Year 1/2 Numeracy Overview Block 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1 (Wirral and Merseyside plans and NNS plans – but you will need to modify the plans to include the new objectives in yellow)	Lower group only **Y1 Unit 1- Autumn Term Place Value** • Know number names and recite them in order to at least 100. • Count to and across 100- forwards and backward – beginning from 0 or 1- or from any given number • Count reliably at least 20 objects. • Count on in ones from any given number. **Mental Maths** - **Focus on games involving 2,5, 10 times tables** **Rest of the class – use Unit 1 Year 2 – info as below**	Lower group only **Y1 Unit 2- Autumn Term –Place Value** • **Count Read and write numbers from 0 to at least 100.** • **Count to and across 100- forwards and backward – beginning from 0 or 1- or from any given number** • **Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.** • **Count on and back in ones from any number, and in 10's 2's and 5's from and back to zero.** **Mental Maths** - **Focus on games involving 2,5, 10 times tables** **Rest of the class – use Unit 2 Year 2 – info as below**	Lower group only **Y1 Unit 3- Autumn Term - Money** • Begin to know what each digit in a two-digit number represents. Partition a 'teens' number and begin to partition large two-digit numbers into a multiple of 10 and ones (TU). • **Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.** • Recognise coins and notes of different values. Find totals and change. Work out how to pay an exact sum using smaller coins. **Mental strategies** to solve simple problems set in 'real life' money or measurement contexts, using counting, addition, subtraction (up to 20), doubling and halving, explaining methods and reasoning orally. **Rest of the class – use Unit 4 Year 2 – info as below**	Lower group only **Y1 Unit 4- Autumn Term - +** • **Understand the operation of addition and of subtraction (as 'take away', 'difference'** and 'how many more to make'), **and use the related vocabulary.** Begin to recognise that addition can be done in any order. Begin to use the +, – and = signs to record mental calculations in a number sentence, and to recognise the use of symbols such as $\hat{1}$ or Δ to stand for an unknown number. • **Represent and use number bonds and related subtraction facts within 20 (from Y2)** • **Add and subtract 1 digit and 2 digit numbers to 20** • Use knowledge that addition can be done in any order to do mental calculations more efficiently. For example: put the larger number first and count on in ones, including beyond 10 (e.g. 7 + 5). Choose and use the appropriate number operations and mental strategy to solve problems. **Mental Maths** • **Focus on games involving doubles, + - number bonds to 20 use super maths world to support / education city** **Rest of the class – use Unit 3 Year 2 – info as below**	Lower group only **Y1 Unit 5/unit 12- Autumn Term – measures 8 days ON THIS TO COVER ADDITIONAL ASPECTS** • Understand and use the vocabulary related to length and time and mass/ weight and capacity and volume • Order familiar events in time Know days of the week. • Read time to hour on analogue clocks • Measure and begin to record lengths / heights, mass/weights, capacity/volume and time – in hours , minutes and seconds • **Compare two, then more, lengths using direct comparison** • **Suggest suitable standard or uniform non-standard units and measuring equipment to estimate then measure a length.** • Compare, describe and solve practical problems – for lengths and heights and time, mass/ weight and capacity and volume **Mental Maths** - **Focus on games involving 2,5, 10 times tables** - **doubles, + - number bonds to 20 use super maths world to support / education city** **Rest of the class – use Unit 5 Year 2 – info as below**	**Plan minimum of 1/ 2 lessons this week – to assess and review progress of the 5 weeks numeracy completed – Feed this into your APP** **Use to support with your planning** • **Pitch and expectations** • **Securing L1 /2/3** • **Key objectives – assessments** • **Test base** • **Assess and review lessons** **One day this week to be a creative maths / ICT day**

Year 1/2 Numeracy Overview Block 1

Notes and guidance (non-statutory) – number and place value

Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.

Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.

They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.

They recognise and create repeating patterns with objects and with shapes.

Notes and guidance (non-statutory) Addition and subtraction

Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.

Pupils combine and increase numbers, counting forwards and backwards.

They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.

Notes and guidance (non-statutory) – multiplication and division

Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.

They make connections between arrays, number patterns, and counting in twos, fives and tens.

Notes and guidance (non-statutory) –Measurement

The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage.

Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units.

In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers.

Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 2	**Y2 – unit 1– Autumn term Place Value** **All these are now Y1 objectives** • **Say number names in order to at least 100, from and back to zero.** • **Count on and back in ones from any two-digit numbers.** • **Count reliably up to 1000 objects by grouping them in tens.** • **Compare and order numbers 0 -100 use < > and = signs** • **Read and write numbers to at least 100 in numerals and words** • **Use place value and number facts to solve problems** • **Count in steps of 2,3 and 5 from 0** **You need to add 2 days plans to this 3-day unit – to include the new objectives in yellow** **Mental Maths**	**Y2 – Unit 2– Autumn term Place Value** • **Count on or back in 1's,2's,3's 5's from 0 and in 10's ,starting from any given two-digit number.** • **Read and write whole numbers to at least 100** in figures and words. • **Know what each digit in a two-digit number represents, including 0 as a placeholder** and partition two-digit numbers into a multiple of ten and ones (TU). • Say the number that is 1 or 10 more or less than any given two-digit number. • **Order whole numbers to at least 100,** and position them on a number line and 100 square. • **Use place value and number facts to solve problems** • **(Pitch and expectations will support with this – but you need to add this to the plan)** **Mental Maths** - **Focus on games involving**	**Y2 – Unit 4 – Autumn term - money** • **Choose and use appropriate operations and efficient calculation strategies to solve simple `real life` word problems involving money** • Recognise all coins and begin to use £.p notation for money • Find different combinations of coins that equal the same amounts of money • **Explain how a problem was solved** orally and where appropriate in writing • Check results of calculations by repeating addition in a different order or checking with an equivalent calculation **Mental Maths –focus on games involving;-** • Use mental addition and subtraction, simple multiplication and division to solve simple word problems using one or two steps **Use super maths world / education**	**Y2 Unit 3 – Autumn term – addition and subtraction** • Extend understanding of the operations addition and subtraction. Use and begin to read the related vocabulary. Use the +, – and = signs to record mental additions and subtractions in a number sentence, and recognise the use of a symbol such as □ or Δ to stand for an unknown number. Recognise that addition can be done in any order but not subtraction: for example, 3 + 21 = 21 + 3, but 21 – 3 ≠ 3 – 21. • Recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100 • **Use knowledge that addition can be done in any order to do mental calculations more efficiently.** For example: put the larger number first and count on in tens or ones.	**Y2 unit Plan 5 – autumn – measures – length / time / temperature 8 days ON THIS** • Use and begin to read the vocabulary related to length and temperature. Need to adapt plans to include temperature • **Estimate, measure and compare lengths using metres, recording to the nearest appropriate unit – so initially this might be 3 and a bit metres** • **Suggest suitable units and equipment for such measurements.**) • Use and begin to read the vocabulary related to time. • Use units of time: second, minute, hour, day, week. Know the relationship between them • Suggest suitable units to estimate or measure time. • Choose and use suitablie units to estimate or measure temperature • Use mental addition and subtraction to solve simple word problems	**Last week's units continued for 2 – 3 days** **Plan minimum of 1- 2 lessons this week – to assess and review progress of the 5 weeks numeracy completed – Feed this into your APP Use to support with your planning** • **Pitch and expectations** • **Securing L1 /2/3** • **Key objectives – assessments** • **Test base** **Assess and review lessons**

Year 1/2 Numeracy Overview Block 1

	- **Focus on games involving 2,3,5, 10 times tables** **NRICH Links** **Year 1** Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens **NRICH: Writing Digits** * **NRICH: Shut the Box** * **NRICH: Biscuit Decorations** * **NRICH: Grouping Goodies** *** **Year 2** Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward **NRICH: Buzzy Bee** * Recognise the place value of each digit in a two-digit number (tens, ones) **NRICH: Snail One Hundred** Identity, represent and estimate numbers using representations, including the number line **NRICH: How We'd Count** * **NRICH: Tug of War**	**2,3,5, 10 times tables** **NRICH Links** **Year 1** 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 **NRICH: Making Sticks** ** **NRICH: Robot Monsters** * **NRICH: Dotty Six** * **NRICH: All Change** *	**city to support** **NRICH Links** **Year 2** Recognise and use the symbols for pounds (£) and pence (p); combine amounts to make a particular value **NRICH: Five Coins** Find different combinations of coins that equal the same amounts of money **NRICH: Money Bags** Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change **NRICH: The Puzzling Sweet Shop** **	• Add/subtract 9 or 11: add/subtract 10 and adjust by 1. **Explain how a problem was solved orally** and, where appropriate in **Mental Maths** • **Focus on games involving doubles, + - number bonds to 20 – extending up to 100 – use super maths world to support / education city** **NRICH Links** **Year 1** Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening **NRICH: The Games' Medals** ** **NRICH: Times of Day** * **Year 2** Represent and use number bonds and related subtraction facts within 20 **NRICH: Domino Sorting** * **NRICH: One Big Triangle** * **NRICH: Ladybirds in the Garden** ** **NRICH: Number Lines** * **NRICH: Pairs of Numbers** * **NRICH: Weighted Numbers** * **NRICH: Butterfly Flowers** **Year 2** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 **NRICH: Number Round Up** *** **NRICH: 4 Dom** *** **NRICH: Strike it Out** Solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and	involving numbers in 'real life' measures. Explain how the problem was solved • Read the time to 5 minutes on an analogue clock and a 12-hour digital clock. – including quarter past/ to the hour and to draw hands on a clock face to show these times • **recording all measures to the nearest appropriate unit** **Mental Maths** **Focus on games involving 2,3,5, 10 times tables and number bonds to 100** **NRICH Links** **Year 1** 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 **NRICH: What's the Time?** * **NRICH: Stop the Clock** *** Measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) **NRICH: How Tall?** * **NRICH: Can You Do it Too?** ** Compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass or weight [for example, heavy/light, heavier than, lighter than] • capacity/volume [for example, full/empty, more than, less than, half, half full, quarter] • time [for example, quicker, slower, earlier, later]	**One day this week to be a creative maths / ICT day**

				measures • applying their increasing knowledge of mental and written methods **NRICH:** Getting the Balance *** **NRICH:** Noah ** **NRICH:** Eggs in Baskets ** **NRICH:** The Brown Family *** **NRICH:** Birthday Cakes ** **NRICH:** Sitting Round the Party Tables * **NRICH:** Cuisenaire Counting ***	**NRICH:** Wallpaper ** **NRICH:** Sizing Them Up * **NRICH:** The Animals' Sports Day * **NRICH:** Different Sizes **Year 2** 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 **NRICH:** Discuss and Choose * **NRICH:** Little Man * Compare and order lengths, mass, volume/capacity and record the results using >, < and = **NRICH:** Order, Order! 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 **NRICH:** What's the Time? * **NRICH:** Stop the Clock ***	
Notes and guidance (non-statutory) – number and place value Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third. As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations. Pupils should partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder				**Notes and guidance (non-statutory) Addition and subtraction** Pupils extend their understanding of the language of addition and subtraction to include sum and difference. Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 – 3 to calculate 30 + 70 = 100; 100 – 70 = 30 and 70 = 100 – 30. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, 5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5). This establishes commutatively and associativity of addition. Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.		
Notes and guidance (non-statutory) - on division / multiplication Pupils use a variety of language to describe multiplication and division. Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, 40				**Measurement Notes and guidance (non-statutory)** Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations. Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'. They become fluent in telling the time on analogue clocks and recording it.		

÷ 2 = 20, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 × 5 = 20 and 20 ÷ 5 = 4).	