| Autumn Term 1 |  |  |
| :--- | :--- | :--- |
| Wk | Strands | Weekly Summary |
| 1 | Number and place value (NPV); <br> Problem solving, reasoning and <br> algebra (PRA) | Estimate and count a number of objects up to 100; locate <br> numbers on 0-100 beaded lines and 1-100 squares; compare <br> pairs of numbers and find a number in between; order three <br> numbers, order 2-digit numbers |
| 2 | Mental addition and subtraction <br> (MAS); Problem solving, <br> reasoning and algebra (PRA) | Revise number bonds to 6, 7, 8, 9 and 10; know number <br> bonds to 10 and begin to learn related subtraction facts; know <br> multiple of 10 number bonds to 100, learn bonds to 20, <br> rehearse number bonds to 10 and 20 using stories |
| 3 | Mental multiplication and division <br> (MMD); Mental addition and <br> subtraction (MAS); Problem <br> solving, reasoning and algebra <br> (PRA) | Double numbers to double 15, use patterns in number bonds, <br> use number bonds to solve more difficult additions, to subtract <br> and to solve additions bridging 10 |
| 4 | Geometry: properties of shapes <br> (GPS); Statistics (STA) | Sort 2D shapes according to symmetry properties using Venn <br> diagrams, identify right angles and sort shapes using Venn <br> diagrams, recognise squares, rectangles, circles, triangles, <br> ovals and hexagons, investigate which tessellate, sort shapes <br> and objects using a two-way Carroll diagram |
| 5 | Number and place value (NPV); <br> Problem solving, reasoning and <br> algebra (PRA); Mental addition <br> and subtraction (MAS) | Begin to mark numbers on a landmarked line, compare and <br> order numbers, using < and > signs, work systematically to <br> find all possible inequalities, find 1 and 10 more or less using <br> the 100-square, find 10 more and 10 less than any 2-digit <br> number |


| Autumn Term 2 |  |  |
| :--- | :--- | :--- |
| Wk | Strands | Weekly Summary |
| 6 | Number and place value (NPV); <br> Problem solving, reasoning and <br> algebra (PRA); Mental addition <br> and subtraction (MAS) | Know and use ordinal numbers; understand that 2-digit <br> numbers are made from some 10s and some 1s; Understand <br> place value using 10p and 1p coins; find and record all <br> possible amounts using 10p and 1p coins; find 10p more and <br> 10p less; Find 10 more and 10 less |
| 7 | Mental addition and subtraction <br> (MAS); Number and place value <br> (NPV); Problem solving, <br> reasoning and algebra (PRA) | Add and subtract 10, 20 and 30 to any 2-digit number; Add <br> and subtract 11, 21, 12 and 22 to any 2-digit number; Solve <br> addition and subtractions by counting on and back in 10s then <br> in 1s; solve addition and subtraction problems using concrete <br> and pictorial representations |
| 8 | Geometry: position and direction <br> (GPD); Measurement (MEA) | Understand and use terms and vocabulary associated with <br> position, direction and movement; Measure lengths using <br> uniform units; Begin to measure in centimetres and metres |
| 9 | Mental addition and subtraction <br> (MAS); Problem solving, <br> reasoning and algebra (PRA); <br> Mental multiplication and division <br> (MMD) | Add and subtract 2-digit numbers; Solve addition and <br> subtraction problems using concrete and pictorial <br> representations; Add near doubles to double 15; Add several <br> small numbers spotting near doubles or pairs to 10, etc. |
| 10 | Mental multiplication and division <br> (MMD); Measurement (MEA); <br> Problem solving, reasoning and <br> algebra (PRA) | Count in 2s, 5s and 10s from zero; Count in multiples of 2p, <br> 5p and 10p; Number sequences of 2s, 5s and 10s; Find the <br> totals of coins and ways to make an amount; Use coins to <br> make given amounts of money |

