



Maths Medium Term Overview – Autumn Year 1&2

Year 1&2 – Autumn term		
Week & Focus	NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.	
	YEAR 1 OBJECTIVES	YEAR 2 OBJECTIVES
1 – Number & Place Value	- Count forwards and backwards to at least 20, beginning with 0 or 1, or from any given number - Count numbers to at least 20 - Read and write numbers to at least 20 in numerals - Identify and represent numbers using objects and pictorial representations, up to at least 20. - Recognise place value in teen numbers using practical apparatus (e.g. straws, cubes, ten sticks and ones/units, Dienes blocks, Unifix, Numicon)	- Counting and representing numbers up to 100 - to build on Year 1 knowledge. - Read and write numbers to at least 100 in numerals and in words – focus on numerals. - Recognise the place value of each digit in a two-digit number (tens, ones) Begin to understand zero as a place holder. - Identify, represent and estimate numbers using different representations – focus on identifying and representing in different ways – i.e. different equipment and diagrams (not yet on a number line)
2 – Number & Place Value	- Use the language of: equal to, more than, less than (fewer), most, least with numbers up to at least 20. - Given a number, identify one more and one less than numbers to at least 20. Practise ordering -first, second, third	- Compare and order numbers from 0 up to 100; use <, > and = signs – build on Year 1 knowledge of lesser, greater, same as vocabulary. - Count in steps of 2, 5, 10 from 0, and in tens from any number, forward and backward – focus on counting as starter activities at this stage – recapping 2, 5,



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	Solve simple concrete counting problems within at least 20.	10 from Year One and <u>introducing counting in tens from any number.</u> Use place value and number facts to solve problems (Begin with simple problems related to the above objectives.)
3 - Addition	- Read, write and interpret mathematical statements involving equals (=) signs, within at least 10. Do not introduce the addition symbol at this time – secure understanding of addition, the associated language and use sentences such as: 5 and 7 equals 12. (Pages 4-7 addition booklet) - Add one-digit numbers up to at least 10, including zero. - Solve one-step problems that involve addition to at least 10, using concrete objects and pictorial representations. - Intro language related to addition: put together, add, altogether, total, more than.	- Add three one-digit numbers (recap on facts to 10) Refer to pages 10-11 mental calculation booklet (reordering). - Recall and use addition facts to 20 and derive and use related facts up to 100. - Show that addition of two numbers can be done in any order (commutative). Refer to pages 11-12 addition booklet.
4 - Addition	Read, write and interpret mathematical statements involving addition (+) and equals (=) signs, within 20.	Add numbers using concrete objects, pictorial representations, and mentally including:



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	Introduce the addition symbol this week. (Pgs 4-8 of addition booklet) - Represent and use addition number bonds within 20 – including part/whole models. - Solve one-step problems that involve addition to 20, using concrete objects and pictorial representations.	- A two-digit number and ones. - A two-digit number and tens. - Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods (simple problems-one step problems). Refer to pages 12-13 addition booklet.
5 - Subtraction	FOCUS ON THE REDUCTION STRUCTURE OF SUBTRACTION (TAKE AWAY) – SEE PAGES 4-6 OF CALCULATION POLICY - Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs, within 20.	- Recall and use subtraction facts to 20 and derive and use related facts up to 100 Refer to pages 15-16 subtraction booklet. - Show that subtraction of one number from another cannot be done in any order (is not commutative).
6 - Subtraction	- Represent and use subtraction facts within 20. - Subtract one-digit numbers to 20, including zero. - Solve one-step problems that involve subtraction, using concrete objects and pictorial representations.	- Subtract numbers using concrete objects, pictorial representations, and mentally including: - A two-digit number and ones. - A two-digit number and tens. - Solve problems with addition using concrete objects and pictorial representations, including those involving



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	▪ Intro language related to subtraction: take away. ▪ Refer to pages 4-6 of subtraction booklet.	numbers, quantities and measures and applying their increasing knowledge of mental and written methods (simple problems-one step problems). ▪ Refer to pages 17-18 subtraction booklet. Make links to mental calculation booklet pages 10-11 (reordering).
7 - Money	▪ Recognise and know the value of different denominations of coins.	▪ Recognise and use symbols for pounds (£) and pence (p) NOT INCLUDING USE OF DECIMALS ▪ Combine amounts of money to make a particular value. ▪ Find different combinations of coins that equal the same amounts of money. ▪ Solve simple problems in a practical context involving addition of money of the same unit.
8 - Multiplication	▪ Count in multiples of 2 to at least 20. ▪ Group small quantities into twos and relate to repeated addition – begin to understand multiplication (not the X symbol). ▪ Make and understand arrays with groups of 2 and relate to repeated addition and multiplication. ▪ Double numbers and quantities.	▪ Recall and use multiplication facts for the 2 multiplication table. ▪ Calculate mathematical statements for multiplication within the 2 multiplication table and write them using the multiplication (×) and equals (=) signs. (Introducing the X symbol)



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	- Solve one-step problems involving multiplication (related to 2s) by calculating the answer using concrete objects, pictorial representations and arrays, with the support of the teacher. Refer to pages 3-4 of multiplication booklet.	- Show that multiplication of 2 numbers can be done in any order (commutative). - Solve problems involving multiplication using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. (simple problems) Refer to pages 7-8 multiplication booklet.
9 - Division	- Group small quantities into equal groups of 2 and relate to division (not the $\div$ symbol). - Share small quantities into 2 groups and relate to division (not the $\div$ symbol). - Solve one-step problems involving division (related to 2s) by calculating the answer using concrete objects, pictorial representations and arrays, with the support of the teacher. Refer to pages 3-4 of division booklet.	- Recall and use division facts for the 2 multiplication table. - Calculate mathematical statements for division within the 2 multiplication table and write them using the division ($\div$) and equals (=) signs Use commutativity and inverse relationships to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$) - Show that division of 2 numbers can't be done in any order (not commutative). - Solve problems involving division using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. (simple problems)



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		Refer to pages 7-8 division booklet.
10 - Fractions	Recognise, find and name a half as one of two equal parts of an object or shape (NOT quantity).	- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape. - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
11 – Measurement – Length & Height	- Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half.) - Measure and begin to record lengths and heights. Move from using and comparing lengths and heights using non-standard units, to using manageable common standard units.	- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. - Compare and order lengths and record the results using $>$, $<$ and $=$.
12 – Geometry – properties of shape.	- Recognise and name common 2-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] Recognise 2D shapes in different orientations and sizes, and know that rectangles and triangles are not always similar to each other.	- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. - Compare and sort common 2-D shapes and everyday objects.
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK		



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