

**A high-quality mathematics education ... provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”**

**(The New national curriculum in England framework document, July 2013)**

Year 2	Autumn 1
<b>Objectives</b>	<b>When else will objective be covered</b>
<u>Number and Place Value</u> <ol style="list-style-type: none"> <li>1. Count in steps of , 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>2. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>3. Identify, represent and estimate numbers using different representations, including the number line</li> <li>4. Identify, represent and estimate numbers using different representations including the numberline</li> <li>5. Read and write numbers to at least 100 in numerals and in words</li> <li>6. Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>7. Use place value and number facts to solve problems</li> </ol>	Core Objective Core Objective Core Objective  Core Objective  Core Objective Core Objective Core Objective
<u>Addition and Subtraction</u> <ol style="list-style-type: none"> <li>8. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>9. 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</li> <li>10. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ol>	Core Objective  Core Objective  Core Objective
<u>Multiplication and Division</u>	

<p>11. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>12. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Core Objective</p> <p>Core Objective</p>
<p><u>Fractions including decimals and percentages</u></p>	
<p><u>Measurement</u></p> <p>13. Compare and order lengths, mass, volume/capacity and record the results using &lt;, &gt; and =</p> <p>14. Compare and sequence intervals of time</p> <p>15. Know the number of minutes in an hour and the number of hours in a day</p> <p>16. Choose and use appropriate standard units to estimate and measure <b>length/height</b> in any direction (m/cm); (<i>Spring &amp; Summer: <b>mass</b> (kg/g); <b>temperature</b> (°C); <b>capacity</b> (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</i>)</p> <p>17. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>18. Find different combinations of coins that equal the same amounts of money</p>	
<p><u>Geometry</u></p> <p>19. Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line</p> <p>20. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces</p> <p>21. Identify 2D shapes on the surface of 3D shapes, for example, a circle on a cylinder and a triangle on a pyramid.</p>	
<p><u>Statistics/Data</u></p> <p>22. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>23. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>24. Ask and answer questions about totalling and comparing categorical data</p>	

<p><u>Algebra</u>  <i>See addition and subtraction:</i>  25. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems  26. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Core objective  Core objective</p>
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<b>Medium Term Plan</b>				
Week 1 Context for Learning:				
1.	2.	3.	4.	5.
Week 2 Context for Learning:				
1.	2.	3.	4.	5.
Week 3 Context for Learning:				
1.	2.	3.	4.	5.
Week 4 Context for Learning:				
1.	2.	3.	4.	5.
Week 5 Context for Learning:				
1.	2.	3.	4.	5.
Week 6 Context for Learning:				
1.	2.	3.	4.	5.

Year 2	Autumn 2
<b>Objectives</b>	<b>When else will objective be covered</b>
<u>Number and Place Value</u> <ol style="list-style-type: none"> <li>1. Count in steps of , 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>2. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>3. Identify, represent and estimate numbers using different representations, including the number line</li> <li>4. Identify, represent and estimate numbers using different representations including the numberline</li> <li>5. Read and write numbers to at least 100 in numerals and in words</li> <li>6. Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>7. Use place value and number facts to solve problems</li> </ol>	<p>Core Objective Core Objective Core Objective</p> <p>Core Objective</p> <p>Core Objective Core Objective Core Objective</p>
<u>Addition and Subtraction</u> <ol style="list-style-type: none"> <li>8. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>9. 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</li> <li>10. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ol>	<p>Core Objective</p> <p>Core Objective</p> <p>Core Objective</p>
<u>Multiplication and Division</u> <ol style="list-style-type: none"> <li>11. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>12. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ol>	<p>Core Objective</p> <p>Core Objective</p>
<u>Fractions including decimals and percentages</u>	

<p><u>Measurement</u></p> <p>13. Compare and order lengths, mass, volume/capacity and record the results using &lt;, &gt; and =</p> <p>14. Compare and sequence intervals of time</p> <p>15. Know the number of minutes in an hour and the number of hours in a day</p> <p>16. Choose and use appropriate standard units to estimate and measure <b>length/height</b> in any direction (m/cm); (<i>Spring &amp; Summer: mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</i>)</p> <p>17. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>18. Find different combinations of coins that equal the same amounts of money</p>	<p>Core objective</p> <p>Core objective</p> <p>Core objective</p> <p>Core objective (split)</p> <p>Core objective</p> <p>Core objective</p>
<p><u>Geometry</u></p> <p>1. Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line</p> <p>2. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces</p> <p>3. Identify 2D shapes on the surface of 3D shapes, for example, a circle on a cylinder and a triangle on a pyramid.</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1</p>
<p><u>Statistics/Data</u></p>	
<p><u>Algebra</u></p> <p><i>See addition and subtraction:</i></p> <p>27. <i>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</i></p> <p>28. <i>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</i></p>	<p>Core objective</p> <p>Core objective</p>

<b>Medium Term Plan</b>				
Week 1 Context for Learning:				
1.	2.	3.	4.	5.
Week 2 Context for Learning:				
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Week 3 Context for Learning:				
1.	2.	3.	4.	5.
Week 4 Context for Learning:				
1.	2.	3.	4.	5.
Week 5 Context for Learning:				
1.	2.	3.	4.	5.
Week 6 Context for Learning:				
1.	2.	3.	4.	5.

Year 2	Spring 1
<b>Objectives</b>	<b>When else will objective be covered</b>
<u>Number and Place Value</u> <ol style="list-style-type: none"> <li>1. Count in steps of , 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>2. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>3. Identify, represent and estimate numbers using different representations, including the number line</li> <li>4. Identify, represent and estimate numbers using different representations including the numberline</li> <li>5. Read and write numbers to at least 100 in numerals and in words</li> <li>6. Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>7. Use place value and number facts to solve problems</li> </ol>	<p>Core Objective Core Objective Core Objective</p> <p>Core Objective</p> <p>Core Objective Core Objective Core Objective</p>
<u>Addition and Subtraction</u> <ol style="list-style-type: none"> <li>8. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>9. 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</li> <li>10. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>11. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>12. 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.</li> </ol>	<p>Core Objective</p> <p>Core Objective</p> <p>Core Objective</p> <p>Spring 2, Summer 1, Summer 2</p> <p>Spring 2, Summer 1, Summer 2</p>
<u>Multiplication and Division</u> <ol style="list-style-type: none"> <li>13. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> </ol>	Core Objective

<p>14. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>15. Show that multiplication of two numbers can be done in any order and division of one number by another cannot</p>	<p>Core Objective</p> <p>Spring 2</p>
<p><u>Fractions including decimals and percentages</u></p> <p>16. Pupils should count in fractions up to 10, starting from any number and using <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> equivalence on the number line.</p>	<p>Spring 2, Summer 1, 2</p>
<p><u>Measurement</u></p> <p>17. Compare and order lengths, mass, volume/capacity and record the results using <math>&lt;</math>, <math>&gt;</math> and <math>=</math></p> <p>18. Compare and sequence intervals of time</p> <p>19. Know the number of minutes in an hour and the number of hours in a day</p> <p>20. 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</p> <p>21. Choose and use appropriate standard units to estimate and measure <b>length/height</b> in any direction (m/cm); <b>mass</b> (kg/g); <b>temperature</b> (<math>^{\circ}\text{C}</math>); <b>capacity</b> (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>22. Recognise and use symbols for pounds (<b>£</b>) and pence (<b>p</b>); combine amounts to make a particular value</p> <p>23. Find different combinations of coins that equal the same amounts of money</p>	<p>Core objective</p> <p>Core objective</p> <p>Core objective</p> <p>Spring 2, Summer 1, 2</p> <p>Core objective (split)</p> <p>Core objective</p> <p>Core objective</p>
<p><u>Geometry</u></p> <p>24. Compare and sort common 2D and 3D shapes and everyday objects</p> <p>25. Order and arrange combinations of mathematical objects in patterns and sequences</p>	<p>Spring 2</p> <p>Spring 2</p>
<p><u>Statistics/Data</u></p> <p>26. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>27. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>28. Ask and answer questions about totalling and comparing categorical data</p>	<p>Spring 1, Summer 1</p> <p>Spring 1, Summer 1</p> <p>Spring 1, Summer 1</p>
<p><u>Algebra</u></p>	



<p><i>See addition and subtraction:</i></p> <p><i>29. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</i></p> <p><i>30. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</i></p>	<p><i>Core objective</i></p> <p><i>Core objective</i></p>
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<b>Medium Term Plan</b>				
Week 1 Context for Learning:				
1.	2.	3.	4.	5.
Week 2 Context for Learning:				
1.	2.	3.	4.	5.
Week 3 Context for Learning:				
1.	2.	3.	4.	5.
Week 4 Context for Learning:				
1.	2.	3.	4.	5.
Week 5 Context for Learning:				
1.	2.	3.	4.	5.
Week 6 Context for Learning:				
1.	2.	3.	4.	5.

Year 2	Spring 2
<b>Objectives</b>	<b>When else will objective be covered</b>
<u>Number and Place Value</u> <ol style="list-style-type: none"> <li>1. Count in steps of , 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>2. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>3. Identify, represent and estimate numbers using different representations, including the number line</li> <li>4. Identify, represent and estimate numbers using different representations including the numberline</li> <li>5. Read and write numbers to at least 100 in numerals and in words</li> <li>6. Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>7. Use place value and number facts to solve problems</li> </ol>	<p>Core Objective Core Objective Core Objective</p> <p>Core Objective</p> <p>Core Objective Core Objective Core Objective</p>
<u>Addition and Subtraction</u> <ol style="list-style-type: none"> <li>8. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>9. 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</li> <li>10. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>11. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>12. 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.</li> </ol>	<p>Core Objective</p> <p>Core Objective</p> <p>Core Objective</p> <p>Spring 2, Summer 1, Summer 2</p> <p>Spring 1, Summer 1, Summer 2</p>
<u>Multiplication and Division</u> <ol style="list-style-type: none"> <li>13. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> </ol>	Core Objective

<p>14. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>15. Show that multiplication of two numbers can be done in any order and division of one number by another cannot</p>	<p>Core Objective</p> <p>Spring 1</p>
<p><u>Fractions including decimals and percentages</u></p> <p>16. Pupils should count in fractions up to 10, starting from any number and using <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> equivalence on the number line.</p> <p>17. Recognise, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape or set of objects or quantity.</p>	<p>Spring 1, Summer 1, 2</p> <p>Summer 1, 2</p>
<p><u>Measurement</u></p> <p>18. Compare and order lengths, mass, volume/capacity and record the results using <math>&lt;</math>, <math>&gt;</math> and <math>=</math></p> <p>19. Compare and sequence intervals of time</p> <p>20. Know the number of minutes in an hour and the number of hours in a day</p> <p>21. 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</p> <p>22. Choose and use appropriate standard units to estimate and measure <b>length/height</b> in any direction (m/cm); <b>mass</b> (kg/g); <b>temperature</b> (<math>^{\circ}\text{C}</math>); <b>capacity</b> (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>23. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>24. Find different combinations of coins that equal the same amounts of money</p>	<p>Core objective</p> <p>Core objective</p> <p>Core objective</p> <p>Core objective</p> <p>Core objective (split)</p> <p>Core objective</p> <p>Core objective</p>
<p><u>Geometry</u></p> <p>29. Compare and sort common 2D and 3D shapes and everyday objects</p> <p>30. Order and arrange combinations of mathematical objects in patterns and sequences</p>	<p>Spring 1</p> <p>Spring 1</p>
<p><u>Statistics/Data</u></p>	
<p><u>Algebra</u></p> <p><i>See addition and subtraction:</i></p>	

31. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems	Core objective
32. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Core objective

<b>Medium Term Plan</b>				
Week 1 Context for Learning:				
1.	2.	3.	4.	5.
Week 2 Context for Learning:				
1.	2.	3.	4.	5.
Week 3 Context for Learning:				
1.	2.	3.	4.	5.
Week 4 Context for Learning:				
1.	2.	3.	4.	5.
Week 5 Context for Learning:				
1.	2.	3.	4.	5.
Week 6 Context for Learning:				
1.	2.	3.	4.	5.

Year 2	Summer 1
<b>Objectives</b>	<b>When else will objective be covered</b>
<u>Number and Place Value</u> <ol style="list-style-type: none"> <li>1. Count in steps of , 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>2. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>3. Identify, represent and estimate numbers using different representations, including the number line</li> <li>4. Identify, represent and estimate numbers using different representations including the numberline</li> <li>5. Read and write numbers to at least 100 in numerals and in words</li> <li>6. Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>7. Use place value and number facts to solve problems</li> </ol>	<p>Core Objective Core Objective Core Objective</p> <p>Core Objective</p> <p>Core Objective Core Objective Core Objective</p>
<u>Addition and Subtraction</u> <ol style="list-style-type: none"> <li>8. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>9. 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</li> <li>10. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>11. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>12. 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.</li> </ol>	<p>Core Objective</p> <p>Core Objective</p> <p>Core Objective</p> <p>Spring 1, 2, Summer 2</p> <p>Spring 1, 2, Summer 2</p>
<u>Multiplication and Division</u> <ol style="list-style-type: none"> <li>13. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> </ol>	Core Objective

<p>14. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>15. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>), and equals (<math>=</math>) signs</p>	<p>Core Objective</p> <p>Summer 2</p>
<p><u>Fractions including decimals and percentages</u></p> <p>16. Pupils should count in fractions up to 10, starting from any number and using <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> equivalence on the number line.</p> <p>17. Recognise, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape or set of objects or quantity.</p> <p>18. Write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p>	<p>Spring 1, 2, Summer 2</p> <p>Spring 2, Summer 2</p> <p>Summer 2</p>
<p><u>Measurement</u></p> <p>19. Compare and order lengths, mass, volume/capacity and record the results using <math>&lt;</math>, <math>&gt;</math> and <math>=</math></p> <p>20. Compare and sequence intervals of time</p> <p>21. Know the number of minutes in an hour and the number of hours in a day</p> <p>22. 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</p> <p>23. Choose and use appropriate standard units to estimate and measure <b>length/height</b> in any direction (m/cm); <b>mass</b> (kg/g); <b>temperature</b> (<math>^{\circ}\text{C}</math>); <b>capacity</b> (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>24. Recognise and use symbols for pounds (<b>£</b>) and pence (<b>p</b>); combine amounts to make a particular value</p> <p>25. Find different combinations of coins that equal the same amounts of money</p> <p>26. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>Core objective</p> <p>Core objective</p> <p>Core objective</p> <p>Core objective</p> <p>Core objective (split)</p> <p>Core objective</p> <p>Core objective</p> <p>Summer 2</p>
<p><u>Geometry</u></p> <p>27. 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)</p>	<p>Summer 2</p>

<u>Statistics/Data</u> 4. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 5. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 6. Ask and answer questions about totalling and comparing categorical data	Spring 1, Summer 1 Spring 1, Summer 1 Spring 1, Summer 1
<u>Algebra</u> <i>See addition and subtraction:</i> 33. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems 34. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Core objective Core objective

<b>Medium Term Plan</b>				
Week 1 Context for Learning:				
1.	2.	3.	4.	5.
Week 2 Context for Learning:				
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Week 3 Context for Learning:				
1.	2.	3.	4.	5.
Week 4 Context for Learning:				
1.	2.	3.	4.	5.
Week 5 Context for Learning:				
1.	2.	3.	4.	5.
Week 6 Context for Learning:				
1.	2.	3.	4.	5.

Year 2	Summer 2
<b>Objectives</b>	<b>When else will objective be covered</b>
<u>Number and Place Value</u> <ol style="list-style-type: none"> <li>1. Count in steps of , 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>2. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>3. Identify, represent and estimate numbers using different representations, including the number line</li> <li>4. Identify, represent and estimate numbers using different representations including the numberline</li> <li>5. Read and write numbers to at least 100 in numerals and in words</li> <li>6. Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>7. Use place value and number facts to solve problems</li> </ol>	<p>Core Objective Core Objective Core Objective</p> <p>Core Objective</p> <p>Core Objective Core Objective Core Objective</p>
<u>Addition and Subtraction</u> <ol style="list-style-type: none"> <li>8. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>9. 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</li> <li>10. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>11. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>12. 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.</li> </ol>	<p>Core Objective</p> <p>Core Objective</p> <p>Core Objective</p> <p>Spring 1, 2, Summer 1</p> <p>Spring 1, 2, Summer 1</p>
<u>Multiplication and Division</u>	



<p>13. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>14. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>15. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (<math>\div</math>), and equals (=) signs</p>	<p>Core Objective</p> <p>Core Objective</p> <p>Summer 1</p>
<p><u>Fractions including decimals and percentages</u></p> <p>16. Pupils should count in fractions up to 10, starting from any number and using <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> equivalence on the number line.</p> <p>17. Recognise, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape or set of objects or quantity.</p> <p>18. Write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p>	<p>Spring 1, 2, Summer 1</p> <p>Summer 1</p> <p>Summer 1</p>
<p><u>Measurement</u></p> <p>19. Compare and order lengths, mass, volume/capacity and record the results using &lt;, &gt; and =</p> <p>20. Compare and sequence intervals of time</p> <p>21. Know the number of minutes in an hour and the number of hours in a day</p> <p>22. 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</p> <p>23. Choose and use appropriate standard units to estimate and measure <b>length/height</b> in any direction (m/cm); <b>mass</b> (kg/g); <b>temperature</b> (<math>^{\circ}\text{C}</math>); <b>capacity</b> (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>24. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>25. Find different combinations of coins that equal the same amounts of money</p> <p>26. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>Core objective</p> <p>Core Objective</p> <p>Core Objective</p> <p>Core objective</p> <p>Core Objective (split)</p> <p>Core objective</p> <p>Core Objective</p> <p>Summer 1</p>
<p><u>Geometry</u></p> <p>27. Use mathematical vocabulary to describe position, direction, and movement including</p>	<p>Summer 1</p>

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)	
<u>Statistics/Data</u>	
<u>Algebra</u> <i>See addition and subtraction:</i> 28. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems 29. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Core objective  Core objective

<b>Medium Term Plan</b>				
<b>Week 1 Context for Learning:</b>				
1.	2.	3.	4.	5.
<b>Week 2 Context for Learning:</b>				
1.	2.	3.	4.	5.
<b>Week 3 Context for Learning:</b>				
1.	2.	3.	4.	5.
<b>Week 4 Context for Learning:</b>				
1.	2.	3.	4.	5.
<b>Week 5 Context for Learning:</b>				
1.	2.	3.	4.	5.
<b>Week 6 Context for Learning:</b>				
1.	2.	3.	4.	5.