



Maths Medium Term Overview – Spring Year 1&2

Year 1&2 – Spring 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 50, beginning with 0 or 1, or from any given number - Count, read and write numbers to at least 50 in numerals. - Count in multiples of twos and fives to at least 50. - Read and write numbers from 1 to 20 in numerals and words. - Given a number, identify one more and one less than numbers to at least 50. - Identify and represent numbers using objects and pictorial representations, intro including the number line, up to at least 50. - Use the language of: equal to, more than, less than (fewer), most, least with numbers up to 50.	- Read and write numbers to at least 100 in numerals and in words – recap numerals, <u>focus on words</u>. - Identify, represent and estimate numbers using different representations – focus on identifying and representing in different ways – i.e. different equipment and diagrams – consolidation and <u>progress to number lines</u>. - Compare and order numbers from 0 up to 100; use <, > and = signs – consolidation - Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward –consolidate 2, 5, 10 from 0 and tens from any number, start to count in 3s. Partition numbers in different ways (for example, $23 = 20 + 3$) and $23 = 10 + 13$) to support subtraction.



Maths Medium Term Overview – Spring Year 1&2

	▪ Begin to recognise place value in numbers up to 50, using practical apparatus (e.g. straws, cubes, ten sticks and ones/units, Dienes blocks, Unifix, Numicon). ▪ Practise ordering up to ‘tenth’. ▪ Number patterns – linked to counting in twos and fives. ▪ Number patterns - Odd and even numbers – relate to counting in twos and previous term’s work on halving. ▪ Solve simple concrete counting problems within 50.	
2 – Addition	▪ Read, write and interpret mathematical statements involving addition (+) and equals (=) signs to 20. ▪ Represent and use number bonds within 20 – including part/whole models. ▪ Add one-digit and two-digit numbers up to 20, including zero. ▪ Solve one-step problems that involve addition to 20, using concrete objects and pictorial representations (including use of marked number lines/tracks). (To	▪ Consolidation of addition facts to 20 and related facts to 100 Refer to page 12 addition booklet. ▪ Add numbers using concrete objects, pictorial representations, and mentally including: ▪ A two-digit number and ones. (Progress to more efficient methods – e.g. knowledge of number bonds)



Maths Medium Term Overview – Spring Year 1&2

	include simple missing number problems within 20, if appropriate.) - Consolidate language related to addition: put together, add, altogether, total, more than. - Refer to pages 4-9 of addition booklet, building on and extending learning appropriately from Autumn.	- A two-digit number and tens. (Progress to more efficient methods – e.g. knowledge of number bonds) - Two two-digit numbers - recorded with equipment horizontally (including exchanging). Refer to page 14 addition booklet. - 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 (using larger numbers and beginning to look at two step problems)
3 - Subtraction	FOCUS ON THE PARTITIONING STRUCTURE OF SUBTRACTION (FIND MISSING PARTS) – SEE PAGES 7-9 OF CALCULATION POLICY - Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs, within 20. - Represent and use subtraction facts within 20 – including use of part/whole models.	- Consolidation of subtraction facts to 20 and related facts to 100 Refer to page 16 subtraction booklet. - Subtract numbers using concrete objects, pictorial representations, and mentally including: - A two-digit number and ones (Progress to more efficient methods – e.g. knowledge of number bonds)



Maths Medium Term Overview – Spring Year 1&2

	- Subtract one-digit numbers to 20, including zero. - Solve one-step problems that involve subtraction, using concrete objects and pictorial representations. (To include simple missing number problems within 20, if appropriate) Intro language related to subtraction: whole, part. Refer to pages 7-9 of subtraction booklet.	- A two-digit number and tens (Progress to more efficient methods – e.g. knowledge of number bonds) Refer to pages 17-18 subtraction booklet. Make links to mental calculation booklet pages 10-11 (reordering). - Two two-digit numbers – recorded with equipment in columns (without exchanging). Refer to top of page 19 subtraction booklet. - Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods (using larger numbers and beginning to look at two step problems)
4 - Subtraction		Consolidation of subtraction facts to 20 and related facts to 100 - Subtract numbers using concrete objects, pictorial representations, and mentally including: - A two-digit number and ones (Progress to more efficient methods – e.g. knowledge of number bonds).



Maths Medium Term Overview – Spring Year 1&2

		▪ A two-digit number and tens (Progress to more efficient methods – e.g. knowledge of number bonds). ▪ Two two-digit numbers – recorded with equipment in columns (with exchanging). Refer to bottom of page 19 subtraction booklet. ▪ Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods (using larger numbers and beginning to look at two step problems)
5 - Money	▪ Recognise and know the value of different denominations of coins and notes.	▪ Combine amounts of money to make a particular value – (consolidation) ▪ Find different combinations of coins that equal the same amounts of money – (consolidation) ▪ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (focus on change).
6 - Multiplication	▪ Recap counting in multiples of 2, 5.	▪ Recall and use multiplication facts for the 2, 5 and 10 multiplication tables (make the connection between 5



Maths Medium Term Overview – Spring Year 1&2

	▪ Group small quantities into twos <u>and</u> <u>fives</u> and relate to repeated addition – begin to understand multiplication (not the X symbol). ▪ Make and understand arrays with groups of 2 <u>and</u> <u>5</u> and relate to repeated addition and multiplication. ▪ Double numbers and quantities – consolidation ▪ Solve one-step problems involving multiplication (related to 2s and 5s) 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.	and 10 times tables), including recognising odd and even numbers. ▪ Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication ($\times$) and equals ($=$) signs (Refer to calculation booklet – progressing to next stage) ▪ Solve problems involving multiplication using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. (Consolidation of 2s, introduce 5s and 10s)
7 - Division	▪ Group small quantities into equal groups of 2 <u>and</u> <u>5</u> and relate to division (not the $\div$ symbol) - ▪ Share small quantities into 2 <u>and</u> <u>5</u> groups and relate to division (not the $\div$ symbol). ▪ Solve one-step problems involving division (related to 2s and 5s) by calculating the answer using concrete objects, pictorial representations and arrays, with the support of the teacher	▪ Recall and use division facts for the 2, <u>5 and 10</u> multiplication tables (make the connection between 5 and 10 times tables). ▪ Calculate mathematical statements for division within the multiplication tables and write them using the division ($\div$) and equals ($=$) signs. (Refer to calculation booklet – progressing to next stage)



Maths Medium Term Overview – Spring Year 1&2

	Refer to pages 3-4 of division booklet.	- Use commutativity and inverse relationships to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$) - Solve problems involving division using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. (simple problems) (Consolidation of 2s, introduce 5s and 10s)
8 - Fractions	- Recognise, find and name a half as one of two equal parts of an object or shape (Consolidation) - Recognise, find and name a quarter as one of four equal parts of an object or shape.	- Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of a length, shape, <u>set of objects or quantity.</u> (Introduce length & quantity, consolidate shape & introduce sets of objects.) - Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$. (unit fractions only) - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. (Consolidation)
9 – Measurement - Time	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	- Compare and sequence intervals of time. - Know the number of minutes in an hour and the number of hours in a day. - Tell and write the time to the nearest quarter of an hour, including quarter past/to the hour and draw the



Maths Medium Term Overview – Spring Year 1&2

	- Recognise and use language relating to dates, including days of the week, weeks, months. - Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. - Measure and begin to record the following: - time (hours, minutes, seconds). - Tell the time to the hour.	hands on a clock face to show these times. (Revise hour and 1/2 hour from Y1) Begin 5 minutes for those who are ready.
10 – Measurement – Mass/weight	- Compare, describe and solve practical problems for mass/weight (e.g. heavy/light, heavier than, lighter than.) - Measure and begin to record mass/weight. Move from using and comparing mass/weight using non-standard units, to using manageable common standard units.	- Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales. - Compare and order, mass and record the results using >, < and =.
11 – Geometry Properties of Shape	- Recognise and name common 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.



Maths Medium Term Overview – Spring Year 1&2

- | | | |
|--|---|---|
| | <ul style="list-style-type: none">■ Recognise 3D shapes in different orientations and sizes, and know that cuboids and pyramids are not always similar to each other. | <ul style="list-style-type: none">■ Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].■ Compare and sort common 3-D shapes and everyday objects. |
|--|---|---|

ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK