Chenies School Maths Overview Years: 1 & 2 Class: Monet

Autumn Term	Strand	Year 1 Objectives	Year 2 Objectives
Week 1 Place Value	Counting and estimation Teens and place value in 2-digit numbers	Compare numbers to at least 20. Read and write numbers to 100 in numerals and read numbers in words to 20.	Identify any number on 1-100 grid; understand that each is a multiple of ten and some ones. Locate any 2-digit number on a 1-100 grid or a landmarked line; use this to order and compare numbers with <, > and = signs. Read and write numbers to at least 100 in numerals; make recognisable attempts to write in words.
Week 2 Place value	Numbers on a line – compare and order Count to 100 – 1 more/less, ordinals	Read and write numbers to 100 in numerals and read numbers in words to 20. Count on and back in tens from any 1-digit or 2-digit number, e.g. 23, 33, 43, 53... Continue to just over 100. Count on and back in ones to and from 100 and from any 1-digit or 2-digit number; given a number up to 100, identify one more and one less.	Identify any number on 1-100 grid; understand that each is a multiple of ten and some ones. Locate any 2-digit number on a 1-100 grid or a landmarked line; use this to order and compare numbers with <, > and = signs. Count on and back in 10s from any number.
Week 3 Addition and subtraction	Partition number bonds, learn number bonds	Know number bonds to 10, e.g. 5 + 5, 6 + 4, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing. Begin to know pairs which make 5, 6, 7, 8, 9 and 20. Solve missing number problems and addition/subtraction problems in number stories.	Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15). Recognise that addition and subtraction are inverse operations; use addition to check subtractions and solve missing number problems.

Week 4 Addition and subtraction	Add by counting on in 1s or 10s	Recognise the + and – and = signs, and use these to read and write simple additions and subtractions. Add small numbers by counting on; subtract small numbers by counting back.	Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s.
Week 5 Addition and subtraction	Counting back – understanding + and -	Recognise the + and – and = signs, and use these to read and write simple additions and subtractions. Add small numbers by counting on; subtract small numbers by counting back. Solve missing number problems and addition/subtraction problems in number stories.	Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s. Count back in ones or tens or use number facts to take away, e.g. 27-3 = or 54-20 =. Recognise that addition and subtraction are inverse operations; use addition to check subtractions and solve missing number problems. Solve problems involving addition and subtraction of numbers, quantities and measures, using recall of number facts and appropriate models and images.
Week 6 Assessment week			
Week 7 Measures	Comparing and measuring length	Compare objects according to height, length, weight, capacity, using appropriate mathematical language. Count uniform non-standard, then simple standard units to measure length/height, weight, capacity.	Choose/use appropriate standard units to estimate and measure length/height, mass, temperature and capacity to the nearest appropriate unit using rulers, instruments. Compare and order objects according to length, (mass) weight and capacity using suitable units, and record the results using >, < and = .

Week 8 Addition and subtraction	Reinforce and consolidate number bonds Use number facts to add and subtract	Know number bonds to 10, e.g. 5 + 5, 6 + 4, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing Recognise the + and – and = signs, and use these to read and write simple additions and subtractions Solve missing number problems and addition/subtraction problems in number stories	Know different unit patterns when adding or subtracting, first when not crossing a ten and then when crossing a ten, in numbers up to 100. Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s.
Week 9 Addition and subtraction	Use number facts to add and subtract Add and subtract 10s and 1s	Count on and back in ones to and from 100 and from any 1-digit or 2-digit number; given a number up to 100, identify one more and one less. Add small numbers by counting on; subtract small numbers by counting back.	Begin to count up to find a difference between two numbers with a small gap, e.g. 42–38 Solve problems involving addition and subtraction of numbers, quantities and measures, using recall of number facts and appropriate models and images Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s
Week 10 Time	Tell the time to half and quarter hours Understand units of time	Tell the time to the half hour on analogue and digital clocks. Use the language of time including days, months, earlier, later, yesterday, minutes, hours, days, weeks and years	Begin to tell and write the time on digital and analogue clocks to the nearest 5 minutes. Know number of minutes in an hour and hours in a day; use it to compare/ sequence intervals of time.
Week 11 Addition and subtraction	Use different strategies for addition	Recognise the + and – and = signs, and use these to read and write simple additions and subtractions. 11. Add small numbers by counting on; subtract small numbers by counting back.	Add two or three 1-digit numbers, using counting on and/or number facts. 10. Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s.
Week 12 Addition and subtraction	Coin recognition, find amounts and change	Solve missing number problems and addition/subtraction problems in number stories	Solve problems involving addition and subtraction of numbers, quantities and measures, using recall of number facts and appropriate models and images

		Recognise and know the value of different denominations of coins and notes. Sort items into lists or tables	Recognise/use symbols for pounds (£) and pence (p); combine amounts, find different combinations of coins that give the same amount. Solve simple problems in a practical context; add and subtract pence and pounds, including finding and giving change.
Week 13 Fractions and multiplication	Understanding halves and quarters Doubling and halving, odd and even numbers	Recognise, find, name a half as 1 of 2 equal parts of an object, shape, quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Recognise doubles to double 6 and find related halves (half even numbers up to 12). Solve simple problems involving multiplication/division, find answers with support using objects, pictorial representations or arrays.	Begin to recognise the equivalence of $^{2}/_{4}$ and ½ on the number line and in other practical contexts. 24. Understand ½, ¼, $^{1}/_{3}$, ¾, $^{2}/_{3}$ as fractions of quantities in a practical context; solve problems using shapes, objects, quantities Double and halve numbers up to 20 and multiples of 5 to 50; recognise odd and even numbers Solve multiplication/division problems in context, using recall of x /÷ facts, doubling, halving, arrays, 'clever counting'
Week 14 Fractions and multiplication Assess	Counting in steps of 5 and 10	Count in 2s, 5s and 10s from 0. Solve simple problems involving multiplication/division, find answers with support using objects, pictorial representations or arrays	Know 2x, 5x and 10x tables, and related division facts, e.g. saying how many 10s in 40; use x and ÷ signs correctly Write multiplications and divisions, using x, ÷ and = signs; calculate answers

Spring Term	Strand	Year 1 Objectives	Year 2 Objectives
Week 1 Place value and number	2-digit place value Number and quantities	Count on and back in ones to and from 100 and from any 1-digit or 2-digit number; given a number up to 100, identify one more and one less. Locate any number on a 1-100 grid or a beaded line 0-100.	Identify any number on 1-100 grid; understand that each is a multiple of ten and some ones. 4. Locate any 2-digit number on a 1-100 grid or a landmarked line; use this to order and compare numbers with <, > and = signs.

		Compare numbers to at least 20. Read and write numbers to 100 in numerals and read numbers in words to 20.	Count on and back in 10s from any number Read and write numbers to at least 100 in numerals; make recognisable attempts to write in words Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s. 11. Count back in ones or tens or use number facts to take away, e.g. 27-3 = or 54-20 =.
Week 2 Addition and subtraction	Mental addition and subtraction	Know number bonds to 10, e.g. 5 + 5, 6 + 4, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing. Begin to know pairs which make 5, 6, 7, 8, 9 and 20. Recognise the + and – and = signs, and use these to read and write simple additions and subtractions. Solve missing number problems and addition/subtraction problems in number stories.	Use place value and number facts to solve problems, e.g. *60 - □ = 20* Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15). Add two or three 1-digit numbers, using counting on and/or number facts. Show that addition of 2 numbers can be done in any order (commutative) and subtraction cannot. Recognise that addition and subtraction are inverse operations; use addition to check subtractions and solve missing number problems

Week 3 Addition and subtraction	Adding and subtracting money	Recognise the + and – and = signs, and use these to read and write simple additions and subtractions. Add small numbers by counting on; subtract small numbers by counting back. Solve missing number problems and addition/subtraction problems in number stories. Recognise and know the value of different denominations of coins and notes	Recognise/use symbols for pounds (£) and pence (p); combine amounts, find different combinations of coins that give the same amount. Solve simple problems in a practical context; add and subtract pence and pounds, including finding and giving change.
Week 4 Money and time	Add and subtract pairs of 2-digit numbers Tell the time; units of time	Count in 2s, 5s and 10s from 0. Add small numbers by counting on; subtract small numbers by counting back. Recognise and know the value of different denominations of coins and notes.	Use place value and number facts to solve problems, e.g. *60 - □ = 20* Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s. Count back in ones or tens or use number facts to take away, e.g. 27-3 = or 54-20 =.
Week 5 Money and time	Add and subtract pairs of 2-digit numbers Tell the time; units of time	Tell the time to the half hour on analogue and digital clocks. Use the language of time including days, months, earlier, later, yesterday, minutes, hours, days, weeks and years. Sequence events in chronological order.	Tell/write the time on digital/analogue clocks to ½ past, ¼ past and ¼ to the hour; draw hands on a clock face to show these times. Begin to tell and write the time on digital and analogue clocks to the nearest 5 minutes. Know number of minutes in an hour and hours in a day; use it to compare/ sequence intervals of time
Week 6 Measures and data Assessment	Compare and measure weight Measure and represent capacity	Compare objects according to height, length, weight, capacity, using appropriate mathematical language. Count uniform non-standard, then simple standard units to measure length/height, weight, capacity	Choose/use appropriate standard units to estimate and measure length/height, mass, temperature and capacity to the nearest appropriate unit using rulers, instruments. Compare and order objects according to length, (mass) weight and capacity using suitable units, and record the results using >, < and = .

Week 7 Addition and subtraction	Addition	Know number bonds to 10, e.g. 5 + 5, 6 + 4, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing. Begin to know pairs which make 5, 6, 7, 8, 9 and 20. Begin to be aware of unit patterns, e.g. 2 + 4 = 6, 12 + 4 = 16, 22 + 4 = 26 etc. Add small numbers by counting on; subtract small numbers by counting back.	Use place value and number facts to solve problems, e.g. *60 - □ = 20* Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s
Week 8 Addition and subtraction	Subtraction	Begin to be aware of unit patterns, e.g. 2 + 4 = 6, 12 + 4 = 16, 22 + 4 = 26 etc. Compare objects according to height, length, weight, capacity, using appropriate mathematical language. Count uniform non-standard, then simple standard units to measure length/height, weight, capacity.	Use place value and number facts to solve problems, e.g. *60 - □ = 20* Count back in ones or tens or use number facts to take away, e.g. 27-3 = or 54-20 =. Begin to count up to find a difference between two numbers with a small gap, e.g. 42–38.
Week 9 Multiplication	Clever counting multiplication	Count in 2s, 5s and 10s from 0. Recognise doubles to double 6 and find related halves (half even numbers up to 12). Recognise, find, name a half as 1 of 2 equal parts of an object, shape, quantity	Count from 0 in steps of 2, 3, 5 and 10. Count on and back in 10s from any number. Know 2x, 5x and 10x tables, and related division facts, e.g. saying how many 10s in 40; use x and ÷ signs correctly.
Week 10 Multiplication	Relating multiplication and division	Count in 2s, 5s and 10s from 0. Solve simple problems involving multiplication/division, find answers with support using objects, pictorial representations or arrays	Know 2x, 5x and 10x tables, and related division facts, e.g. saying how many 10s in 40; use x and ÷ signs correctly Write multiplications and divisions, using x, ÷ and = signs; calculate answers. Understand that multiplication can be done in any order (commutative) and division cannot.

			Solve multiplication/division problems in context, using recall of x /÷ facts, doubling, halving, arrays, 'clever counting'
Week 11 Fractions	Fractions	Recognise doubles to double 6 and find related halves (half even numbers up to 12). Recognise, find, name a half as 1 of 2 equal parts of an object, shape, quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Count in halves and quarters, recognising fractions as numbers. 23. Begin to recognise the equivalence of $^{2}/_{4}$ and ½ on the number line and in other practical contexts. 24. Understand ½, ¼, $^{1}/_{3}$, ¾, $^{2}/_{3}$ as fractions of quantities in a practical context; solve problems using shapes, objects, quantities.
Week 12 Shape	2D shape Symmetry 3D shape	Sort items into lists or tables. Recognise the difference between 2-D and 3-D shapes; name and describe common 2-D and 3-D shapes.	Identify/describe common 2-D shapes, referring to properties including on the surface of 3-D shapes; compare/sort 2-D shapes. Recognise symmetry in a vertical line Identify/describe common 3-D shapes, referring to no. of edges, vertices, faces (curved and flat); compare/sort 3-D shapes.

Summer Term	Strand	Year 1 Objectives	Year 2 Objectives
Week 1 Place value and fractions	Place value Fractions	Locate any number on a 1-100 grid or a beaded line 0-100. Compare numbers to at least 20.	Locate any 2-digit number on a 1-100 grid or a landmarked line; use this to order and compare numbers with <, > and = signs.

		Recognise, find, name a half as 1 of 2 equal parts of an object, shape, quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Count in halves and quarters, recognising fractions as numbers. Begin to recognise the equivalence of $^{2}/_{4}$ and ½ on the number line and in other practical contexts.
Week 2 Addition and subtraction	Addition Subtraction	Count on and back in tens from any 1-digit or 2-digit number, e.g. 23, 33, 43, 53... Continue to just over 100 Recognise the + and – and = signs, and use these to read and write simple additions and subtractions Solve missing number problems and addition/subtraction problems in number stories	Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s Count back in ones or tens or use number facts to take away, e.g. 27-3 = or 54-20 =. Begin to count up to find a difference between two numbers with a small gap, e.g. 42–38
Week 3 Multiplication and division	Multiplication and division	Count in 2s, 5s and 10s from 0. Solve simple problems involving multiplication/division, find answers with support using objects, pictorial representations or arrays	Count from 0 in steps of 2, 3, 5 and 10. Know 2x, 5x and 10x tables, and related division facts, e.g. saying how many 10s in 40; use x and ÷ signs correctly. Write multiplications and divisions, using x, ÷ and = signs; calculate answers. Understand that multiplication can be done in any order (commutative) and division cannot. Solve multiplication/division problems in context, using recall of x /÷ facts, doubling, halving, arrays, 'clever counting'
Week 4 Position and Time		Tell the time to the half hour on analogue and digital clocks Sequence events in chronological order.	Begin to tell and write the time on digital and analogue clocks to the nearest 5 minutes. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.

			Distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Week 5 Place value and addition	Place value in 2-digit numbers Add and subtract 1-digit numbers using patterns	Count on and back in ones to and from 100 and from any 1-digit or 2-digit number; given a number up to 100, identify one more and one less. Count on and back in tens from any 1-digit or 2-digit number, e.g. 23, 33, 43, 53... Continue to just over 100. Compare numbers to at least 20. Begin to be aware of unit patterns, e.g. 2 + 4 = 6, 12 + 4 = 16, 22 + 4 = 26 etc.	Read and write numbers to at least 100 in numerals; make recognisable attempts to write in words. Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s. Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s.
Week 6 Place value and addition	Bonds to 10, complements to 10s numbers Adding 3 numbers	Know number bonds to 10, e.g. 5 + 5, 6 + 4, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing. Begin to know pairs which make 5, 6, 7, 8, 9 and 20. Begin to be aware of unit patterns, e.g. 2 + 4 = 6, 12 + 4 = 16, 22 + 4 = 26 etc. Add small numbers by counting on; subtract small numbers by counting back. Solve missing number problems and addition/subtraction problems in number stories	Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15). Know different unit patterns when adding or subtracting, first when not crossing a ten and then when crossing a ten, in numbers up to 100. Add two or three 1-digit numbers, using counting on and/or number facts. Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s
Week 7 Subtraction and using money	Bridging 10 and counting up	Begin to be aware of unit patterns, e.g. 2 + 4 = 6, 12 + 4 = 16, 22 + 4 = 26 etc. Add small numbers by counting on; subtract small numbers by counting back.	Begin to count up to find a difference between two numbers with a small gap, e.g. 42–38 Recognise that addition and subtraction are inverse operations; use addition to check

			subtractions and solve missing number problems.
Week 8 Subtraction and using money	Finding totals and change	Know number bonds to 10, e.g. 5 + 5, 6 + 4, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing Recognise the + and – and = signs, and use these to read and write simple additions and subtractions Solve missing number problems and addition/subtraction problems in number stories Recognise and know the value of different denominations of coins and notes.	Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15). Add two or three 1-digit numbers, using counting on and/or number facts Solve problems involving addition and subtraction of numbers, quantities and measures, using recall of number facts and appropriate models and images. Recognise/use symbols for pounds (£) and pence (p); combine amounts, find different combinations of coins that give the same amount. Solve simple problems in a practical context; add and subtract pence and pounds, including finding and giving change
Week 9 Multiplication and division	Doubling and halving Multiplication and division	Recognise doubles to double 6 and find related halves (half even numbers up to 12). Recognise, find, name a half as 1 of 2 equal parts of an object, shape, quantity. Count in 2s, 5s and 10s from 0. Solve simple problems involving multiplication/division, find answers with support using objects, pictorial representations or arrays	Double and halve numbers up to 20 and multiples of 5 to 50; recognise odd and even numbers. Know 2x, 5x and 10x tables, and related division facts, e.g. saying how many 10s in 40; use x and ÷ signs correctly. Write multiplications and divisions, using x, ÷ and = signs; calculate answers. Understand that multiplication can be done in any order (commutative) and division cannot. Solve multiplication/division problems in context, using recall of x /÷ facts, doubling, halving, arrays, ‘clever counting’

Week 10 Shape	Exploring shape properties	Recognise the difference between 2-D and 3-D shapes; name and describe common 2-D and 3-D shapes.	Identify/describe common 2-D shapes, referring to properties including on the surface of 3-D shapes; compare/sort 2-D shapes. Identify/describe common 3-D shapes, referring to no. of edges, vertices, faces (curved and flat); compare/sort 3-D shapes. 36. Order and arrange combinations of mathematical objects in patterns and sequences.
Week 11 Time and data	Telling the time Units of time; data handling	Tell the time to the half hour on analogue and digital clocks. Use the language of time including days, months, earlier, later, yesterday, minutes, hours, days, weeks and years. Sequence events in chronological order.	Tell/write the time on digital/analogue clocks to ½ past, ¼ past and ¼ to the hour; draw hands on a clock face to show these times. Begin to tell and write the time on digital and analogue clocks to the nearest 5 minutes. Know number of minutes in an hour and hours in a day; use it to compare/ sequence intervals of time. Construct simple tables, pictograms, tally charts, block diagrams where unit scale is labelled in 1s or multiples of 2; interpret, ask and answer appropriate questions.
Week 12			