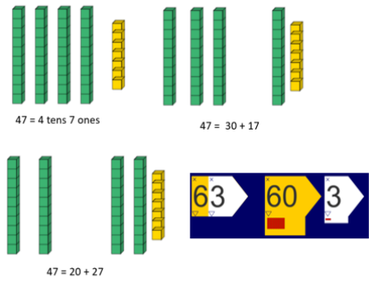
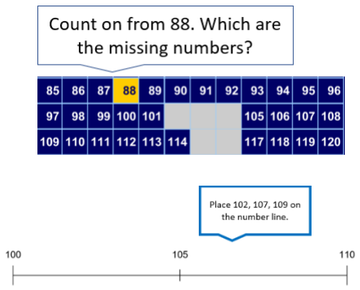
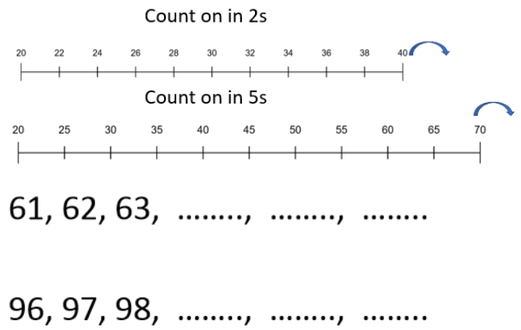
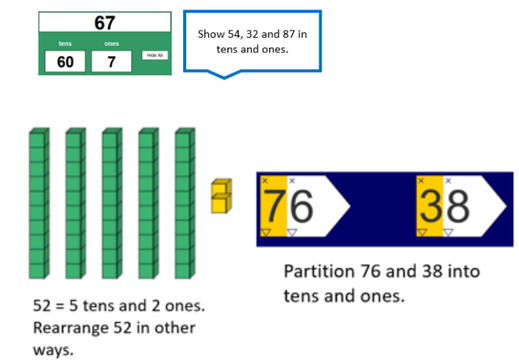
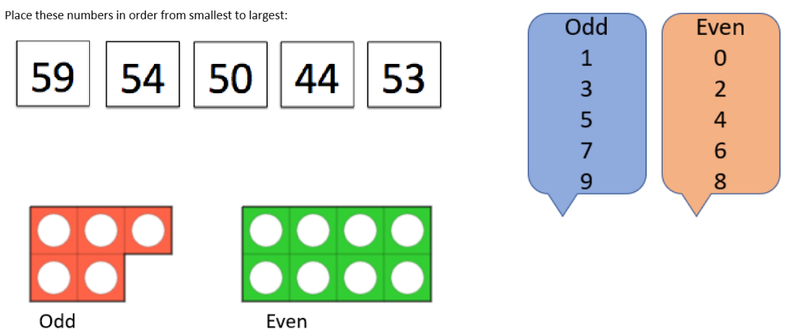
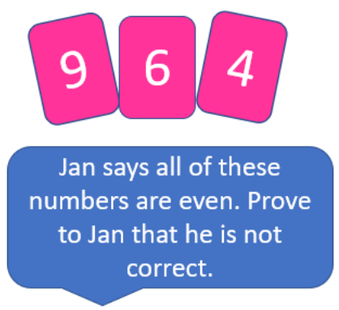
WRPS Maths Medium Term Planning: Summer Term Year 1 Year 2

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.
					
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.	● 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.	● 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.
					

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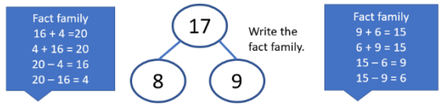
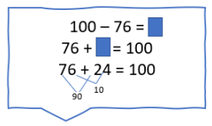
3.	Addition and subtraction: using recall of addition and subtraction facts and mental/written calculation strategies	Know number bonds to 10 and 20. Understand the effect of zero. Find missing values using the inverse.	Knows number bonds to and within 20 and to 100. Knows efficient strategies for adding and subtracting for up to two 2 digit numbers mentally and with recording appropriate to the strategy chosen.	● 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.	● 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.
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.	● 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.	● 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.





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

65 + 35 = 100
10
90

90 + 10 = 100

Bonds to 90	Bonds to 10
10 + 80	1 + 9
20 + 70	2 + 8
30 + 60	3 + 7
40 + 50	4 + 6
	5 + 5

Add and subtract
10
3
17
from each number.
Which is the best method for each calculation?

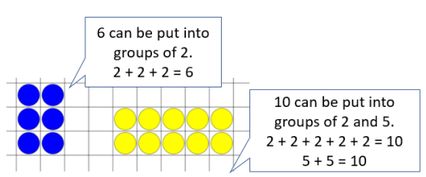
17	41	50
31	34	15

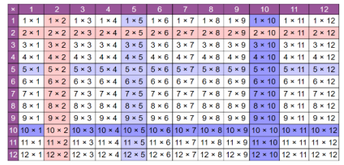
18	23
27	22

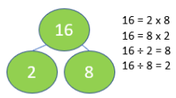
18 = 9 + 9
18 = 10 + 8
18 – 7 = 11

Write 3 facts for each number.

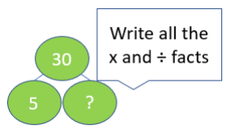
Calculate with the best method
74 – 17 =
58 + 12 =
96 + 7 =
38 – 29 =

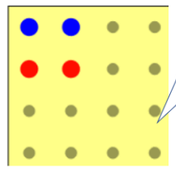






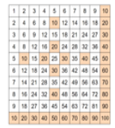
16 = 2 x 8
16 = 8 x 2
16 ÷ 2 = 8
16 ÷ 8 = 2





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?



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

Convince me that all multiples of 2 are even.

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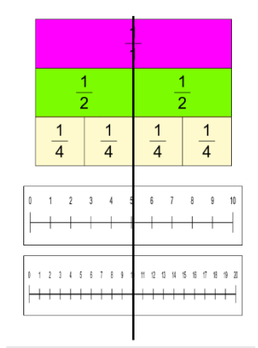
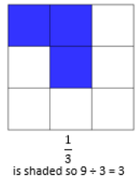
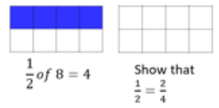
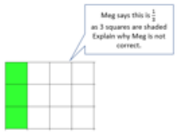
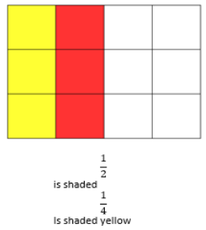
Week.	Mathematical aspect	Non-negotiable end points Year 1.	Non-negotiable end points Year 2.	Curriculum statements – Year 1.	Curriculum Statements. Year 2.
5.	Fractions: finding fractions of quantities, shapes and sets of objects, equivalence	Know how to find half/quarter of counted objects and whole objects or shapes.	Knows that fractions of amounts can be calculated using multiplication and division facts	● 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.	● 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.
6.	Measurement: length, mass, capacity linked to fractions	Knows that nonstandard units need to be standardised. Knows the correct unit of measure and the equipment for each aspect of measurement.	Knows how to calculate halves and quarters in the context of length, mass and capacity.	● To compare, describe and solve practical problems for: ● 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: ● lengths and heights ● mass/weight ● capacity and volume	● 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 =.





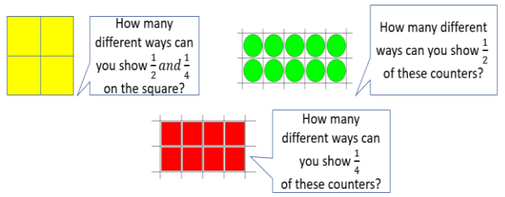


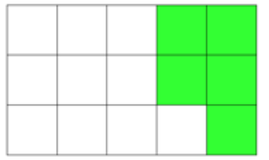




12 ÷ 2 = 6

12 ÷ 4 = 3

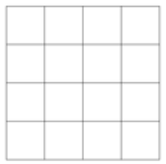




Complete

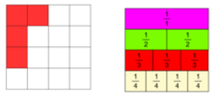
16 ÷ 2 =

16 ÷ 4 =



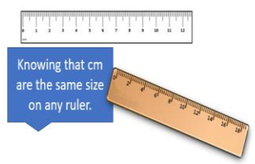
1/3

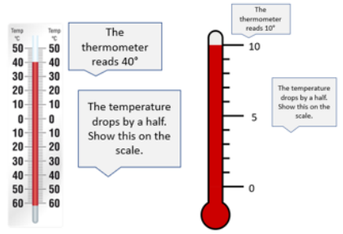
15 ÷ 3 =



Odd one out

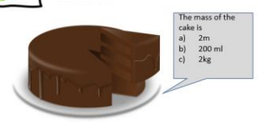
Which equipment for
The mass of a bag of flour?
The length of the wall?
The liquid in the bucket?

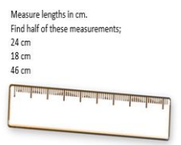




The packet of seeds says that the sunflowers may grow to 2m high.
How will you measure the sunflower?

How can you find out how many cups of tea can be poured from the teapot?





Anna eats half of this pie. It did have a mass of 800g. What does it weigh now?

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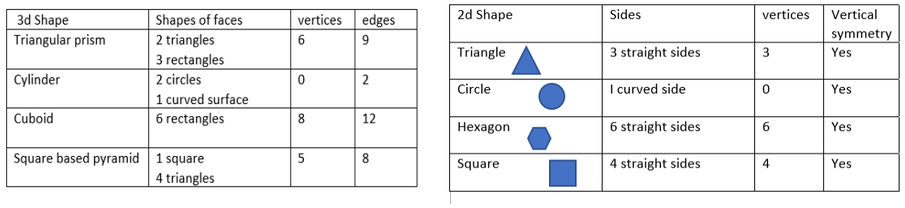
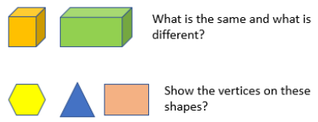
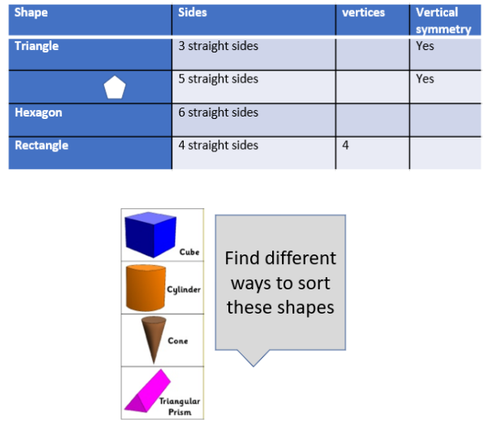
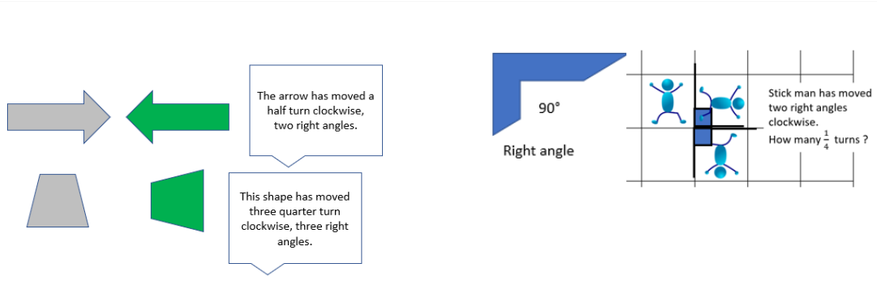
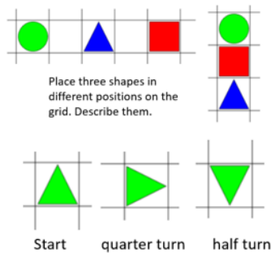
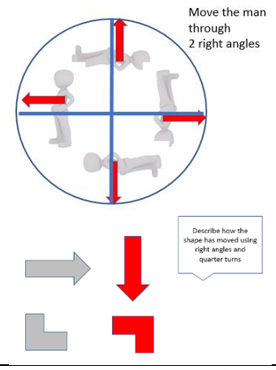
7.	Geometry: properties of shape. Compare and sort using properties.	Know the properties of 2d and 3d shapes.	Know the mathematical names and properties of 2d and 3d shapes. Knows how to sort and match shapes.	To recognise and name common 2D and 3D shapes, including: ● 2D shapes (rectangles (including 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. ● 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.
					
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.	● To describe position, directions and movements, including half, quarter and three- quarter turns.	● 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.
					
9.	Measurement: time & money	Know that time passes in cycles. Know the features of the clock face: hands,	Knows the number of minutes in an hour and hours in a day.	● 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.	● 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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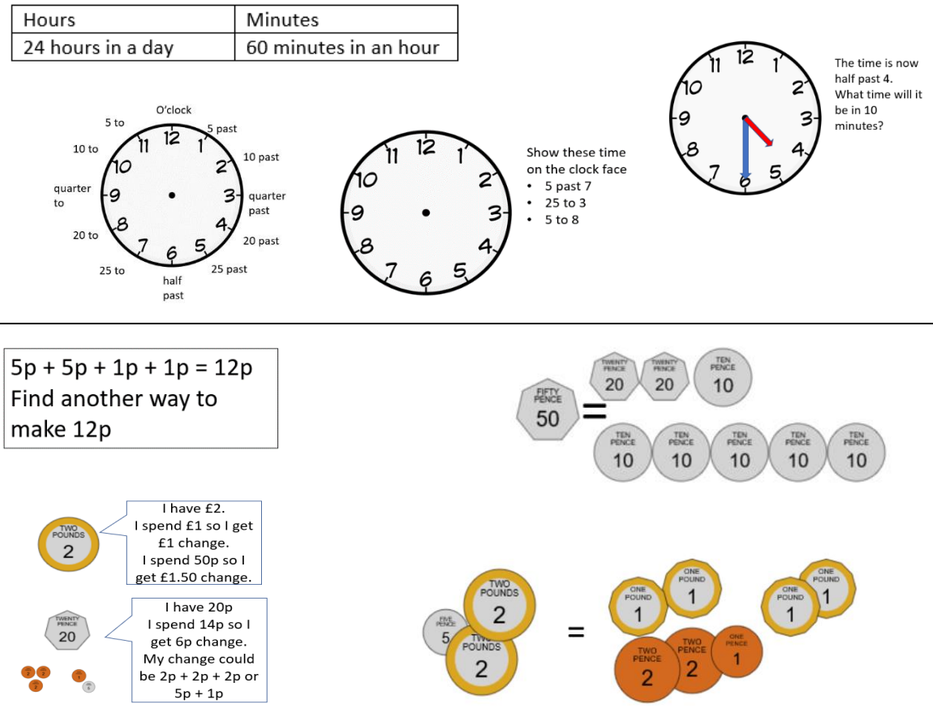
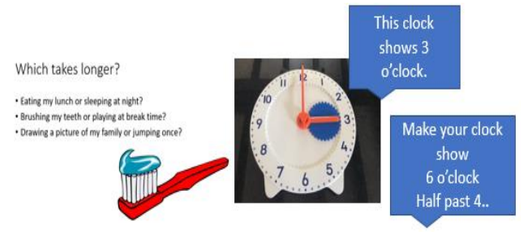
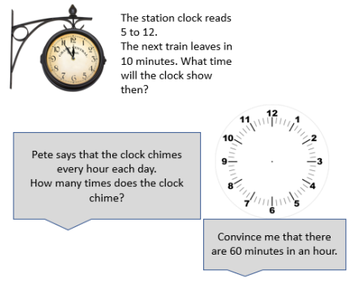
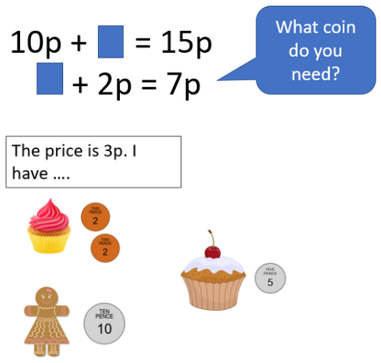
		1 to 12 positions, half past and o'clock.	Knows how to pay for items with the exact money or with change to be given.	● time (hours, minutes, seconds).	● To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
10.	Statistics: 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.	● 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.	● 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.

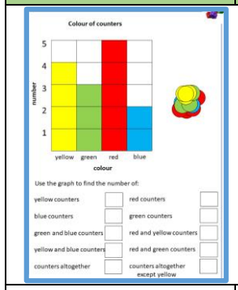
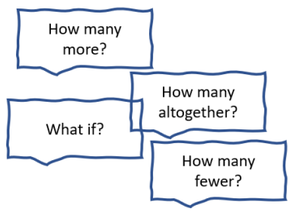
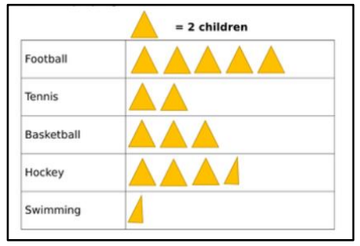
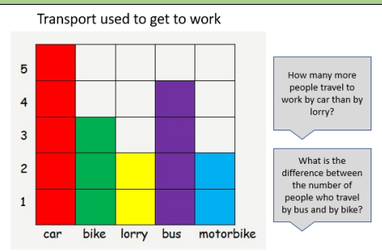
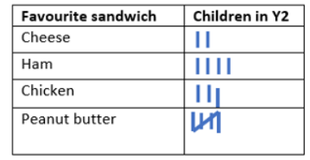
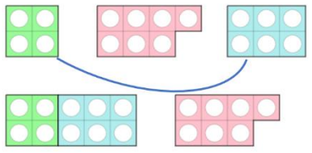
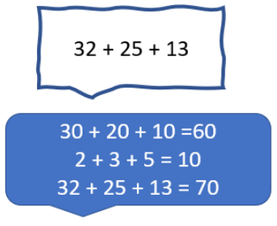
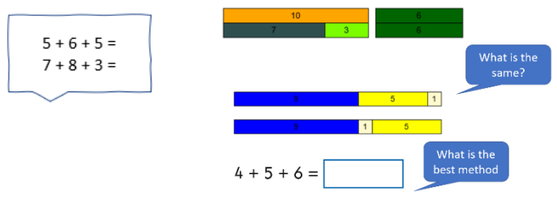
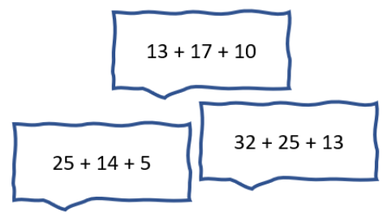








WRPS Maths Medium Term Planning: Summer Term Year 1 Year 2

Week.	Mathematical aspect	Non-negotiable end points Year 1.	Non-negotiable end points Year 2.	Curriculum statements – Year 1.	Curriculum Statements. Year 2.
	 				 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.	● 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.	●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: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. ● To apply increasing knowledge of mental and written methods.
 4 + 7 + 6 is the same as 4 + 6 + 7 					
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.	● 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.	● 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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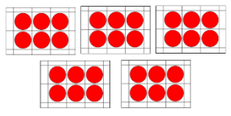
Ben and Sita collect animal stickers. They have the same amount. Ben gives away 15 stickers. Sita gives away 32 stickers. How many more stickers does Ben have than Sita now? Ben ? 15 Sita 32 32 – 15 = 17		Ben bakes 5 trays of muffins. Each tray holds 6 muffins. Ben sells 16 muffins and eats 5. How many 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 11 + 9 = 20 Fact family 11 + 9 =20 9 + 11 = 20 20 – 9 = 11 20 – 11 = 9	Sita buys these two items for 30p.  Ben buys these three items for 42p. What is the cost of a ruler?  Ben buys 30 fish for his pet shop. He puts them into tanks, 5 in each one. How many tanks does he need?