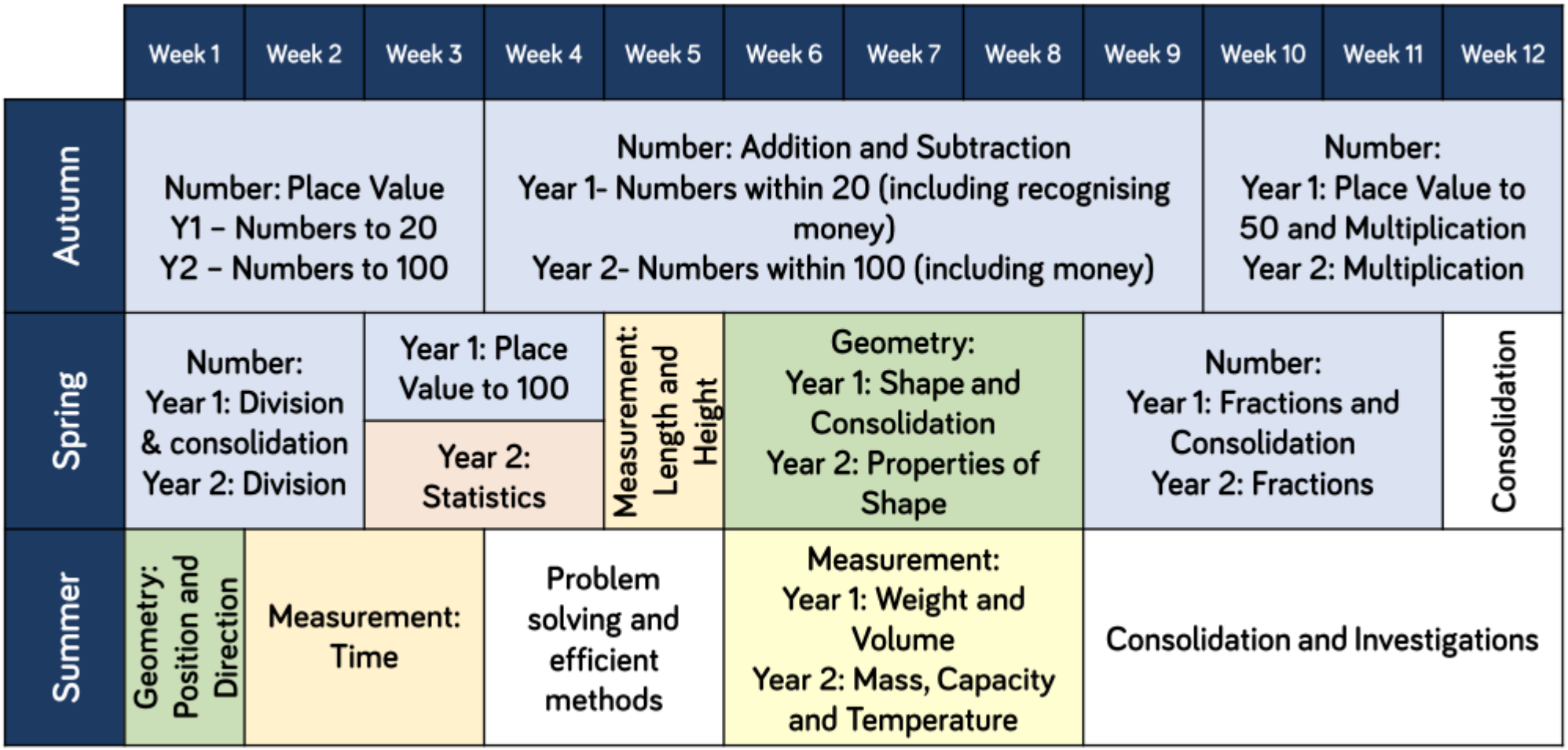
Year 1 and 2 Overview Map



Year 1 and 2 Overview Map

Unit	Main strand objectives	Teacher Assessment Framework	Linked objectives and other aspects of maths to explore within each strand
Y1 Place Value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals; • Count in multiples of twos, fives and tens • Given a number, identify one more and one less • 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 • Read and write numbers from 1 to 20 in numerals and words		• Count in 1p,2p,5p,10p • Identify 1 more /1 less in money ,length, mass, capacity and volume • Compare and order coins • Compare and order different measure for length/height/mass/weight/capacity/volume • Count in 1ps,2ps,5ps,10ps • Partition teens numbers into 10s and 1s • Recognise and know the value of different denominations of coins and notes
Y2 Place Value	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Recognise the place value of each digit in a two-digit number (tens, ones) • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0 up to 100; use <, > and = signs • Read and write numbers to at least 100 in numerals and in words • Use place value and number facts to solve problems.	• Read and write numbers in numerals up to 100 • Partition a two-digit number into tens and ones to demonstrate an understanding of • Place value, though they may use structured resources to support them • Count in twos, fives and tens from 0 and use this to solve problems • Know the value of different coins • Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • Read scales in divisions of ones, twos, fives and tens • Read scales where not all numbers on the scale are given and estimate points in Between	• Compare and order lengths, mass, volume/capacity and record the results using >, < and = • Recognise and use symbols for pounds (£) and pence (p);

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<table>
<tr>
<td>Y1 addition and subtraction</td>
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Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
Represent and use number bonds and related subtraction facts within 20
Add and subtract one-digit and two-digit numbers to 20, including zero
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems $7 = \square - 9$.

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Partition any number to 20 into two numbers e.g. 6 and 4 =10
Recognise and know the value of different denominations of coins and notes
1 more than and 1 less than as a calculation
Measures problems where addition and subtraction to 20 is involved
Use bar charts and tally charts for addition and subtraction
Totals and change for money
Finding the difference within measures
Reasoning about addition and subtraction

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<tr>
<td>Y2 Addition and Subtraction</td>
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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
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

a two-digit number and ones
a two-digit number and tens
two two-digit numbers
adding three one-digit numbers
Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

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Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)
Recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4)

• Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
• recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)

Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + •; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)

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Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
Find different combinations of coins that equal the same amounts of money
Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Compare and sequence intervals of time
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
Ask and answer questions about totalling and comparing categorical data.
Simple measures problems

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Y1 Multiplication and Division	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.		• Repeated addition for multiplication • Repeated subtraction for division • Counting forwards and backwards in 2,5 and 10 • Money problems • Tally charts • Recall doubles and halves to 20 • Find ½ of a quantity • Find ¼ of a quantity
Y2 Multiplication and Division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	• Count in twos, fives and tens from 0 and use this to solve problems • Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary • Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts • Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • Ask and answer questions about totalling and comparing categorical data. • Recall of doubles and halves to 100 • Counting in 2,3,5,10
Y1 Fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.		• Know parts of a whole • Link to lines of symmetry • Fractions of length, mass, capacity • Describe position, direction and movement, including whole, half, quarter and three-quarter turns
Y2 Fractions	• Recognise, find, name and write fractions 1/3,1/4,2/4 and ¾ of a length, shape, set of objects or quantity • Write simple fractions for example, ½ Of 6 = 3 and recognise the equivalence of 2/4 and ½	• Identify 1/4, 1/3 , 1/2 , 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole	• Division by 2,3 • Counting in fractions • Counting in 2,3

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<td>Y1 Measure</td>
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Compare, describe and solve practical problems for:
lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
mass/weight [for example, heavy/light, heavier than, lighter than]
capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
time [for example, quicker, slower, earlier, later]

Measure and begin to record the following:
lengths and heights
mass/weight
capacity and volume
time (hours, minutes, seconds)
Recognise and know the value of different denominations of coins and notes
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
Recognise and use language relating to dates, including days of the week, weeks, months and years
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

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• Place value – comparing and ordering
• Addition, subtraction problems for all aspects of measure
• Multiplication and division problems for aspects of measure
• Link o’clock to full turn
• Link half past to ½ turn

Reinforce measure through Science
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<td>Y2 Measure</td>
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Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
Compare and order lengths, mass, volume/capacity and record the results using >, < and =
Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
Find different combinations of coins that equal the same amounts of money
Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Compare and sequence intervals of time
Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
Know the number of minutes in an hour and the number of hours in a day.

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Know the value of different coins
Read scales in divisions of ones, twos, fives and tens
Use different coins to make the same amount
Read the time on a clock to the nearest 15 minutes
Read the time on a clock to the nearest 5 minutes

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Counting in 2,3,5,10
Addition and subtraction word problems
Multiplication and division word problems
Place Value comparisons

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Y1 Geometry	• Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns		• Compare shapes • Link turning to fractions • • Reinforce Geometry through Computing
Y2 Geometry	• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • Compare and sort common 2-D and 3-D shapes and everyday objects. • Order and arrange combinations of mathematical objects in patterns and sequences • 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).	• Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). • Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. • Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).	• Link to fractions – ½,1/4,3/4 ***Reinforce through computing , art and PE***
Y2 Statistics	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • Ask and answer questions about totalling and comparing categorical data.	•Read scales in divisions of ones, twos, fives and tens • Read scales where not all numbers on the scale are given and estimate points in between	•Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures •Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward •Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. ***Reinforce through Science and Geography***