Intent Year 1/Year 2

Plan	Topic	Term	Number of Weeks	Retrieval Focus
1	Place Value to 10 / Place value to 100 (part 1)			
2	Addition and Subtraction to 10 / Addition and Subtraction (part 1)			
3	Place Value to 20 (part 1) / Statistics			
4	Addition and Subtraction to 20 / Addition and Subtraction (part 2)			
5	Geometry (properties of shape) / (Geometry (properties of shape)			
6	Money / Place Value beyond 20 (part 1) / Money			
7	Place Value beyond 20 (part 2) / Place value (part 2)			
8	Multiplication and Division / Place Value beyond 20 (part 3) / Multiplication and Division			
9	Fractions / Place Value to 20 (part 2) / Fractions			
10	Measures (height & length) / Measures (height & length plus reading scales)			
11	Time / Time			
12	Geometry (position and direction) / Geometry (position and direction)			
13	Measures (capacity & mass) / Measures (capacity, mass & temperature)			

Intent Year 1/Year 2

Plan 1				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning- Year 1 Detailed in Planning Overview**	**Sequence of learning-Year 2 Detailed in Planning Overview**
Number and Place Value to 10 **Number and Place Value to 100 (except counting in multiples)**	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 1NPV–1 Count within 100, forwards and backwards, starting with any number. Count, read and write numbers to 100 in numerals; Given a number, identify one more and one less. 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 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = Read and write numbers from 1 to 20 in numerals and words.	Count in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones). 2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. Identify, represent and estimate numbers using different representations, including the number line. 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems.	* Counting from 1-10 and using this to accurately count sets of objects, pictures, sounds and actions * Counting forwards & backwards from different start numbers * One more/one less and applying this to find missing numbers in sequences * Comparing amounts & using associated vocab * Comparing numbers & using associated vocab and symbols < > and = * Ordering numbers including use of ordinal numbers – first, second, third * Number lines	* Count, read and write numbers to 100 * Recognise the place value of each digit in 2-digit numbers * Examine patterns using Place Value & counting in steps of 10 * Partition numbers into different combinations of tens and ones using place value * Compare and order numbers * Identify and positions numbers on marked and blank number lines **The following objectives are covered in plan 7** * Counting in steps of 2, 5 and 3

Intent Year 1/Year 2

Plan 2				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning - Year 1 Detailed in Planning Overview**	**Sequence of learning - Year 2 Detailed in Planning Overview**
Addition and Subtraction to 10 **Addition and Subtraction (no bridging)**	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. Represent and use number bonds and related subtraction facts within 10. 1NF–1 Develop fluency in addition and subtraction facts within 10 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. Add and subtract one-digit numbers to 10. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.	Recall and use addition and subtraction facts to 20 fluently & derive & use related facts up to 100. 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods (using methods which don't bridge ten). Add & subtract numbers using concrete objects, pictorial representations & mentally including: • a two-digit number and ones (not bridging ten or multiples of ten yet) • a two-digit number and tens	* Recap Number Bonds to 4 & 5 * Introduce mathematical symbol (+) to create expressions * Introduce mathematical statements involving addition (+) and equals (=) signs * Begin to learn addition facts to 10 through partitioning and recombining (aggregation) and using a systematic approach and noticing patterns * Understand addition is commutative and equations can be reordered e.g. 7 = 3 + 4 * Adding 2 amounts by counting on (Augmentation) * Addition on a number line * Solving addition word problems * Introduce mathematical statements involving subtraction (-) and equals (=) signs * Subtraction by reduction (take away) * Subtraction on a number line * Begin to learn subtraction facts by partitioning a number, and using a systematic approach and noticing patterns * Subtraction on a part whole model * Subtraction word problems * Relationship between addition & subtraction (fact families &	* Add and subtract within 10 * Derive and use addition and subtraction facts to 100 * Recall and use addition and subtractions facts within and to 20 * Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot * Understand that equations need to be balanced and an equation can have an expression on both sides. * Compare expressions with > < and = symbols * Add a 2-digit number and ones (no bridging) * Add a 2-digit number and tens * Add two 2-digit numbers (no bridging, adjusting and compensating) * Word Problems (addition) * Subtract a 1-digit number from a 2-digit number * Subtract tens from a 2-digit number * Subtract two 2-digit numbers (no bridging, adjusting and compensating,) * Recognise the inverse relationship between addition

		• two two-digit numbers (not bridging ten or multiples of ten yet) 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	Inverse operations) * Missing number problems * Substantial problems **The following objectives are covered in plan 4** * Finding the difference	and subtraction and use this to check calculations and solve missing number problems * Word problems (subtraction) * Substantial Problems **Some objectives are revisited in plan 4 with new strategies for calculations that bridge multiples of ten**

Intent Year 1/Year 2

Plan 3				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning - Year 1 Detailed in Planning Overview**	**Sequence of learning-Year 2 Detailed in Planning Overview**
Place Value to 20 (part 1 - first 8 sections) **Statistics**	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 1NPV–1 Count within 100, forwards and backwards, starting with any number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations. Read and write numbers from 1 to 20 in numerals	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. 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 totaling and comparing categorical data. 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	* Introduce the concept of 1 ten and its equivalence to ten ones * Count sets of 11-19 objects grouping the first ten – exposing the one ten and __ ones structure * Understand and apply place value to identify teen numbers without counting * Apply PV to show given teen numbers using different representations * Zero as a place holder * Repeating Patterns * Counting forwards and backwards and dual counting * One more one less and missing number sequences * Problem solving & consolidation **The following objectives are covered in plan 8** * Comparing amounts and using associated vocab * Comparing numbers & using associated vocab and symbols < > and = * Ordering Numbers **And plan 9** * Position 1-20 on different number lines (marked and unmarked) * Read & Write numbers to 20 in words	* Recap key vocab * Interpret and construct simple tally charts and ask and answer questions about the data * Interpret and construct simple tables and ask and answer questions about the data * Interpret and construct simple block diagrams and ask and answer questions about the data * Interpret and construct simple pictograms and ask and answer questions about the data * Represent the same data in different ways * Consolidation and Problem Solving

Intent Year 1/Year 2

Plan 4				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning - Year 1 Detailed in Planning Overview**	**Sequence of learning - Year 2 Detailed in Planning Overview**
Addition and Subtraction to 20 **Addition and Subtraction (with bridging)**	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. Represent and use number bonds and related subtraction facts within 20. 1NF–1 Develop fluency in addition and subtraction facts within 10 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. Add and subtract one-digit numbers to 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.	Add & subtract numbers using concrete objects, pictorial representations & mentally including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers. 2AS–1 Add and subtract across 10 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	* Recap addition facts within 10 -developing fluency using a variety of strategies including the effect of adding zero, one or two and using near doubles. * Composition and addition with three parts * Recap addition by counting on and extend to 20 including the effect of adding zero * Adding by bridging to 10 * Recall number bonds to 10 and use them to make bonds to 20 * Solve one step problems that involve addition * Recap subtraction by reduction (taking away) and by partitioning (not structure) and extend to 20 * Subtracting by bridging to 10 * Solve one step problems that involve subtraction * Finding the difference **(from addition and subtraction within 10 plan)** * Understand and apply the relationship between addition and subtraction to solve problems including missing number problems * Consolidation and problem solving	* Recall and use addition and subtraction facts within 20 * Adding three 1-digit numbers (odd & even) * Reordering when adding three or more 1-digit numbers * Consolidate adding two 1-digit numbers crossing the tens boundary * Add a 2-digit number and ones (bridging multiples of ten) * Add two 2-digit numbers (bridging multiples of ten) * Solve word problems * Add two 2-digit numbers (adjusting & compensating) * Subtract two 2-digit numbers (adjusting and compensating,) * Consolidate subtracting a 1-digit number from a teen number crossing the tens boundary * Subtract a 1-digit number from a 2-digit number (bridging) * Solve word problems * Use finding the difference to solve comparative problems * Recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (larger numbers) * Substantial Problems

		Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.		

Intent Year 1/Year 2

Plan 5				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning - Year 1 Detailed in Planning Overview**	**Sequence of learning - Year 2 Detailed in Planning Overview**
Geometry – properties of shape **Geometry – properties of shape**	Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2-D and 3-D shapes and everyday objects. 2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties	* Describe and sort 2D shapes * Recognise and name common 2D shapes * Arrange 2D shapes to match a compound shape * Use correct mathematical terms to reason about 2D shapes * Describe and sort 3D shapes * Recognise and name common 3D shapes (cuboids (including cubes), cylinders, spheres and pyramids) * Use correct mathematical terms to describe the other properties of 3D shapes and distinguish between them * Arrange 3D shapes to match a compound shape	* Compare and sort common 2D shapes * Recognise and name a greater range of polygons including irregular versions of shapes like pentagons * Identify and use line symmetry as a property of 2D shapes * Use new mathematical terms to reason about 2D shapes * Compare and sort common 3D shapes * Identify and describe properties of 3D shapes

Intent Year 1/Year 2

Plan 6				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning-Year 1 Detailed in Planning Overview**	**Sequence of learning-Year 2 Detailed in Planning Overview**
Money **Number & Place Value Beyond 20 (part 1)** **Money**	Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals Identify and represent numbers using objects and pictorial representations Recognise and know the value of different denominations of coins and notes. 1NPV–1 Count within 100, forwards and backwards, starting with any number.	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. Solve simple problems in a practical context involving addition & subtraction of money of the same unit including giving change.	**Money** * Sorting and ordering coins * Understand that the value of each coin relates to that number of pennies or pounds and the value of each note relates to that number f pounds * Making amounts **Place Value** * Skip counting in multiples of 10 * Count objects efficiently by making groups of 10 *Understand that the position of a digit tells you the value * Show 2-digit numbers using different representations including the number line **Money** * Consolidate PV and addition through money problems * Money problems including change * Consolidate subtraction through money problems	* Recognise coins and notes and understand relative values * Find the total value of groups of coins or notes and record using symbols £ or p * Find different combinations of coins that equal the same amount of money * Solve simple problems in a practical context involving addition of money * Solve simple problems in a practical context involving change * Solve simple problems in a practical context involving subtraction of money

Intent Year 1/Year 2

Plan 7				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning-Year 1 Detailed in Planning Overview**	**Sequence of learning-Year 2 Detailed in Planning Overview**
Number & Place Value Beyond 20 (part 2 counting in multiples of 2, 5 and 10) **Number and Place Value (counting in multiples of 2, 3 and 5)**	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	* Odd and Even numbers * Count in 2s forwards and backwards from any multiple and apply to count sets of objects by grouping in 2s * Count in 5s forwards and backwards from any multiple and apply to count sets of objects by grouping in 5s	Counting in steps of 2, 5 and 3

Intent Year 1/Year 2

Plan 8				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning -Year 1 Detailed in Planning Overview**	**Sequence of learning - Year 2 Detailed in Planning Overview**
Multiplication and Division **Number & Place Value Beyond 20 (part 3)** **Multiplication and Division**	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. 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. Count to and across 100, forwards and backwards, 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 Given a number, identify one more and one less 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	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division). Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated	**Multiplication & Division** * Making equal groups * Solve Multiplication Problems by Creating Equal Groups and Counting in Ones * Solve Multiplication Problems by Counting in 2s * Solve Multiplication Problems by Counting in 10s * Solve Multiplication Problems by Counting in 5s * Doubling * Repeated addition * Arrays **Place Value** * Count in ones forwards and backwards to 100 and beyond * Understand that a 0-10 number line can be used to estimate the position of multiples of 10 on a 0-100 number line * Show 2- digit numbers using different representations including the number line **Multiplication & Division** * Halving * Solve Division by Sharing Problems by Creating Equal Groups * Solve Division by Grouping Problems by Creating Equal Groups	* Understand and use language of groups * Link equal groups to repeated addition * Link equal groups to multiplication sentences with x symbol * Recall and use multiplication facts from the 2 x tables * Recall and use multiplication facts from the 10 x tables * Recall and use multiplication facts from the 5 x tables * Recall and link facts from the 2x 5x and 10x tables and reason about patterns between times table facts * Introduce arrays and the new term 'multiplied by' * Link repeated addition and 'multiplied by' number sentences * Use an array to show that multiplication can be done in any order (commutative law) * Divide by grouping and record using the ÷ symbol * Divide by sharing and record using the ÷ symbol * Compare division by grouping and division by sharing * Related multiplication and division facts * Solve problems involving multiplication and division, using mental methods, and multiplication and division facts

	1NPV–1 Count within 100, forwards and backwards, starting with any number 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	addition, mental methods, and multiplication and division facts, including problems in contexts.	**Place Value** * One More/One Less and Ten More/Ten Less * Compare and order amounts and numbers **Multiplication & Division** * Substantial Problem Solving	

Intent Year 1/Year 2

Plan 9				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning -Year 1 Detailed in Planning Overview**	**Sequence of learning - Year 2 Detailed in Planning Overview**
Fractions **Place Value to 20 (number lines 1-20 and 10-20 and numbers as words)** **Fractions**	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Read and write numbers from 1 to 20 in numerals and words; 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. 1NPV–2 Reason about the location of numbers to 20 within the linear number system	Recognise, find, name and write fractions ⅓, ¼, 2/4 and ¾ of a length, shape and set of objects or quantity. Write simple fractions for example ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.	**Fractions** * Recognise, find and name a half as one of two equal parts of an object or shape * Recognise, find and name a quarter as one of four equal parts of an object or shape * Recognise, find and name a half as one of two equal parts of a quantity * Recognise, find and name a quarter as one of four equal parts of a quantity **Place Value** * Position 1-20 on different number lines (marked and unmarked) * Read and write numbers to 20 in words	* Halves and Quarters from Year 1 *Introduce Fractions Notation $\frac{1}{2}$ and $\frac{1}{4}$ * Find and Name Fraction One Third and Use Fractions Notation $\frac{1}{3}$ * Introduce Non-Unit Fractions $\frac{2}{3}$, $\frac{2}{4}$ and $\frac{3}{4}$ of an Object, Shape or Length and Recognise the Equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ * Find and Name $\frac{1}{2}, \frac{1}{4}, \text{or} \frac{1}{3}$ of a Set of Objects and Record as Sentences e.g. ½ of 8 = 4 * Find $\frac{2}{3}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a Set of Objects and Recognise the Equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ * Introduce Fractions as Counting Steps on a Number Line and Recognise the Equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ * Problem Solving

Intent Year 1/Year 2

Plan 10				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning-Year 1 Detailed in Planning Overview**	**Sequence of learning - Year 2 Detailed in Planning Overview**
Measurement – length & height **Measurement – length & height** **Reading scales in different divisions**	Compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Measure and begin to record the following: • lengths and heights	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); (TAF – Reading scales in divisions of 1s, 2s and 10s) **2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.** Compare and order lengths,	* Solve practical problems using direct comparison of lengths, heights and widths * Solve practical problems using non-standard units to measure lengths, heights and widths * Measure and begin to record lengths and heights using standard units (cm & m) and use to solve practical problems	* Recap Year 1 height and length * 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 = * Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures * Number Lines and reading scales within measure

Intent Year 1/Year 2

Plan 11				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning- Year 1 Detailed in Planning Overview**	**Sequence of learning -Year 2 Detailed in Planning Overview**
Measure – Time **Measure - Time**	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Measure and begin to record the following: • time (hours, minutes, seconds). Compare, describe and solve practical problems for: • time [for example, quicker, slower, earlier, later].	Compare and sequence intervals of time. 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.	* Telling the time to the nearest half an hour * Sequence events and discuss using target language * Recognise and use language relating to days of the week * Recognise and use language relating to weeks, months and years * Measure and begin to record time durations – second, minute, hour * Solve practical problems for time using key vocab - quicker, slower, earlier, later	*Recap features of analogue clocks including clockwise travel of hands * Recap o'clock & half past with just the hour hand * Quarter past & quarter to with just the hour hand * o'clock half past, quarter past and quarter to with just the minute hand * Telling the time on an analogue clock with both hands to the nearest 15 minutes * Telling the time on an analogue clock with both hands to the nearest 5 minutes * Know the number of minutes in an hour and hours in a day * Compare and sequence intervals of time * Link telling the time with time durations through word problems

Intent Year 1/Year 2

Plan 12				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning -Year 1 Detailed in Planning Overview**	**Sequence of learning - Year 2 Detailed in Planning Overview**
Geometry – position and direction	Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Recognise and create repeating patterns with objects and with shapes **(from Place Value notes and guidance in NC)**	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). Order and arrange combinations of mathematical objects in patterns and sequences	* Describe position (above, below, in front of, behind, in between, next to, inside, outside etc) * Describe direction and movement without turns (forwards, backwards, sideways, left, right, up, down) * Describe turns (whole, half quarter and three quarter turns) * Describe direction and movement with turns * Repeating Patterns	* Describe position (in, on, under, in front of, behind, in between, next to, on the left of, on the right of, above, below) * Describe direction and movement without turns * Describe rotation as turns (whole, half quarter and three quarter turns clockwise and anticlockwise) * Describe rotation in terms of right angles * Describe direction and movement including using a range of vocabulary to describe turns * Order and arrange combinations of mathematical objects in patterns and sequences

Intent Year 1/Year 2

Plan 13				
Strand	**Y1 NC ARE** **Including Ready to Progress**	**Y2 NC ARE** **Including Ready to Progress**	**Sequence of learning- Year 1 Detailed in Planning Overview**	**Sequence of learning -Year 2 Detailed in Planning Overview**
Measure – mass and capacity **Measure – mass, capacity & temperature**	Compare, describe and solve practical problems for: • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	Choose and use appropriate standard units to estimate and measure mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, and measuring vessels. Compare and order mass, volume/capacity and record the results using >, < and =.	* Solve practical problems using direct comparison of capacity and volume * Solve practical problems using non-standard units to measure capacity and volume * Measure and begin to record capacity and volume using standard units (litres) and use to solve practical problems * Solve practical problems using direct comparison of weight/mass * Solve practical problems using non-standard units to measure weight/mass * Measure and begin to record weight/mass using standard units (kg) and use to solve practical problems	* Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels * Compare and order volume/ capacity and record the results using >, < and = * Solve problems with addition and subtraction (capacity) * Solve problems involving multiplication and division (capacity) * Reading Scales (capacity) * Choose and use appropriate standard units to estimate and measure mass (kg/g) using scales * Compare and order mass, and record the results using >, < and = * Solve problems with addition and subtraction (mass) * Solve problems involving multiplication & division (mass) Reading Scales (mass) Choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit, using thermometers Solve problems with addition and subtraction (temperature)