Year 1-6 Long Term Curriculum Coverage & Sequence of lessons

(Reasoning & Problem Solving linked to objectives will be incorporated within lessons)

Mathematics: Year 2 - Term 1 & 2

Year 2	Term 1					
Week 1: Place Value	**Week 2: Place Value**	**Week 3: Place Value**	**Week 4: Place Value**	**Week 5: Addition / Subtraction**	**Week 6: Addition / Subtraction**	**Week 7: Addition / Subtraction**
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward **Y2:NP1**	- Recognise the place value of each digit in a two-digit number (tens, ones) **Y2:NP2** - Identify, represent and estimate numbers using different representations, including the number line. **Y2:NP3**	- Compare and order numbers from 0 up to 100; use <, > and = signs **Y2:NP4** - Read and write numbers to at least 100 in numerals and in words **Y2:NP5**	- Read and write numbers to at least 100 in numerals and in words **Y2:NP5** - Use place value and number facts to solve problems. **Y2:NP6**	- Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures **Y2:AS1**	- Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods **Y2:AS2**	- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 **Y2:AS3**
Year 2	Term 2					
Week 1: Addition / Subtraction	**Week 2: Addition / Subtraction**	**Week 3: Addition / Subtraction**	**Week 4: Measurement**	**Week 5: Measurement**	**Week 6: Assessments**	**Week 7: Measurement**
- Add and subtract numbers involving a two-digit number and ones **Y2:AS4** - Add and subtract numbers involving a two-digit number and tens **Y2:AS5**	- Add and subtract numbers involving a two two-digit numbers **Y2:AS6** - Add and subtract numbers involving adding three one-digit numbers **Y2:AS7**	- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot **Y2:AS8**	- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Y2:AS9** - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value **Y2:M3**	- Find different combinations of coins that equal the same amounts of money **Y2:M4** -	Assessment Week	- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change **Y2:M5**

Year 1-6 Long Term Curriculum Coverage & Sequence of lessons

(Reasoning & Problem Solving linked to objectives will be incorporated within lessons)

Mathematics: Year 2 - Term 3 & 4

Year 2	Term 3					
Week 1: Multiplication/Division	**Week 2: Multiplication/Division**	**Week 3: Multiplication/Division**	**Week 4: Statistics**	**Week 5: Statistics**	**Week 6: Shape**	
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers **Y2:MD1** -	- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs **Y2:MD2** - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot **Y2:MD3**	- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. **Y2:MD4**	- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables **Y2:ST1** - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity **Y2:ST2**	- Ask and answer questions about totalling and comparing categorical data. **Y2:ST3**	- Identify and describe the properties of 2-d shapes, including the number of sides and line symmetry in a vertical line **Y2:S1** - Identify and describe the properties of 3-d shapes, including the number of edges, vertices and faces **Y2:S2**	
Year 2	Term 4					
Week 1: Shape	**Week 2: Fractions**	**Week 3: Fractions**	**Week 4: Assessments**	**Week 5: Measurement**	**Week 6: Measurement**	
- Identify 2-d shapes on the surface of 3-d shapes [for example, a circle on a cylinder and a triangle on a pyramid] **Y2:S** - Compare and sort common 2-d and 3-d shapes and everyday objects. **Y2:S4**	- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity **Y2:F1** -	- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. **Y2:F2**	- Assessment Week	- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); **Y2:M1**	- Compare and order lengths and record the results using >, < and = **Y2:M2**	

Year 1-6 Long Term Curriculum Coverage & Sequence of lessons

(Reasoning & Problem Solving linked to objectives will be incorporated within lessons)

Mathematics: Year 2 - Term 5 & 6

Year 2	Term 5					
Week 1: Position & Direction	**Week 2: Position & Direction**	**Week 3: Assessments**	**Week 4: Assessments**	**Week 5: Measurement**	**Week 6: Measurement**	
- Order and arrange combinations of mathematical objects in patterns and sequences **Y2:PD1**	- 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). **Y2:PD2**	- SATs	- SATs	- Compare and sequence intervals of time **Y2:M6** - 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 **Y2:M7**	- Know the number of minutes in an hour and the number of hours in a day. **Y2:M8**	
Year 2	Term 6					
Week 1: Measurement	**Week 2: Measurement**	**Week 3: Measurement**	**Week 4:**	**Week 5: Assessments**	**Week 6:**	
- Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°c); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels **Y2:M1**	- Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°c); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels **Y2:M1**	- Compare and order mass, volume/capacity and record the results using >, < and = **Y2:M2**	- Teaching of any previous objectives not yet approached. - Maths Investigations - Problem Solving - Consolidation through Active Maths	- Teaching of any previous objectives not yet approached. - Maths Investigations - Problem Solving - Consolidation through Active Maths	- Teaching of any previous objectives not yet approached. - Maths Investigations - Problem Solving - Consolidation through Active Maths	

Year 1-6 Long Term Curriculum Coverage & Sequence of lessons

(Reasoning & Problem Solving linked to objectives will be incorporated within lessons)

Mathematics: Year 1 - Term 1 & 2

Year 1	Term 1					
Week 1: Place Value within 10	**Week 2: Place Value within 10**	**Week 3: Place Value within 10**	**Week 4: Addition/Subtraction (10)**	**Week 5: Addition/Subtraction (10)**	**Week 6: Shape**	**Week 7: Shape**
- Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number. **Y1:NP1** - Count, read and write numbers to 10 in numerals; count in multiples of twos, fives and tens. **Y1:NP2**	- Given a number between 1 and 10, identify one more and one less. **Y1:NP3** - 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. **Y1:NP4**	- Read and write numbers from 1 to 10 in numerals and words. **Y1:NP5**	- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs **Y1:AS1** - Represent and use number bonds and related subtraction facts within 10 **Y1:AS2**	- Add and subtract one-digit numbers to 10, including zero **Y1:AS3** - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9. **Y1:AS4**	- Recognise and name 2-d shapes [for example, rectangles (including squares), circles and triangles] **Y1:S1**	- Recognise and name 3-d shapes [for example, cuboids (including cubes), pyramids and spheres]. **Y1:S2**
Year 1	**Term 2**					
Week 1: Place Value within 20	**Week 2: Place Value within 20**	**Week 3: Place Value within 20**	**Week 4: Addition/Subtraction (20)**	**Week 5: Addition/Subtraction (20)**	**Week 6: Addition/Subtraction (20)**	**Week 7: Place Value within 50**
- Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number. **Y1:NP1** - Count, read and write numbers to 20 in numerals; count in multiples of twos, fives and tens. **Y1:NP2**	- Given a number between 1 and 20, identify one more and one less. **Y1:NP3** - 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. **Y1:NP4**	- Read and write numbers from 1 to 20 in numerals and words. **Y1:NP5**	- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs **Y1:AS1** - Represent and use number bonds and related subtraction facts within 20 **Y1:AS2**	- Add and subtract one and two digit numbers to 20, including zero **Y1:AS3**	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9. **Y1:AS4**	- Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number. **Y1:NP1** - Count, read and write numbers to 50 in numerals; count in multiples of twos, fives and tens. **Y1:NP2**

Year 1-6 Long Term Curriculum Coverage & Sequence of lessons

(Reasoning & Problem Solving linked to objectives will be incorporated within lessons)

Mathematics: Year 1 - Term 3 & 4

Year 1	Term 3					
Week 1: Place Value within 50	**Week 2: Place Value within 50**	**Week 3: Place Value within 50**	**Week 4: Measure**	**Week 5: Measure**	**Week 6: Measure**	
- Given a number between 1 and 50, identify one more and one less. **Y1:NP3**	- 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. **Y1:NP4**	- Read and write numbers from 1 to 50 in numerals and words. **Y1:NP5**	- Compare, describe and solve practical problems involving lengths and heights. **Y1:M1** - Measure and begin to record lengths and heights **Y1:M5**	- Compare, describe and solve practical problems involving mass/weight **Y1:M2** - Measure and begin to record mass/weight **Y1:M6**	- Compare, describe and solve practical problems involving capacity and volume **Y1:M3** - Measure and begin to record capacity and volume **Y1:M7**	
Year 1	Term 4					
Week 1: Multiplication / Division	**Week 2: Multiplication / Division**	**Week 3: Fractions**	**Week 4: Assessment**	**Week 5: Fractions**	**Week 6: Fractions**	
- Solve one-step problems **multiplication** by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Y1:MD1**	- Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Y1:MD1**	- Recognise, find and name a half as one of two equal parts of an object, shape or quantity **Y1:F1**	- Assessment Week	- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Y1:F2**	- Describe position, direction and movement, including whole, half, quarter and three-quarter turns. **Y1:PD1**	

Year 1-6 Long Term Curriculum Coverage & Sequence of lessons

(Reasoning & Problem Solving linked to objectives will be incorporated within lessons)

Mathematics: Year 1 - Term 5 & 6

Year 1	Term 5					
Week 1: Place Value within 100	**Week 2: Place Value within 100**	**Week 3: Place Value within 100**	**Week 4: Place Value within 100**	**Week 5: Measurement**	**Week 6: Measurement**	
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. **Y1:NP1**	- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. **Y1:NP2**	- Given a number between 1 and 100, identify one more and one less. **Y1:NP3**	- 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. **Y1:NP4**	- Recognise and know the value of different denominations of coins and notes **Y1:M9**	- Recognise and know the value of different denominations of coins and notes **Y1:M9**	
Year 1	Term 6					
Week 1: Measurement	**Week 2: Measurement**	**Week 3: Measurement**	**Week 4: Measurement**	**Week 5: Assessment**	**Week 6:**	
- Recognise and use language relating to dates, including days of the week, weeks, months and years **Y1:M11**	- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] **Y1:M10**	- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. **Y1:M12** - Measure and begin to record time (hours, minutes, seconds) **Y1:M8**	- Compare, describe and solve practical problems involving time. **Y1:M4**	Assessment Week	- Teaching of any objectives not yet approached. - Consolidation	