



Week.	Mathematical aspect	Non-negotiable end points Year 1.	Non-negotiable end points Year 2.	Curriculum statements – Year 1.	Curriculum Statements. Year 2.																																				
1.	Number and place value: partitioning and rearranging	Count to 100 in 1s, 2s, 10s and 5s. Know the patterns of counting in 2s, 5s, and 10s,	Knows that numbers can be partitioned and rearranged.	To count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens. ● When given a number, identify one more and one less. 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 .	To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. ● To recognise the place value of each digit in a two-digit number (tens, ones). ● To identify, represent and estimate numbers using different representations, including the number line. ● To compare and order numbers from 0 up to 100; use <, > and = signs. ● To read and write numbers to at least 100 in numerals and in words. ● To use place value and number facts to solve problems.																																				
		<p>Count on from 88. Which are the missing numbers?</p> <table border="1" data-bbox="834 793 1196 884"> <tr><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td></tr> <tr><td>97</td><td>98</td><td>99</td><td>100</td><td>101</td><td></td><td></td><td></td><td>105</td><td>106</td><td>107</td><td>108</td></tr> <tr><td>109</td><td>110</td><td>111</td><td>112</td><td>113</td><td>114</td><td></td><td></td><td>117</td><td>118</td><td>119</td><td>120</td></tr> </table> <p>Place 102, 107, 109 on the number line.</p>		85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101				105	106	107	108	109	110	111	112	113	114			117	118	119	120	<p>Count on in 2s</p> <p>Count on in 5s</p> <p>61, 62, 63,,,</p> <p>96, 97, 98,,,</p>	<p>52 = 5 tens and 2 ones. Rearrange 52 in other ways.</p> <p>Partition 76 and 38 into tens and ones.</p>
85	86	87	88	89	90	91	92	93	94	95	96																														
97	98	99	100	101				105	106	107	108																														
109	110	111	112	113	114			117	118	119	120																														
2.	Number and place value: Sequencing and sorting	Knows and recognises odd and even numbers.	Knows how to sequence numbers in a given order and sort them by properties including odd and even.	<ul style="list-style-type: none"> ● To recognise and create repeating patterns with numbers, objects and shapes. ● To identify odd and even numbers linked to counting in twos from 0 and 1. ● To sort objects, numbers and shapes to a given criterion and their own. 	<ul style="list-style-type: none"> ● To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. ● To compare and sort numbers according to their properties. 																																				
<p>Place these numbers in order from smallest to largest:</p> <table border="1" data-bbox="210 1486 694 1562"> <tr><td>59</td><td>54</td><td>50</td><td>44</td><td>53</td></tr> </table> <p>Odd Even</p>		59	54	50	44	53	<table border="1" data-bbox="795 1451 1086 1688"> <tr><th>Odd</th><th>Even</th></tr> <tr><td>1</td><td>0</td></tr> <tr><td>3</td><td>2</td></tr> <tr><td>5</td><td>4</td></tr> <tr><td>7</td><td>6</td></tr> <tr><td>9</td><td>8</td></tr> </table>		Odd	Even	1	0	3	2	5	4	7	6	9	8		<p>Make some 2 digit numbers using these cards. Put them in order from smallest to largest. Sort the numbers into odd and even.</p>																			
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1	0																																								
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3.	Addition and subtraction: using recall of addition and subtraction facts and mental/written calculation strategies	Know number bonds to 10 and 20. Understand the effect of zero. Find missing values using the inverse.	Knows number bonds to and within 20 and to 100. Knows efficient strategies for adding and subtracting for up to two 2 digit numbers mentally and with recording appropriate to the strategy chosen.	<ul style="list-style-type: none"> To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	<ul style="list-style-type: none"> To recognise the place value of each digit in a 2-digit number (tens, ones). To use place value and number facts to solve problems. Applying their increasing knowledge of mental and written methods. To show that addition can be done in any order (commutative) and subtraction cannot. To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
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Fact family
16 + 4 = 20
4 + 16 = 20
20 - 4 = 16
20 - 16 = 4

17

Write the fact family.

8 9

Fact family
9 + 6 = 15
6 + 9 = 15
15 - 6 = 9
15 - 9 = 6

100 - 76 =
76 + = 100
76 + 24 = 100

Partition the second number only
73 - 16
73 - 10 = 63
63 - 3 = 60
60 - 3 = 57

90 + 10 = 100

65

60 5

65 + 35 = 100

90

Bonds to 90

10 + 80
20 + 70
30 + 60
40 + 50

Bonds to 10

1 + 9
2 + 8
3 + 7
4 + 6
5 + 5

Add and subtract

10	17	41	50
3	31	34	15
17			

from each number.
Which is the best method for each calculation?

14

9 5

What other facts do I know?

18	23	18 = 9 + 9
27	22	18 = 10 + 8
		18 - 7 = 11

Write 3 facts for each number.

87

Amy says you add 23 to 87 to equal 100.

Joe says you add 13 to 87 to equal 100.

Explain who is correct.

Calculate with the best method

74 - 17 =
58 + 12 =
96 + 7 =
38 - 29 =

4.	Multiplication and division: using times tables facts and inverse	Know that an array represents equal groups of. Know groups of 2 are even, groups of 5 end in 5 or 0, groups of 10 end in 0.	Knows the odds and evens in the times tables for 2,5 and 10.	<ul style="list-style-type: none"> To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. To recognise and use the inverse relationship between multiplication and division in calculations.
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6 can be put into groups of 2.
2 + 2 + 2 = 6

10 can be put into groups of 2 and 5.
2 + 2 + 2 + 2 + 2 = 10
5 + 5 = 10

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1×1	1×2	1×3	1×4	1×5	1×6	1×7	1×8	1×9	1×10	1×11	1×12
2	2×1	2×2	2×3	2×4	2×5	2×6	2×7	2×8	2×9	2×10	2×11	2×12
3	3×1	3×2	3×3	3×4	3×5	3×6	3×7	3×8	3×9	3×10	3×11	3×12
4	4×1	4×2	4×3	4×4	4×5	4×6	4×7	4×8	4×9	4×10	4×11	4×12
5	5×1	5×2	5×3	5×4	5×5	5×6	5×7	5×8	5×9	5×10	5×11	5×12
6	6×1	6×2	6×3	6×4	6×5	6×6	6×7	6×8	6×9	6×10	6×11	6×12
7	7×1	7×2	7×3	7×4	7×5	7×6	7×7	7×8	7×9	7×10	7×11	7×12
8	8×1	8×2	8×3	8×4	8×5	8×6	8×7	8×8	8×9	8×10	8×11	8×12
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11	11×1	11×2	11×3	11×4	11×5	11×6	11×7	11×8	11×9	11×10	11×11	11×12
12	12×1	12×2	12×3	12×4	12×5	12×6	12×7	12×8	12×9	12×10	12×11	12×12

Write all the x and ÷ facts

16 = 2 × 8
16 = 8 × 2
16 ÷ 2 = 8
16 ÷ 8 = 2

30

5 ?

Use your peg board to show

4 groups of 2
3 groups of 10
5 groups of 5

Is it true that all groups of 2 are even?
Do all groups of 10 end in 0?

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4 groups of 2
3 groups of 10
5 groups of 5

Is it true that all groups of 2 are even?
Do all groups of 10 end in 0?

Convince me that all multiples of 2 are even.

What is the same/different about multiples of 5 and 10?



<p>5.</p>	<p>Fractions: finding fractions of quantities, shapes and sets of objects, equivalence</p>	<p>Know how to find half/quarter of counted objects and whole objects or shapes.</p>	<p>Knows that fractions of amounts can be calculated using multiplication and division facts</p>	<ul style="list-style-type: none"> To recognise, find and name a half as one of two equal parts of an object, shape or quantity. To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> To recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4. To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half.
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>1/2, 1/4, 1/3, 1/2, 1/4, 1/4, 1/4, 1/4</p> <p>1/3 is shaded so 9 ÷ 3 = 3</p> <p>1/2 of 8 = 4</p> <p>Show that 1/2 = 2/4</p> <p>1/2 is shaded</p> <p>1/4 is shaded yellow</p> <p>12 ÷ 2 = 6</p> <p>12 ÷ 4 = 3</p> </div> <div style="width: 30%;"> <p>How many different ways can you show 1/2 and 1/4 on the square?</p> <p>How many different ways can you show 1/2 of these counters?</p> <p>How many different ways can you show 1/4 of these counters?</p> </div> <div style="width: 30%;"> <p>Complete</p> <p>16 ÷ 2 =</p> <p>16 ÷ 4 =</p> <p>15 ÷ 3 =</p> <p>Odd one out</p> </div> </div>					
<p>6.</p>	<p>Measurement: length, mass, capacity linked to fractions</p>	<p>Knows that nonstandard units need to be standardised. Knows the correct unit of measure and the equipment for each aspect of measurement.</p>	<p>Knows how to calculate halves and quarters in the context of length, mass and capacity.</p>	<ul style="list-style-type: none"> To compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights (long/short, longer/shorter, tall/short, double/half) mass or weight (heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) To measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume 	<ul style="list-style-type: none"> To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. To compare and order lengths, mass, volume/capacity and record the results using >, < and =.
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Which equipment for The mass of a bag of flour? The length of the wall? The liquid in the bucket?</p> <p>Knowing that cm are the same size on any ruler.</p> </div> <div style="width: 30%;"> <p>The thermometer reads 30°</p> <p>The thermometer reads 40°</p> <p>The temperature drops by a half. Show this on the scale.</p> <p>The temperature drops by a half. Show this on the scale.</p> </div> <div style="width: 30%;"> <p>The packet of seeds says that the sunflowers may grow to 2m high. How will you measure the sunflower?</p> <p>How can you find out how many cups of tea can be poured from the teapot?</p> <p>The mass of the cake is a) 2m b) 200 ml c) 2kg</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 30%;"> <p>Measure lengths in cm. Find half of these measurements: 24 cm 18 cm 46 cm</p> </div> <div style="width: 30%;"> <p>Show 200ml on the scale. What if half is poured out, how much would now be in the jug? What about a quarter?</p> </div> <div style="width: 30%;"> <p>Anna eats half of this pie. It did have a mass of 800g. What does it weigh now?</p> </div> </div>					



7.	Geometry: properties of shape. Compare and sort using properties.	Know the properties of 2d and 3d shapes.	Know the mathematical names and properties of 2d and 3d shapes. Knows how to sort and match shapes.	To recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> • 2D shapes (rectangles (including squares), circles and triangles) • 3D shapes (cuboids (including cubes), pyramids and spheres). 	To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. <ul style="list-style-type: none"> • To identify and describe the properties of 3D shapes including the number of edges, vertices and faces. • To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. • To compare and sort common 2D and 3D shapes and everyday objects.
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<table border="1"> <thead> <tr> <th>3d Shape</th> <th>Shapes of faces</th> <th>vertices</th> <th>edges</th> </tr> </thead> <tbody> <tr> <td>Triangular prism</td> <td>2 triangles 3 rectangles</td> <td>6</td> <td>9</td> </tr> <tr> <td>Cylinder</td> <td>2 circles 1 curved surface</td> <td>0</td> <td>2</td> </tr> <tr> <td>Cuboid</td> <td>6 rectangles</td> <td>8</td> <td>12</td> </tr> <tr> <td>Square based pyramid</td> <td>1 square 4 triangles</td> <td>5</td> <td>8</td> </tr> </tbody> </table>	3d Shape	Shapes of faces	vertices	edges	Triangular prism	2 triangles 3 rectangles	6	9	Cylinder	2 circles 1 curved surface	0	2	Cuboid	6 rectangles	8	12	Square based pyramid	1 square 4 triangles	5	8	<table border="1"> <thead> <tr> <th>2d Shape</th> <th>Sides</th> <th>vertices</th> <th>Vertical symmetry</th> </tr> </thead> <tbody> <tr> <td>Triangle </td> <td>3 straight sides</td> <td>3</td> <td>Yes</td> </tr> <tr> <td>Circle </td> <td>1 curved side</td> <td>0</td> <td>Yes</td> </tr> <tr> <td>Hexagon </td> <td>6 straight sides</td> <td>6</td> <td>Yes</td> </tr> <tr> <td>Square </td> <td>4 straight sides</td> <td>4</td> <td>Yes</td> </tr> </tbody> </table>	2d Shape	Sides	vertices	Vertical symmetry	Triangle	3 straight sides	3	Yes	Circle	1 curved side	0	Yes	Hexagon	6 straight sides	6	Yes	Square	4 straight sides	4	Yes	<p>What is the same and what is different?</p> <p>Show the vertices on these shapes?</p>	<table border="1"> <thead> <tr> <th>Shape</th> <th>Sides</th> <th>vertices</th> <th>Vertical symmetry</th> </tr> </thead> <tbody> <tr> <td>Triangle </td> <td>3 straight sides</td> <td></td> <td>Yes</td> </tr> <tr> <td></td> <td>5 straight sides</td> <td></td> <td>Yes</td> </tr> <tr> <td>Hexagon </td> <td>6 straight sides</td> <td></td> <td></td> </tr> <tr> <td>Rectangle </td> <td>4 straight sides</td> <td>4</td> <td></td> </tr> </tbody> </table> <p>Find different ways to sort these shapes</p>	Shape	Sides	vertices	Vertical symmetry	Triangle	3 straight sides		Yes		5 straight sides		Yes	Hexagon	6 straight sides			Rectangle	4 straight sides	4	
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8.	Geometry: position and direction, right angles	Know how to describe the position of an object and move it to a new position on a grid.	Knows how to describe position and movement using right angles for quarter turns.	<ul style="list-style-type: none"> • To describe position, directions and movements, including half, quarter and three- quarter turns. 	<ul style="list-style-type: none"> • To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) and movement in a straight line.
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The arrow has moved a half turn clockwise, two right angles.

This shape has moved three quarter turn clockwise, three right angles.

90°
Right angle

Stick man has moved two right angles clockwise.
How many 1/4 turns?

Place three shapes in different positions on the grid. Describe them.

Start quarter turn half turn

Move the man through 2 right angles

Describe how the shape has moved using right angles and quarter turns

9.	Measurement: time & money	Know that time passes in cycles. Know the features of the clock face: hands, 1 to 12 positions, half past and o'clock.	Knows the number of minutes in an hour and hours in a day.	<ul style="list-style-type: none"> • To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • time (hours, minutes, seconds). 	<ul style="list-style-type: none"> • To 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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			Knows how to pay for items with the exact money or with change to be given.		<ul style="list-style-type: none"> To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 				
<table border="1"> <tr> <th>Hours</th> <th>Minutes</th> </tr> <tr> <td>24 hours in a day</td> <td>60 minutes in an hour</td> </tr> </table> <p>Show these time on the clock face</p> <ul style="list-style-type: none"> 5 past 7 25 to 3 5 to 8 <p>The time is now half past 4. What time will it be in 10 minutes?</p>	Hours	Minutes	24 hours in a day	60 minutes in an hour				<p>Which takes longer?</p> <ul style="list-style-type: none"> Eating my lunch or sleeping at night? Brushing my teeth or playing at break time? Drawing a picture of my family or jumping once? <p>This clock shows 3 o'clock.</p> <p>Make your clock show 6 o'clock Half past 4..</p>	<p>The station clock reads 5 to 12. The next train leaves in 10 minutes. What time will the clock show then?</p> <p>Pete says that the clock chimes every hour each day. How many times does the clock chime?</p> <p>Convince me that there are 60 minutes in an hour.</p>
Hours	Minutes								
24 hours in a day	60 minutes in an hour								
<p>$5p + 5p + 1p + 1p = 12p$ Find another way to make 12p</p> <p>I have £2. I spend £1 so I get £1 change. I spend 50p so I get £1.50 change.</p> <p>I have 20p I spend 14p so I get 6p change. My change could be 2p + 2p + 2p or 5p + 1p</p> <p>50 = 20 + 20 + 10</p> <p>10 + 10 + 10 + 10 + 10</p> <p>2 = 1 + 1</p> <p>1 + 1</p> <p>2 + 2 + 1</p>			<p>$10p + \square = 15p$ $\square + 2p = 7p$</p> <p>What coin do you need?</p> <p>The price is 3p. I have</p>	<p>The half price sale</p> <p>Which coins will now pay exactly for each cake?</p> <p>50</p> <p>What if I can only pay with a 50p coin. What will my change be in the least amount of coins?</p>					
10.	Statistics: solving problems by asking and answering simple questions	Knows how to count data in a block graph.	Knows how data is represented and read. Knows how to interpret data.	<ul style="list-style-type: none"> To present and interpret data in block diagrams using practical equipment. To ask and answer simple questions by counting the number of objects in each category. To ask and answer questions by comparing categorical data. 	<ul style="list-style-type: none"> To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. To ask and answer questions about totalling and compare categorical data. 				



Colour of counters

5				
4				
3				
2				
1				

Use the graph to find the number of:

yellow counters		red counters	
blue counters		green counters	
green and blue counters		red and yellow counters	
yellow and blue counters		red and green counters	
counters altogether		counters altogether except yellow	

How many more?

What if?

How many altogether?

How many fewer?

▲ = 2 children

Football	▲▲▲▲▲▲▲▲
Tennis	▲▲▲▲▲▲
Basketball	▲▲▲▲▲▲▲
Hockey	▲▲▲▲▲▲▲
Swimming	▲

Transport used to get to work

How many more people travel to work by car than by lorry?

What is the difference between the number of people who travel by bus and by bike?

Favourite sandwich	Children in Y2
Cheese	
Ham	
Chicken	
Peanut butter	

There are still 5 children to add to the tally in Y2
2 more like chicken
1 more each for the other sandwiches.

11.	Addition and Subtraction: Trios and equality	Knows that more than two numbers can be added.	Knows the best method for adding several numbers.	<ul style="list-style-type: none"> To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	<ul style="list-style-type: none"> To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. To 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. To solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures. To apply increasing knowledge of mental and written methods.
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$4 + 7 + 6$

is the same as

$4 + 6 + 7$

$32 + 25 + 13$

$30 + 20 + 10 = 60$
 $2 + 3 + 5 = 10$
 $32 + 25 + 13 = 70$

$5 + 6 + 5 =$
 $7 + 8 + 3 =$

What is the same?

What is the best method?

$4 + 5 + 6 =$

12.	Calculation: using mental & written calculation strategies	Knows the operation required and calculates efficiently using known facts and efficient strategies.	Knows the operation to use and chooses the efficient method. Knows facts to 100 using multiples of 10. Knows table facts for 2,5 and 10.	<ul style="list-style-type: none"> To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems To 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.
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Ben and Sita collect animal stickers. They have the same amount.



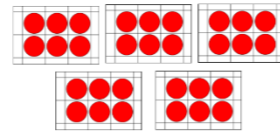
Ben gives away 15 stickers. Sita gives away 32 stickers.

Ben	15
Sita	32

How many more stickers does Ben have than Sita now?

$$32 - 15 = 17$$

Ben bakes 5 trays of muffins. Each tray holds 6 muffins.



Ben sells 16 muffins and eats 5.

How many muffins does he have left?

$$16 + 5 = 21$$

$$30 - 21 = 9$$

There are 11 girls and 9 boys in Katie's class. How many children are there in the class altogether?



$$11 + 9 = 20$$

Fact family

$$11 + 9 = 20$$

$$9 + 11 = 20$$

$$20 - 9 = 11$$

$$20 - 11 = 9$$

Sita buys these two items for 30p.



What is the cost of a ruler?

Ben buys these three items for 42p.



Ben buys 30 fish for his pet shop. He puts them into tanks, 5 in each one. How many tanks does he need?