

## Elmtree Maths Overview - Year 1/2

### Autumn Term

| Weeks/L<br>essons<br>Approxim<br>ately | Area of<br>Focus | National Curriculum                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                    | Suggested Small Steps<br>(can be used to construct LO<br>and SC)                                                                                                                                                                                                                    | Key Vocabulary                                                                                                                                                                                                                                                                                                   |                                                                                       |
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|                                        |                  |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                     | Y1                                                                                                                                                                                                                                                                                                               | Y2                                                                                    |
| Weeks<br>1–5                           | Place<br>Value   | Y1:<br>• count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number<br>• read and write numbers from 1 to 20 in numerals and words<br>• given a number, identify one more and one less<br>• identify and represent numbers using objects and | Y2:<br>• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward<br>• recognise the place value of each digit in a two-digit number (tens, ones)<br>• compare and order numbers from 0 up to 100; use <, > and = signs<br>• read and write numbers to at least 100 | Count objects within 10<br>Represent numbers to 10<br>Count on and back within 20<br>Understand 10<br>Understand 11-15<br>Understand 16-20<br>1 more<br>1 less<br>Number lines<br>Estimate on number lines<br>Less than, greater than, equal to<br>Compare numbers<br>Order numbers | Number, Zero, one, two, three, to twenty, and beyond, None, Count (on/up/to/from/d own) Before, after, More, less, many, few, fewer, least, fewest, smallest, greater, lesser<br>Equal to, the same as Odd, even Pair Units, ones, tens Ten more/less, Digit, Numeral, Figure(s)<br>Compare, Size Value Between, | below, Number to one hundred<br>Hundreds<br>Partition, recombine<br>Hundred more/less |

|            |                        | pictorial representations including the number line                                                                                                                                                                                                                                                                                                                                          | in numerals and in words                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                  | halfway between Above,                                                                                                                                                                                                                                                                                                               |  |
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| Weeks 6–10 | Addition & Subtraction | <p>Y1:</p> <ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>• represent and use number bonds within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• solve one-step problems that involve addition and subtraction</li> </ul> | <p>Y2:</p> <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction using concrete objects and pictorial representations</li> <li>• recall and use addition and subtraction facts to 20 fluently</li> <li>• add and subtract numbers using mental methods and written methods</li> <li>• recognise and use the inverse relationship between</li> </ul> | <p>Parts and wholes</p> <p>Systematic number bonds within 10</p> <p>Number bonds to 10</p> <p>Number bonds to 20</p> <p>Addition – add together</p> <p>Addition – add more</p> <p>Doubles</p> <p>Near doubles</p> <p>Add three 1-digit</p> <p>Find a part</p> <p>Fact families – the eight facts</p> <p>Take away (how many left?)</p> <p>Find the difference</p> <p>Missing number problems</p> | <p>Number bonds, number line Add, more, plus, make, sum, total, altogether Inverse Double Half, halve, Equals, is the same as (including equals sign) Difference between How many more to make...? How many more is...than...? How much more is...? Subtract, take away, minus How many fewer is...than...? How much less is...?</p> |  |

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|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                       | addition and subtraction                                                                                                                                            |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                            |                                                                                                                                                         |
| Weeks 11–12                                                                                           | Shape                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Y1:<br>• recognise and name common 2-D and 3-D shapes | Y2:<br>• identify and describe the properties of 2-D shapes<br>• identify and describe the properties of 3-D shapes<br>• compare and sort common 2-D and 3-D shapes | Recognise and name 2-d and 3-d shapes<br>Count sides on 2-d shapes<br>Count vertices on 2-d shapes<br>Draw 2-d shape<br>Vertical lines of symmetry<br>Count faces on 3-d shapes<br>Count edges on 3-d shapes<br>Count vertices on 3-d shapes<br>Sort 2-d and 3-d shapes<br>Patterns with 2-d and 3-d shapes | Group, sort<br>Cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square<br>Shape Flat, curved, straight, round Hollow, solid Corner (point, pointed)<br>Face, side, edge<br>Make, vertices | Size<br>Bigger, larger, smaller<br>Symmetrical, line of symmetry<br>Fold<br>Match<br>Mirror line, reflection<br>Pattern, repeating<br>Pattern, vertices |
|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                       |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                            |                                                                                                                                                         |
| <b>GDS Stretch and Challenge</b>                                                                      | <b>Mathematical fluency is secure in all areas and GDS pupils are able to reason and explain mathematical concepts and procedures from their expected year group curriculum and use them to solve a variety of problems The GDS pupil can independently make links between different areas of Maths to choose the most efficient method to solve a problem often identifying and manipulating patterns. When solving a problem with more than one possible answer, a GDS pupil will work methodically, accurately and logically to ensure that they have found all the answers.</b> |                                                       |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                            |                                                                                                                                                         |
| <b>Spring Term</b><br>Topics moved to consolidate learning in preparation for end of year judgements. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                       |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                            |                                                                                                                                                         |
| Weeks 1–3                                                                                             | Place Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Y1:<br>• count to and across 50<br>• read and         | Y2:<br>• identify, represent and estimate numbers using                                                                                                             | Count beyond 20<br>Count tens<br>Groups tens and ones<br>Partition into tens and ones<br>Use a place value chart                                                                                                                                                                                            | Number, Zero, one, two, three, to twenty, and beyond, None, Count                                                                                                                                          | Number to one hundred<br>Hundreds<br>Partition,                                                                                                         |

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|           |                        | write numbers to 50                                                 | different representations<br>• use place value and number facts to solve problems                                                   | Flexible partitioning<br>Number lines<br>Estimate on number lines<br>1 more and 1 less<br>Compare numbers with the same number of tens<br>Compare any two numbers<br>Order objects and numbers                                                          | (on/up/to/from/down)<br>Before, after,<br>More, less, many ,<br>few, fewer, least,<br>fewest, smallest,<br>greater, lesser<br>Equal to, the same as<br>Odd, even Pair<br>Units, ones, tens<br>Ten more/less,<br>Digit, Numeral,<br>Figure(s)<br>Compare, Size<br>Value Between,<br>halfway between<br>Above, below                                       | recombine<br>Hundred<br>more/less |
| Weeks 4–6 | Addition & Subtraction | Y1:<br>• solve one-step problems involving addition and subtraction | Y2:<br>• add and subtract two-digit numbers<br>• show that addition is commutative and subtraction is not<br>• solve missing number | Related facts<br>Add and subtract 1s<br>Add to a 10<br>Add across a 10<br>Subtract to a 10<br>Add 10s<br>Subtract 10s<br>Add two 2 digit numbers (not across 10)<br>Add two 2 digit numbers (across 10)<br>Subtract two 2 digit numbers (not across 10) | Number bonds, number line<br>Add, more, plus, make, sum, total, altogether<br>Inverse Double Half, halve, Equals, is the same as (including equals sign)<br>Difference between<br>How many more to make...?<br>How many more is...than...?<br>How much more is...?<br>Subtract, take away, minus<br>How many fewer is...than...?<br>How much less is...? |                                   |

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|            |                           |                                                                                        | problems reasoning.                                                                                                                                                                                                                  | Subject two 2 digit numbers (across 10)<br>Mixed addition and subtract<br>Compare number sentences<br>Missing number problems                                                                                                                               |                                                                                                                                                                                                                                                                                      |
| Weeks 7–8  | Multiplication & Division | Y1:<br>• solve one-step problems involving multiplication and division using arrays    | Y2:<br>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables<br>• calculate mathematical statements for multiplication and division<br>• solve problems involving multiplication and division | Count in 2s, 5s, and 10s.<br>Count in 3s<br>Recognise equal groups<br>Make equal groups<br>Add equal groups<br>Make arrays<br>Multiplication sentences<br>Commutativity<br>Make equal groups – grouping<br>Make equal groups – sharing<br>The 2 times-table | Once, twice, three times. Five times.<br>Count in tens (forwards from/ backwards from)<br>How many times?<br>Lots of, groups of<br>Multiple of, times, multiply, multiply by<br>Repeated addition<br>Array, row, column<br>Group in twos, threes, etc<br>Divided by, left, left over |
| Weeks 9–10 | Measurement               | Y1:<br>• compare, describe and solve practical problems for lengths, mass and capacity | Y2:<br>• choose and use appropriate standard units to estimate and measure<br>• compare and                                                                                                                                          |                                                                                                                                                                                                                                                             | Weight, mass, heavy, light, lighter, lightest, heavier, heaviest, full/empty, more than, less than, half,<br>Quarter past/to<br>m/km, g/kg, ml/l<br>Temperature (degrees)                                                                                                            |

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|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                | order lengths,<br>mass,<br>volume/capaci<br>ty                                                                                                                           |  | half full, quarter,<br>capacity, volume,<br>half empty,                                                                  |                                                                                                          |
| Weeks<br>11–12                                    | Fraction<br>s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Y1:<br>• recognise,<br>find and name<br>a half and a<br>quarter                | Y2:<br>• recognise,<br>find, name<br>and write<br>fractions 1/3,<br>1/4, 2/4 and<br>3/4<br>• write simple<br>fractions and<br>recognise<br>equivalence of<br>2/4 and 1/2 |  | Equal parts,<br>four equal<br>parts<br>Two halves<br>A quarter, two<br>quarters                                          | Three<br>quarters,<br>one third, a<br>third<br>Equivalence,<br>Equivalent,<br>unit, non-unit<br>fraction |
|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                |                                                                                                                                                                          |  |                                                                                                                          |                                                                                                          |
| <b>GDS<br/>Stretch<br/>and<br/>Challeng<br/>e</b> | <b>Mathematical fluency is secure in all areas and GDS pupils are able to reason and explain mathematical concepts and procedures from their expected year group curriculum and use them to solve a variety of problems The GDS pupil can independently make links between different areas of Maths to choose the most efficient method to solve a problem often identifying and manipulating patterns. When solving a problem with more than one possible answer, a GDS pupil will work methodically, accurately and logically to ensure that they have found all the answers.</b> |                                                                                |                                                                                                                                                                          |  |                                                                                                                          |                                                                                                          |
| <b>Summer Term</b>                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                |                                                                                                                                                                          |  |                                                                                                                          |                                                                                                          |
| Weeks<br>1–2                                      | Position<br>&<br>Directio<br>n                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Y1:<br>• describe<br>position,<br>direction and<br>movement<br>including turns | Y2:<br>• use<br>mathematical<br>vocabulary to<br>describe<br>position,                                                                                                   |  | Position, Around,<br>Opposite, Apart,<br>Between, edge,<br>centre, Corner,<br>Direction, Journey<br>Left, right, Across, | Rotation<br>Clockwise,<br>Anticlockwise<br>Straight-line<br>Ninety-degree                                |

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|           |      |                                                           | direction and movement                                                                                                       |  | Near, Along, To, from, Movement, Whole turn, half, Turn, Stretch, bend                                                                                                                                                                                                                                                                                       | turn, right angle                                                           |
| Weeks 3–4 | Time | Y1:<br>• tell the time to the hour and half past the hour | Y2:<br>• tell and write the time to five minutes<br>• know the number of minutes in an hour and the number of hours in a day |  | Always, never, often, sometimes, usually Once, twice First, second, third, yesterday, tomorrow, morning, afternoon, evening, . Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, march, April, May, June, July, August, September, October, November, December.<br><br>O'clock, half past. Hour hand, minute hand, seconds, | Quarter to, quarter past, 5 to, 5 past, 15 minutes, 30 minutes, 45 minutes. |

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|               |                   |                                                                                                       |                                                                                                                                              |  | slower, quicker,<br>earlier, later,                                                                                                                                                                                                                                               |  |
| Weeks<br>5–6  | Money             | Y1:<br>• recognise<br>and know the<br>value of<br>different<br>denominations<br>of coins and<br>notes | Y2:<br>• recognise<br>and use<br>symbols for<br>pounds (£)<br>and pence (p)<br>• solve simple<br>problems<br>involving<br>money              |  | How much?, How many? Money,<br>coin, penny, pence, pound, price,<br>cost, buy, sell, spend, spent, pay,<br>change, dear(er), costs more,<br>costs less, cheaper, costs the<br>same as                                                                                             |  |
| Weeks<br>7–8  | Statistic<br>s    | Y1:<br>• (informal)<br>sort objects                                                                   | Y2:<br>• interpret and<br>construct<br>simple<br>pictograms,<br>tally charts<br>and tables<br>• ask and<br>answer<br>questions<br>about data |  | Count, tally, sort, Vote Graph,<br>block, graph, pictogram,<br>Represent, Group, set, list, table<br><br>Label, title, Most popular, most<br><br>common, least, popular, least<br>common                                                                                          |  |
| Weeks<br>9–12 | Consoli<br>dation | Y1 & Y2:<br>• apply knowledge to solve<br>problems and reason<br>mathematically                       |                                                                                                                                              |  | Once, twice, three times. Five<br>times. Count in tens(forwards<br>from/ backwards from) How many<br>times? Lots of, groups of, Multiple<br>of, times, multiply, multiply by<br>Repeated addition Array, row,<br>column Group in twos, threes, Etc<br>Divided by, left, left Over |  |

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|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  | Number bonds, number line Add, more, plus, make, sum, total, altogether Inverse Double Half, halve, Equals, is the same as (including equals sign) Difference between How many more to make...? How many more is...than...? How much more is...? Subtract, take away, minus How many fewer is...than...? How much less is...? |
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