-20 on the number line (labelled in 2s, 5s then only 0 and 20) Use the and = signs when comparing one and two-digit numbers, particularly when the numbers have the same digits e.g. 34 and 43
3	Compare three numbers up to 50 (represented using concrete materials) using language of most and least and put them in order Identify the numbers on a fully labelled number track/line Order the amounts for each category in a data set
4	Find 10 more than a given number using base 10 equipment Find numbers on 100 square – identify 10 more Correctly place a number from 1-100 on a number line with multiples of 10 marked but not labelled
5	Find 10 less than a given number using base 10 equipment Find numbers on 100 square – identify 10 less Correctly place a number from 1-100 on a number line with multiples of 10 marked but not labelled
Addition and Subtraction Week 2	
Lesson	Lesson focus
1	Use concrete materials to solve missing number problems e.g. ? + 3 = 7, 3 = ? – 4 Extend number sequences counting on and back in twos, fives and tens from any number
2	Partitioning to add: 12 + 4 and 6 + 8 Addition with exchange using jottings
3	Partitioning to subtract: 14 – 4 and 14 – 10 Subtraction with exchange jottings
4	Partitioning to subtract 14 – 6 = 14 – 4 – 2 Mixed addition and subtraction with exchange jottings
5	Choose appropriate method for addition or subtraction questions Represent and solve addition and subtraction problems using bar modelling
2D & 3D Shape Week 3	Capacity and Volume
Lesson	Lesson focus
1	Recognise and name common 2-D & 3-D shapes From a set of shapes identify those with a vertical line of symmetry and those without
2	Reason about shapes (odd one out, identifying similarities and differences) Sort and reason about shapes using the properties learned
3	Recognise and create a repeating pattern using more than three shapes Order and arrange a combination of mathematical objects in patterns / sequences
4	Measure and record capacity and volume using manageable standard units (litres and ml) Know common points of reference for volume / capacity such as teaspoon / medicine spoon 5ml, and large bottle of fizzy drink is 2 litres Use common points of reference they know to estimate the volume in / capacity of other vessels
5	Measure and record capacity and volume using manageable standard units (litres and ml) Read scales to measure the volume of liquid including pictures Use and = to compare volumes and capacities

Fractions Week 4	
Lesson	Lesson focus
1	Recap of half of a shape, object, quantity Recognise and name a half as one of two equal parts of an odd quantity Recognise and name one third as any one of three equal parts of a shape or object and write the fraction one third
2	Recognise and name a half as one of two equal parts of an odd quantity Find half of an odd quantity using materials that can be cut e.g. grapes, buns Find one third of a shape, object, set of objects/quantity or length
3	Recap of quarter of a shape and object Find different fractions of shapes, objects, quantities and lengths
4	Recognise, name and find a quarter as one of four equal parts of a quantity (which is a multiple of 4) Find different fractions of shapes, objects, quantities and lengths
5	Recognise, name and find a quarter as one of four equal parts of a quantity (which is a multiple of 4) Count in steps of ¼ changing the counting sequence to simplest form
Position and Direction Week 5	Time
Lesson	Lesson focus
1	Describe turning movements for quarter turns including using left and right Understand language of clockwise and anticlockwise when turning: quarter, half, three quarter and full turns Starting point North/up
2	Describe turning movements for three-quarter turns including using left and right Understand language of clockwise and anticlockwise when turning: quarter, half, three quarter and full turns Different starting points
3	Solve practical problems for time e.g. describe a task that would take you about 1 minute to complete Measure and record time using hours (identify durations of events e.g. lunch time, time at school time sleeping at night) Compare different units of time, converting between units where appropriate e.g. half an hour is 30 minutes
4	(Recap) Tell the time to the hour, half hour Tell the time to the nearest 5 minutes to the hour including draw hands on the clock
5	(Recap) Tell the time to the hour, half hour Tell the time to the nearest 5 minutes including draw hands on the clock
Temperature Week 6	
Lesson	Lesson focus
1	Know that temperature is the measure of how hot or cold something is Know that temperature is the measure of how hot or cold something is
2	Identify objects and places that could be hot or cold Know that temperature is measured in degrees Celsius and is measured using a thermometer Read the temperature on a thermometer
3	Use comparative language hotter, colder, hottest, coldest

	Know that the average room temperature is between 18 and 20 degrees Celsius Compare different temperatures saying whether they are hotter or colder than room temperature
4	Read the temperature on a thermometer Read the temperature on a thermometer
Learning check upto this point	

Summer 2 – 5 weeks	
Addition and Subtraction Week 1	
Lesson	Lesson focus
1	(Recap) Use concrete materials to solve missing number problems e.g. ? + 3 = 7, 3 = ? – 4 Add numbers by bridging through a multiple of 10 efficiently e.g. 48 + 6 becomes 48 + 2 + 4
2	(Recap) Use concrete materials to solve missing number problems e.g. ? + 3 = 7, 3 = ? – 4 Subtract numbers by bridging through a multiple of 10 efficiently e.g. 43 – 6 becomes 43 – 3 – 3
3	(Recap) Partitioning to subtract 14 – 6 = 14 – 4 – 2 Add 9 and 19 by rounding and compensating e.g. 46 + 9 becomes 46 + 10 – 1 using a number line
4	(Recap) Partitioning to subtract 14 – 6 = 14 – 4 – 2 Subtract 9 and 19 by rounding and compensating e.g. 46 – 9 becomes 46 – 10 + 1 using a number line
5	Choose appropriate method for addition or subtraction questions Mixed addition and subtraction – select the operation and the strategy
Multiplication and Division Week 2	
Lesson	Lesson focus
1	Solve problems involving multiplication Make/draw groups of equal size Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens) 2 3 4 5 Solve problems involving division by sharing or grouping (children represent the problem correctly) Recap multiplication as repeated addition, arrays including problem solving and commutativity
2	Solve problems involving multiplication Recap division as grouping: make equal sized groups including where there is a remainder
3	Solve problems involving division by grouping Understand the remainder in the context of a grouping division problem
4	Solve problems involving division by grouping Recap division as sharing
5	Make/draw groups of equal size Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)

	Problems solving with division, selecting grouping or sharing strategy appropriate for the context
Statistics and Calculation Week 3	
Lesson	Lesson focus
1	Present and interpret data in block diagrams using concrete materials Recap how many in a given data category (answer and ask) Ask and answer questions about statistics presented in tables, block graphs, pictograms (where the symbol is worth 1) and tally charts
2	Present and interpret data in block diagrams using concrete materials How many in two given data categories (answer and ask) Interpret and construct pictograms where the symbol is worth 5
3	Present and interpret data in block diagrams using concrete materials How many more/fewer when comparing two categories using concrete materials (ask and answer) Interpret and construct pictograms where the symbol is worth 2 or 10 (including partial symbols)
4	Present and interpret data in block diagrams using concrete materials How many more/fewer when comparing two categories using block diagrams (ask and answer) Sort objects, shapes and numbers in different ways
5	Problem solving/reasoning around block diagrams true/false statements Identify the property / properties by which a set has been sorted
Measurement Week 4	
Lesson	Lesson focus
1	Measure and record mass/weight using weighing scales with a simple scale and manageable standard units (kg/g) within children's range of counting competence Compare items and notice the movement of the needle for lighter/heavier items Know common points of reference for length and height such as ruler 30cm, door height 2m Use common points of reference they know to estimate the length and height of different objects Measure the length and height of different objects
2	Solve practical problems for mass/weight e.g. use the balance scales to find two boxes that will balance this box Use and = to compare lengths and heights
3	Solve practical problems for length and height e.g. which of these bags would I use to fit the cricket bat in? Know common points of reference for mass such as small packet of crisps between 25g and 30g and a bag of sugar 1kg Use common points of reference they know to estimate the mass of different objects Measure the mass of different objects
4	Solve practical problems for capacity and volume e.g. which of these vessels would hold about two of these others? Use and = to compare masses
5	Solve mixed measurement problems Solve mixed measurement problems
Sorting and Sequencing Week 5	
Lesson	Lesson focus

1	Recap counting in 2s, 5s and 10s from 0 using concrete objects
2	Counting in 2s, 5s and 10s from 0 using number tracks and 100 squares – spotting patterns
3	Sorting objects and shapes using their own criterion
4	Sorting numbers using their own criterion
5	Recognise and create a repeating pattern using more than three numbers
Year 2, Week 5 – Assess, review and address significant gaps	
Week 6 Assess and Review Week	