## Edenham CofE Primary School Key Stage I Maths Overview

| Week | Area of Maths | Year I | Year 2 |
|------|---------------|--------|--------|
| 1-2 | **Place Value** | <ul><li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li><li>given a number, identify 1 more and 1 less</li><li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li><li>read and write numbers from 1 to 20 in numerals and words</li></ul> | <ul><li>count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</li><li>recognise the place value of each digit in a two-digit number (10s, 1s)</li><li>identify, represent and estimate numbers using different representations, including the number line</li><li>compare and order numbers from 0 up to 100; use <, > and = signs</li><li>read and write numbers to at least 100 in numerals and in words</li><li>use place value and number facts to solve problems</li></ul> |
| 3-4 | **Addition** | <ul><li>read, write and interpret mathematical statements involving addition (+) equals (=) signs</li><li>represent and use number bonds</li><li>add one-digit and two-digit numbers to 20, including 0</li><li>solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems</li></ul> | <ul><li>solve problems with addition:<ul><li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>applying their increasing knowledge of mental and written methods</li></ul></li><li>recall and use addition facts to 20 fluently, and derive and use related facts up to 100</li><li>add numbers using concrete objects, pictorial representations, and mentally, including:<ul><li>a two-digit number and 1s</li><li>a two-digit number and 10s</li><li>2 two-digit numbers</li><li>adding 3 one-digit numbers</li></ul></li><li>show that addition of 2 numbers can be done in any order (commutative)</li></ul> |

| 5-6 | Subtraction | • read, write and interpret mathematical statements involving subtraction (−) and equals (=) signs<br>• represent and use number bonds and related subtraction facts within 20<br>• subtract one-digit and two-digit numbers to 20, including 0<br>• solve one-step problems that subtraction, using concrete objects and pictorial representations, and missing number problems | • solve problems with addition and subtraction:<br>  o using concrete objects and pictorial representations, including those involving numbers, quantities and measures<br>  o applying their increasing knowledge of mental and written methods<br>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100<br>• subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>  o a two-digit number and 1s<br>  o a two-digit number and 10s<br>  o 2 two-digit numbers<br>• show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot<br>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems |
| 7-8 | Subtraction & Addition (inc.money | • recognise and know the value of different denominations of coins and notes<br>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations | • solve problems with addition and subtraction:<br>  o using concrete objects and pictorial representations, including those involving numbers, quantities and measures<br>  o applying their increasing knowledge of mental and written methods<br>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value |

| | | | | • find different combinations of coins that equal the same amounts of money |
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| 9-10 | **Multiplication** | | • solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | • recall and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers<br>• calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×) and equals (=) signs<br>• show that multiplication of 2 numbers can be done in any order (commutative)<br>• solve problems involving using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts |
| 11-12 | **Division** | | • solve one-step problems involving division, 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, 5 and 10 multiplication tables, including recognising odd and even numbers<br>• calculate mathematical statements for division within the multiplication tables and write division (÷) and equals (=) signs<br>• show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot<br>• solve problems involving division, using materials, arrays, mental methods, and division facts, including problems in contexts |

| Week | Area of Maths | Year 1 | Year 2 |
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| 1-2 | 4 operations | • Use an efficient method for each of the 4 operations<br>• Selecting the correct operation | |
| 3-4 | Shape | • recognise and name common 2-D and 3-D shapes, including:<br>   o 2-D shapes [for example, rectangles (including squares), circles and triangles]<br>   o 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] | • identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line<br>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces<br>• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]<br>• compare and sort common 2-D and 3-D shapes and everyday objects |
| 5 | Statistics | • Counting in 2s, 5,s and 10s | • interpret and construct simple pictograms, tally charts, block diagrams and tables<br>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity<br>• ask-and-answer questions about totalling and comparing categorical data |
| 6 | Length and height | compare, describe and solve practical problems for:<br>• lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]<br>measure and begin to record the following:<br>• lengths and heights | • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cmto the nearest appropriate unit, using rulers,<br>• compare and order lengths and record the results using >, < and = |
| 7-9 | Fractions | • recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity<br>• recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity | • recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity |

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| | | | • write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ |
| 10 | **4 operations (Mental)** | • Selecting an efficient method<br>• Selecting the correcting the operation | |
| 11 | **4 operations (written)** | • Selecting an efficient method<br>• Selecting the correcting the operation | |
| 12 | **Measurement (Time)** | • compare, describe and solve practical problems for:<br>    • time [for example, quicker, slower, earlier, later]<br>• measure and begin to record the following:<br>    • time (hours, minutes, seconds)<br>    • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]<br>• recognise and use language relating to dates, including days of the week, weeks, months and years<br>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | • compare and sequence intervals of time<br>• 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<br>• know the number of minutes in an hour and the number of hours in a day |

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| 3 | **Position and direction** | <ul><li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li></ul> | <ul><li>order and arrange combinations of mathematical objects in patterns and sequences</li><li>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 anti-clockwise)</li></ul> |
| 4-6 | **Weight and Volume Mass, Capacity, Temperature** | <ul><li>compare, describe and solve practical problems for:<ul><li>mass/weight [for example, heavy/light, heavier than, lighter than]</li><li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li></ul></li><li>measure and begin to record the following:<ul><li>mass/weight</li><li>capacity and volume</li></ul></li></ul> | <ul><li>choose and use appropriate standard units to estimate and measure; mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li><li>compare and order lengths, mass, volume/capacity and record the results using >, < and =</li></ul> |
| 7-8 | **Problem Solving** | <ul><li>Selecting efficient methods</li><li>Selecting the correct operations</li></ul> | |
| 9 | **Fractions (re-visited)** | Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and | Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet $\frac{3}{4}$ as the first example of a non-unit fraction. |

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| | | combining halves and quarters as parts of a whole. | 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). This reinforces the concept of fractions as numbers and that they can add up to more than 1. |
| 10 | **Measure Money** | • Problem solving in the context of money | |
| 11 - 12 | **Consolidation** | **Teacher assessment used to analyse areas that need to be consolidated in preparation for the following year** | |

| Counting Focus | | | | |
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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Forwards and backwards from any number | Counting in 2s | Counting in 5s | Counting in 10s | Forwards and backwards from any number – bridging |