



Maths Medium Term Overview – Summer Year 1&2

Year 1&2 – Summer 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 (Y1) Statistics (Y2) Y1 Counting objectives to be taught alongside Y2 statistics to make link between counting in steps of 2, 5 and 10.	- Count forwards and backwards to and across 100, beginning with 0 or 1, or from any given number - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens to 100. - Read and write numbers from 1 to 20 in numerals and words – consolidation. - Given a number, identify one more and one less than numbers to 100. - Identify and represent numbers using objects and pictorial representations including the number line up to 100. - Use the language of: equal to, more than, less than (fewer), most, least with numbers up to 100.	- Interpret and construct simple <u>pictograms</u> and <u>tally charts</u>. - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. - Ask and answer questions about totalling and comparing categorical data.
2 – Number and Place Value (Y1) Statistics (Y2) Y1 Counting objectives to be taught alongside Y2 statistics to make link between counting in steps of 2, 5 and 10.		- Interpret and construct simple <u>block diagrams</u> and <u>tables</u>. - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. - Ask and answer questions about totalling and comparing categorical data.



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3 – Number & Place Value	- Begin to recognise place value in numbers to 100 using practical apparatus e.g. straws, cubes, ten sticks and ones, Dienes apparatus, Unifix, Numicon Number patterns – linked to counting in twos, fives and tens. Consolidate odd and even. Recognise and create repeating patterns with objects and with shapes. Solve simple concrete counting problems within 100.	<u>CONSOLIDATION OF ALL PLACE VALUE</u> <u>OBJECTIVES COVERED THROUGH MORE COMPLEX</u> <u>PROBLEM SOLVING WITH PARTICULAR FOCUS ON:</u> - Identify, represent and estimate numbers using different representations – focus on identifying and representing in different ways – i.e. different equipment and diagrams. (Particular focus on representing and estimating on number lines) - Count in steps of 2, 5, 10 and 3 from 0, and in tens from any number, forward and backward. - Use place value and number facts to solve problems.
4 – Addition	- Read, write and interpret mathematical statements involving addition (+) and equals (=) signs – consolidation. - Represent and use number bonds within 20 - consolidation. - Add one-digit and two-digit numbers to 20, including zero - consolidation. - Solve one-step problems that involve addition, using concrete objects and pictorial representations	Consolidation of addition facts to 20 and related facts to 100 Refer to pg 12 addition booklet. Consolidation of efficient methods for adding: - A two-digit number and ones. - A two-digit number and tens.



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	(including marked number tracks/lines-consolidation. - Consolidate language related to addition. BEGIN TO EXTEND OBJECTIVES BEYOND 20 IF CHN ARE READY. Refer to pages 4-9 of addition booklet, building on and extending learning appropriately from Spring and refer to page 12 subtraction booklet re: addition number bonds.	Introduce vertical recording with equipment (progress to drawing if ready) Refer to pg 14-17 addition booklet, if appropriate, for adding: - Two two-digit numbers – (including exchanging). - 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 including two step problems) - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
5 & 6- Subtraction, leading into mixed addition and subtraction work related to problem solving with the same addition and subtraction objectives.	WK 5 - FOCUS ON THE COMPARISON STRUCTURE OF SUBTRACTION (DIFFERENCE) – SEE PAGES OF CALCULATION POLICY WK 6 – CONSOLIDATION OF ALL STRUCTURES OF SUBTRACTION AND LINK TO ADDITION	Consolidation of subtraction facts to 20 and related facts to 100 Consolidation of efficient methods for subtracting: - A two-digit number and ones. - A two-digit number and tens.



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- Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs – **consolidation.**
- Represent and use number bonds and related subtraction facts within 20 - **consolidation.**
- Subtract one-digit and two-digit numbers from 20, including zero - **consolidation.**
- Solve one-step problems that involve subtraction, using concrete objects and pictorial representations (including marked number tracks/lines- **consolidation.**
- **Solve missing number problems within 20 such as $7 = ? - 9$.**
- **Memorise and reason with number bonds to 10 and 20 in several forms – e.g. $9 + 7 = 16$; $16 - 7 = 9$; $7 = 16 - 9$ – use knowledge of fact families.**
- **Consolidate language related to subtraction.**
- **BEGIN TO EXTEND OBJECTIVES BEYOND 20 IF CHN ARE READY.**
- **Refer to pages 10-11 of subtraction booklet.**

Introduce vertical recording with equipment (progress to drawing if ready) Refer to pages 20-22 subtraction booklet, if appropriate, for subtracting:

- Two two-digit numbers – (including exchanging). **SEE CALCULATION POLICY**
- 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 including two step problems)**
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.



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7 – Multiplication	- Recap counting in multiples of 2, 5, 10. - Group small quantities into twos, fives <u>and</u> tens and relate to repeated addition – begin to understand multiplication (not the X symbol). - Make and understand arrays with groups of 2, 5 <u>and</u> 10 and relate to repeated addition and multiplication. - Double numbers and quantities – consolidation - Solve one-step problems involving multiplication (related to 2s, 5s and 10s) 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.	CONSOLIDATION OF MULTIPLICATION AND DIVISION OBJECTIVES THROUGH DEVELOPING FLUENCY AND PROBLEM SOLVING – 2s, 5s, 10s. WORK ON MTC LEVEL SPEED FOR FOCUS TABLES. - Model grouping on a number line as the inverse of multiplication. Refer to page 9 division booklet. - Begin to relate multiplication and division to fractions and measures (for example $40 \div 2 = 20$, 20 is half of 40)
8 - Division	- Group small quantities into equal groups of 2, 5 <u>and</u> 10 and relate to division (not the $\div$ symbol). - Share small quantities into 2, 5 <u>and</u> 10 groups and relate to division (not the $\div$ symbol). - Solve one-step problems involving division (related to 2s, 5s and 10s) by calculating the answer using	



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	concrete objects, pictorial representations and arrays, with the support of the teacher. Refer to pages 3-4 of division booklet.	
9 - Fractions	Consolidate - Recognise, find and name a half as one of two equal parts of an object, shape or quantity – connect halves to the equal sharing and grouping of sets of objects and to measures, as well as recognising halves as part of a whole. Consolidate - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity – connect halves to the equal sharing and grouping of sets of objects and to measures, as well as recognising quarters as part of a whole. Solve problems related to halves and quarters, using shapes, objects and quantities. Begin to look at halving numbers to 20 and link to doubling.	- Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. (Introduce non-unit fractions.) - Write simple fractions for example, $\frac{1}{2}$ of 6 = 3. (non-unit fractions as well as unit fractions) - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. (Consolidation) Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2).
10 – Measurement - Time	Sequence events in chronological order using language [for example, before and after, next, first,	Compare and sequence intervals of time. (Consolidation)



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	today, yesterday, tomorrow, morning, afternoon and evening]. (Consolidation) - Recognise and use language relating to dates, including days of the week, weeks, months. (Consolidation) - Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. (Consolidation) - Measure and begin to record the following: - time (hours, minutes, seconds). (Consolidation) - Tell the time to the hour <u>and half past the hour.</u>	- Know the number of minutes in an hour and the number of hours in a day. (Consolidation) - 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.
11 – Measurement – Volume & Capacity (+ temperature for Y2)	- Compare, describe and solve practical problems for capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter.) - Measure and begin to record capacity and volume. Move from using and comparing capacity and volume using non-standard units, to using manageable common standard units.	- Choose and use appropriate standard units to estimate and measure temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels. - Compare and order volume/capacity and record the results using >, < and =



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12 – Geometry Position & Direction	- Describe position, direction and movement, including whole, half, quarter and three-quarter turns (in both directions and connect turning clockwise with movement on a clock face). - Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.	- Order and arrange combinations of mathematical objects in patterns and sequences - 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 anticlockwise).
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK		