

Maths Medium Term Overview – Year 1 & Year 2

AUTUMN TERM

WEEK 1			
Number Formation and Time – 1 Week			
Number formation	Recognise and correctly form numbers to 10. Days of the week & Months of the Year	Number formation	Read and write numbers to 10 in digits and words.
Time to the hour	Practical activities – start with one handed clock – hour hand only	Time to the hour	Practical activities
Time to the hour	Practical activities	Time to the hour	Practical activities
Time to the half hour	Practical activities	Time to the half hour	Practical activities
WEEK 2			
Number and Place Value – 3 ½ Weeks			
Unit 1 Numbers to 10		Unit 1 Numbers to 100	
L1 Sort objects	Group objects based on their similarities and differences recognise and explain different ways of sorting objects This lesson does not fit with Y2 lesson. Have a Y2 sorting lesson (shapes, numbers e.g. odd even, 2-digit 1-digit etc)	L1 Numbers to 20	Count up and down within 20 and can partition the numbers 11 to 20 into a 10 and some 1s This would have gone better with Y1L2 – include writing numbers as words.
L2 Count objects to 10	Count objects accurately and link the amount to the correct numeral and word	L2 Count in 10s	Count in 10s up to 100, using a variety of representations to support fluency and understanding Can say how many 10s make a given multiple of 10.
L3 Represent numbers to 10	Represent numbers using abstract objects such as cubes/counters and tens frames	L3 Count in 10s and 1s	Count in 10s, and then change to count on in 1s when appropriate.
L4 Count objects from a larger group	Count any number up to 10 from a larger group of objects Chn found this very easy	L4 Recognise 10s and 1s	Recognise that a 2-digit number is composed of 10s and 1s. Count 10s and 1s to find a given amount.
L5 Count on from any number	Count on from any number within 10, up to and including 10 Recognise that adding one more increases the count by one	L5 Build a number from 10s and 1s	Represent 2-digit numbers using base 10 equipment (physical and drawing)
WEEK 3			
L6 One more	Find one more than a given number Chn found this very easy L5 + L6 together?	Count on from any number within 100 One more	Find one more than any given 2-digit number including crossing tens
L7 Count backwards from 10 to 0	Count backwards to 0 from a given number up to, and including, 10	L6 Use a place value grid	Understand the value of each digit in a 2-digit number. Use a place value grid to show the value of digits in a 1- or 2-digit number

L8 One less	Find one less than a given number	Count back from any number within 100 One less	Find one less than any given 2-digit number including crossing tens
L14a The number line (moved)	Explain how a number line works and how it represents numbers and amounts (As this lesson has been moved this should be a practical lesson using counters/bricks on the number line to demonstrate how it works.) [Missing numbers on a number line – ALFED p56]	L10 10s on a number line to 100	Develop a deeper understanding of number lines, including number lines that only show multiples of 10
L14b The number line (moved)	Identify and represent numbers on a numbers line Use a number line to demonstrate which number is greater/smaller Use a number line to find one more/less	L11 10s and 1s on a number line to 100	Develop a deeper understanding of number lines, including number lines that do not start on 0 Understand number lines marked in 10s or 1s. Place numbers between multiples of 10. Weaker chn really struggled – could use WR Q1 – 3 first.
WEEK 4			
L9 Compare groups	Compare groups of objects and identify whether one group has more objects than the other	L12a Estimate numbers on a number line	Estimate the location of a 1- or 2-digit number on a partially marked number line. (lesson 1 of 2 so make this practical)(ABACUS page cut into cards?)
L10 Fewer or more?	Identify which group has more and which group has fewer. Talk about the groups using the language 'fewer' and 'more'.	L12b Estimate numbers on a number line	Estimate the location of a 1- or 2-digit number on a partially marked number line.
L11 <, > or =	Use the <, > and = signs to compare two groups of objects Use the language 'greater than', 'fewer than' and 'equal to'.	L13 Compare numbers (1)	Begin to use an understanding of place value to compare numbers using concrete and pictorial representation.
L12 Compare numbers	Compare and order numbers represented in more abstract ways. Use the <, > and = signs to compare two numbers.	L14 Compare numbers (2)	Compare numbers to 100 using <, > and = signs
L13 Order objects and numbers	Compare three or more groups of objects and order them in both ascending and descending order.	L15 Order numbers	Use an understanding of place value to order three or more 1- and 2-digit numbers. Explain my reasoning.
WEEK 5			
Count on in 2s	Count forward in 2s	L16 Count in 2s, 5s and 10s	Count forwards and backwards in 2s, 5s or 10s Didn't work – next year split out into 2s and 10s for one lesson.

			5s next lesson.
Count back in 2s	Count backwards in 2s	L17 Count in 3s	Begin to count forwards and backwards in 3s Chn who can't count in 2s, 5s and 10s should be part of the lesson but independent practice should be on 2s 5s or 10s
Consolidation	If needed otherwise go onto next lesson.	Consolidation	If needed otherwise go onto next lesson.
Number Bonds – 1 ½ Week			
Unit 2 Part-whole within 10			
L1 Parts and wholes	Understand that a whole group can be made up of 2 or more parts. Identify the whole and the parts that make up a whole.	L7 Partition numbers to 100 (moved)	Use an understanding of the place value for 10s and 1s to partition 2-digit numbers.
L2 The part-whole model (next year 2 lessons)	Partition numbers to 10 using a part-whole model.	L7b Partition numbers to 100	
L2b -use number bonds for storytelling – MNP Ch2L2		L8 Partition numbers flexibly within 100 (moved) NB this lesson will be recapped later on.	All - Use concrete materials to partition multiples of ten into different combinations of tens. (own resources) Some - Partition 2-digit numbers flexibly, finding multiple partitions of 10s and 1s
WEEK 6			
L3 Write number sentences	Write down an addition number sentence for a part-whole model. Explain what each number in the sentence represents.	L9 Write numbers to 100 in expanded Form (moved)	Apply partitioning skills to write a 2-digit number in expanded form (e.g. 43 = 40 + 3)
Unit 2 Addition and Subtraction			
L4a Fact families – addition facts (needs 2 lessons)	Understand the term 'fact family' Write down the fact family number sentences for a part-whole model	L1a Fact families (needs 2 lessons) 1) Own sheet 2) Book Lesson a) Use Discover and Q1 from lesson. Chn work on own worksheets - numbers within 10 only.	To understand the term 'fact family' (addition and subtraction.) Write down the fact family number sentences for a part whole model. Understand what each number in a calculation represents (I.e. part or whole)
L4b Fact families – addition facts (Extra resources from MNP Ch3L1)	Understand that it is the parts that are being added to make the whole.	L1b Fact families Book	Lesson b) recap learning - use Q2 from lesson then book. Understand that the parts are added to make the whole. You always subtract a part from the whole.
L5 Number bonds https://www.bbc.co.uk/iplayer/episode/b0bn5k6h/numberblocks-series-3-ten-again?seriesId=b0bls7vy	Understand the term 'number bond' Write down number bonds for numbers within 10.	L2 Learn number bonds	Recap number bonds to 10 and explore strategies for learning number bonds and consider which facts they need to learn off by heart

L6 Find number bonds 2 lessons worked well. First lesson focus on chn in pairs systematically finding all the number bonds to a given number. Lesson 2 work books.	Find strategies for organising their thinking and begin to spot patterns. Work systematically to find all the number bonds of a number within ten	L3 Add two multiples of 10 Needed 2 lessons. Use MNP starter problem for second lesson. Chn needed more practice of basic calculations – look at MNP book for next year.	Understand the relationship between adding/subtracting ones and adding/subtracting multiples of ten. Use number bonds within 10 to determine related facts with multiples of 10
L7 Number bonds to 10	Find and represent number bonds to 10 Work out missing parts.	L4 Complements to 100 (tens)	Apply their understanding from lesson 3 to derive number bonds to 100 (multiples of 10 only)

WEEK 7

Addition – 1 Weeks

Unit 3 Addition within 10			
L1 Add together		L5 Add and subtract 1s	Identify the number of 10s and 1s in a number. Add/subtract an additional number of 1s without exchange and notice that only the 1s digit changes
L2 Add more		L6 Add by making 10	Add two single-digit numbers that total more than 10, by breaking one number into two parts to bridge the 10
Add by counting on using a number line		Add a single digit number to a 2 digit number by counting on using a number line	CHECK THIS IS IN THE CORRECT PLACE
Add using a number line		L7 Add using a number line	Decide which partitions to use to add by making 10. Represent the process using ten frames and number lines
L3 Addition problems		L9 Add to the next 10	Add from a 2-digit number to the next multiple of 10.
Consolidation		L10 Add across a 10	

WEEK 8

Subtraction – 4 Weeks

Unit 4 Subtractions with 10			
L1 How many are left? (1)	Understand subtraction as taking away and this can be represented by crossing out.	L11 Subtract across a 10	Using place value (Use 10 frames rather than number lines)
L2 How many are left? (2)		Consolidation	
L3 Break apart (1)	Identify the whole and the parts in a subtraction problem Find a missing part Use manipulatives to represent the parts.	L12 Subtract from a 10	Subtract a single digit from a multiple of ten. Use number bonds to 10.
L4 Break apart (2)	Identify the parts and the whole in a missing number problem. Understand that when subtracting: whole-part=part	Consolidation	

	Write a subtraction number sentence from a part whole model.		
L5 Fact families		Fact families	Could focus on teen numbers
WEEK 9			
		Unit 3 Addition and subtraction (2)	
L6a Subtraction on a number line	Solve a subtraction problem by counting back in ones Understand how a number line can help to count back. (White resources could be good. Get rid of the jumps that have already been drawn)	Subtract a 1-digit number from a 2-digit number – across 10	Subtract by counting back (not a PM lesson)
L6b Subtraction on a number line	Subtract by counting back, using a number line as support.	L13a Subtract a 1-digit number from a 2-digit number – across 10	Link clever counting back in jumps as a more efficient way to counting back than in ones. Use tens frames
L6c Subtraction on a number line	Subtract by counting back, using a number line as support.	L13b Subtract a 1-digit number from a 2-digit number – across 10	Use tens frames Some chn will be able to show jumps on number line.
L7 Add or subtract 1 or 2	Add or subtract 1 or 2 by counting on or back. Show my method on a number line.	L1 10 more, 10 less	Find 10 more/less than a 2 digit number Begin to understand which digit changes Show understanding using base 10 and 100 square.
Consolidation		L2 Add and subtract 10s	
WEEK 10			
L8a Solve word problems – addition and subtraction	Representing problems with manipulatives Writing the number sentence	L3 Add two 2-digit numbers – add 10s and add 1s	
L8b Solve word problems – addition and subtraction		L4 Add two 2-digit numbers – add more 10s then more 1s	
Unit 6 Numbers to 20 (Start)			
L1 Count to 20		L5 Subtract a 2-digit number from a 2-digit number – not across 10	
L2 Understand 10		L6 Subtract a 2-digit number from a 2-digit number – across 10	Count back in tens then ones. (Does not have to be multiples of tens and big jumps.)
L3 11, 12 and 13		Consolidation	
WEEK 11			
L4 14, 15 and 16		L7 How many more? How many fewer?	
L5 17, 18 and 19		L9 Compare number sentences	
L6 Understand 20		Consolidation	
Find the difference		L8 Subtraction – find the difference	
L4 Find the missing number (moved from unit 4)		L10 Missing number problems	
WEEK 12 – HODDER TEST WEEK			
Add three 1-digit numbers	Add three small numbers presented in a variety of way.	L8 Add three 1-digit numbers (moved from unit 2)	Add three numbers presented in a variety of way.

			Rearrange the numbers to add efficiently (e.g. bonds to 10 and doubles)
Mixed addition and subtraction		L11 Mixed addition and subtraction	Word problems
Consolidation		L12 Two-step problems	
Consolidation		Consolidation	
Consolidation		Consolidation	
WEEK 13			
Shape – 1 Weeks (start)			
Unit 5 2D and 3D Shapes		Unit 4 Properties of shapes	
L3a Recognise and name 2D shapes	To recognise 2-D shapes in the everyday environment.	L2 Count sides on 2D shapes	
L3b Recognise and name 2D shapes	To recognise and name 2-D shapes	L3 Count vertices on 2D shapes	
Draw/make 2D shapes		L4 Draw 2D shapes	
Begin to understand and recognise symmetry	Begin to make symmetrical patterns (purple mash/peg boards/folded butterfly templates + paint)	L5 Lines of symmetry on shapes	To identify lines of symmetry in basic 2-D shapes.
L4 Sort 2D shapes		L6 Sort 2D shapes	

NB If Autumn term is 14 Weeks then continue with Shape otherwise shape finished in Spr week 10
 Lots of Money Questions on NTS Autumn test – Move a week of Money into Autumn term planning.

SPRING TERM

WEEK 1			
Multiplication and Division – 5 Weeks			
Unit 11 Multiplication and Division		Unit 6 Multiplication and Division (1)	
L4a Equal groups	Recognise and explain how they know when groups are equal	L1 Recognise equal groups	Recognise equal and unequal groups Write correct repeated addition sentences
L4b Equal groups	Recognise and explain how they know when groups are equal	L2 Make equal groups	Understanding the language of equal groups and apply it to drawing, arranging and making equal groups
L5a Add equal groups	Recognise where groups are equal Add equal groups	L3 Add equal groups	Count in steps of 2, 5 or 10 to find a total. Identify how many equal groups there are and how many in each group. Write a repeated addition sentence.
L5b Add equal groups	Recognise where groups are equal Add equal groups	L4 The × sign	Understand 'x' sign as 'groups of' Write repeated addition and multiplication sentences to match a picture
WEEK 2			
Consolidation		L5 Multiplication sentences	Write a multiplication sentence to represent a problem involving equal groups
L6a Make arrays	Recognise an array and explain what it represents	L6a Use arrays	Write different repeated addition sentences and

	Using the vocabulary of 'columns' and 'rows' Create simple arrays		multiplication sentences from one array. Use this to demonstrate that multiplication is commutative. Make their own array based on a multiplication sentence.
L6b Make arrays	Recognise an array and explain what it represents Link this representation to their learning about repeated addition.	L6b Use arrays	Write different repeated addition sentences and multiplication sentences from one array. Use this to demonstrate that multiplication is commutative. Make their own array based on a multiplication sentence.
L8a Grouping	Recognise when groups are equal and when they are not Work out how many equal groups make a whole	L7a Make equal groups – grouping (NB do not need to do repeated subtraction on a number line)	Understand that division can sometimes mean 'put into groups of ...' In this case you will be working out how many groups we can make.
L8a Grouping	Recognise when groups are equal and when they are not Work out how many equal groups make a whole	L7b Make equal groups – grouping	Understand that division can sometimes mean 'put into groups of ...' In this case you will be working out how many groups we can make.
WEEK 3			
L9a Sharing	Recognise and explain sharing as 'one each' shared to each group over and over again Use this concept to share numbers into equal groups and solve simple problems	L8a Make equal groups – sharing	Understand that division can also mean 'sharing equally into groups. In this case you will be working out how many each group gets.
L9a Sharing	Recognise and explain sharing as 'one each' shared to each group over and over again Use this concept to share numbers into equal groups and solve simple problems	L8b Make equal groups – sharing	Understand that division can also mean 'sharing a equally into groups. In this case you will be working out how many each group gets.
Unit 7 Multiplication and Division (2)			
L1a Count in 2s	Count on and back in 2s from an even starting point	L1 2 times-table	Begin to learn the 2 times-table Work out 2 times-table multiplication sentences by counting in 2s.
L1b Count in 2s	Count on and back in 2s from an even starting point	L2 Divide by 2 (NB do not need to do repeated subtraction on a number line)	Relate multiplication facts from the 2 times-table to dividing by 2 Work out how many 'groups of 2' there are to

			divide by 2. (i.e. count in 2s)
L7 Make doubles	Explain what doubles are. Find the double of a given number	L3 Double and halve	Double and halve numbers using known facts or an appropriate strategy Understand how doubling and halving relate to multiplication and division by 2
WEEK 4			
Odd and even numbers	Understand that even numbers can be divided equally into groups of 2 and odd numbers will have one left over.	L4 Odd and even numbers	Know that even numbers can be divided equally into groups of 2 and odd numbers will have one left over. Identify which numbers are odd and even
L2a Count in 10s	Count on and back in 10s from 0 to 50	L5 10 times-table	Begin to learn the 10 times-table Work out 10 times-table multiplication sentences by counting in 10s. Recognise that multiples of 10 always end in 0.
L2b Count in 10s	Count on and back in 10s from 0 to 50 Investigate the patterns this count creates using different concrete, pictorial and abstract representations	L6 Divide by 10 (NB do not need to do repeated subtraction on a number line)	Relate multiplication facts from the 10 times-table to dividing by 10 Work out how many 'groups of 10' there are to divide by 10. (i.e. count in 10s)
L3a Count in 5s	Count on and back in 5s from 0 and other starting points that are multiples of 5	L7 5 times-table	Begin to learn the 5 times-table Work out 5 times-table multiplication sentences by counting in 5s. Recognise that multiples of 5 always end in 0 or 5.
L3b Count in 5s	Count on and back in 5s from 0 and other starting points that are multiples of 5 Explore the patterns that exist when counting in 5s	L8 Divide by 5 (NB do not need to do repeated subtraction on a number line)	Relate multiplication facts from the 5 times-table to dividing by 5 Work out how many 'groups of 5' there are to divide by 5. (i.e. count in 5s)
WEEK 5			
Unit 6 Numbers to 20 (Finish)			
L7 One more and one less	Find one more or one less than any number to 20 Show their thinking using concrete manipulatives	Consolidation	Mixed multiplication and division calculations.
L8 The number line to 20	Complete a number line to 20 from any starting number	L9a Bar modelling – grouping	Use a bar model to represent a division problem involving grouping.

	Place numbers to 20 in the correct place on a number line		Identify the whole, each part and how many equal parts there are.
L9 Label number lines	Identify missing numbers on a number line to 20.	L9b Bar modelling – grouping	Use a bar model to represent a division problem involving grouping. Identify the whole, each part and how many equal parts there are.
L10 Estimate on a number line	Estimate where numbers lie on a number line Explain my reasoning.	L10a Bar modelling – sharing	Use a bar model to represent a division problem involving sharing
L11 Compare numbers to 20	Compare numbers from 0 to 20 Use <, = and > symbols.	L10b Bar modelling – sharing	Use a bar model to represent a division problem involving sharing
WEEK 6			
L12 Order numbers to 20	Compare and order numbers and objects using vocabulary learned in previous lessons and the < and > signs.	Consolidation	Multiplication and division problems.
Money – 2 Weeks			
Unit 15 Money		Unit 5 Money	
L1a Recognise coins		L1 Count money – pence	
L1b Recognise coins		L2 Count money – pounds (notes and coins)	
L2a Recognise notes		L3 Count money – pounds and pence	
L2b Recognise notes		L4 Choose notes and coins	
WEEK 7			
L3a Count in coins		L5 Make the same amount	
L3b Count in coins		L6 Compare amounts of money	
Make the same amount		L7 Calculate with money	
Make the same amount		L8 Make £1	
Consolidation		L9 Find change L10 Two-step problems	
WEEK 8			
Addition and Subtraction/Consolidation			
Unit 7 Addition and Subtraction within 20 (start)		Consolidation and Catch up	
L1a Add by counting on within 20	Two lessons not needed	Consolidation	
L1b Add by counting on within 20		Consolidation	
L2a Add ones using number bonds		Consolidation	
L2b Add ones using number bonds		Consolidation	
L6a Subtract ones using number bonds		Consolidation	
WEEK 9			
Hodder Test Week – Catch up/Revision			
L6a Subtract ones using number bonds		Consolidation	
L7a Subtraction – count back	Two lessons not needed	Consolidation	
L7b Subtraction – count back		Consolidation	
Consolidation	Mixed addition and subtraction lesson	Consolidation	
Consolidation		Consolidation	
WEEK 10			
Finish Shape – 1 Week (Finish)			
Unit 5 2D and 3D Shapes		Unit 4 Properties of shapes	

L1 Recognise and name 3D shapes	Recognise four basic 3-D solid shapes: spheres, cubes, cuboids and pyramids.	L1 Identify and name 2D and 3D shapes L8 Count faces on 3D shapes	
Identify faces on 3D shapes	Identify faces on a 3D shape (printing)	L9 Count edges on 3D shapes L10 Count vertices on 3D shapes	
L2 Sort 3D shapes		L11 Sort 3D shapes	
L5 Make patterns with shapes		L7 Make patterns with 2D shapes	
Consolidation		L12 Make patterns with 3D shapes	

SUMMER

WEEK 1			
Fractions - 3 Weeks			
Unit 12 Halves and Quarters		Unit 10(11) Fractions	
Introducing parts and wholes		Introducing parts and wholes	
Equal and unequal parts		Equal and unequal parts	
L1 Recognise and find a half of a shape		Recognise a half	
L2 Recognise and find a half of a quantity		Find a half	
WEEK 2			
L3 Recognise and find a quarter of a shape		Recognise a quarter	
L4 Recognise and find a quarter of a quantity		Find a quarter	
Consolidation		Thirds	
Consolidation		Find the whole	
Consolidation		Unit and non-unit fractions	
WEEK 3			
Consolidation		Recognise the equivalence of a half and two quarters	
Consolidation		Recognise three quarters	
Consolidation		Count in fractions up to a whole	
Position and Direction (start)			
Unit 13 – Position and Direction		Unit 13(12) - Position and Direction	
L1a Describe turns		L3a Describe turns	
L1b Describe turns		L3b Describe turns	
WEEK 4			
Time			
Unit 16 Time		Unit 11(13) - Time	
L4 Tell the time to the hour		L1a O'clock and half past	
L5 Tell the time to the half hour		L1b O'clock and half past	
L1 Before and after		L2a Quarter past and quarter to	
L2 Days of the week		L2b Quarter past and quarter to	
L3 Months of the year		L3 Tell the time to 5 minutes	
WEEK 5			
Unit 7 Addition and Subtraction within 20 (part 2)		CONSOLIDATION AND CATCH UP	
L4 Doubles		L4 Minutes in an Hour L5 Hours in a day	
L5 Near doubles		Consolidation	
L3 Find and make number bonds to 20		Consolidation	
L8 Subtraction – find the difference		Find the difference	
L9 Related facts – fact families		Fact families	
WEEK 6			
SATS WEEK FOR YEAR 2s (3rd week in May could be any week in May)			
Unit 8 – Numbers to 50 (Start)		SATS WEEK	
L1 Count to 50		Consolidation	
L2 Numbers to 50		Consolidation	
L3 20, 30, 40 and 50		Consolidation	

Consolidation		Consolidation	
Consolidation		Consolidation	
WEEK 7			
Length – 1 Week			
Unit 9 Introducing length and height		Unit 8 Length and height	
L1 Compare lengths and heights		L3 Compare lengths and heights	
L2 Measure length (non-standard units of measure)		L1a Measure in cm	
L3 Measure length (using a ruler)		L1b Measure in cm	
L4 Measure in m		L4 Order lengths and heights	
L5 Solve word problems – length		L5 Four operations with lengths and heights	
WEEK 8			
Mass Capacity and Temperature			
Unit 10 Introducing weight and volume		Unit 9 – Mass, Capacity and Temperature	
L1 Heavier and lighter		L1 Compare mass	
L2a Measure mass		L2 Measure in grams	
L2b Measure mass		L3 Measure in kilograms	
L3 Compare mass		Consolidation	
		Consolidation	
WEEK 9			
L4 Full and empty		L4 Compare volume and capacity	
L5 Measure capacity		L5 Measure in millilitres	
L6 Compare capacity		L6 Measure in litres	
Beginning to use a thermometer		L7 Measure temperature using a thermometer	
L7 Solve word problems – mass and capacity		L8 Read thermometers	
WEEK 10			
HODDER TESTS, Y1 Finish Numbers to 50, Y2 Problem solving			
Unit 8 Numbers to 50 (Finish)		Unit 12(14) – Problem solving and efficient methods Choose the lessons you feel are relevant	
L4 Count by making groups of 10s			
L5 Groups of 10s and 1s			
L6 Partition into 10s and 1s			
L7 One more, one less			
Consolidation			
WEEK 11			
Unit 7 Addition and Subtraction within 20 (Finish)			
L10 Missing number Problems (From Add/Sub to 20)			
L11 Solve word and picture problems – addition and Subtraction (From Add/Sub to 20)			
Statistics - Graphs			
		Unit 14(10) - Statistics	
Begin to make tally charts		L1 Make tally charts	
Understanding tables		L2 Tables	
Begin to draw block diagrams		L3 Block diagrams	
WEEK 12			
L4 Draw pictograms (1 to 1) (Y2 lesson)		L6 Draw pictograms (1 to 2, 5 or 10)	
L5 Interpret pictograms (1 to 1) (Y2 lesson)		L7 Interpret pictograms (1 to 2, 5 or 10)	
Y1 Numbers to 100, Y2 Problem solving			
Unit 14 – Numbers to 100		Unit 12(14) – Problem solving and efficient methods Choose the lessons you feel are relevant	

L1 Count from 50 to 100			
L2 10s to 100			
L3 Partition into 10s and 1s			
WEEK 13			
L4 Number line to 100			
L5 One more and one less			
L6 Compare numbers			
Position and Direction Lessons if not already covered in daily routine or Geography			
Unit 13 – Position and Direction		Unit 13 Position and Direction	
L2 Describe position – left and right		L1 Language of position	
Describe position – forwards and backwards		L2 Describe movement	
Describe position – above and below		L4 Describe movement and turns	
Ordinal numbers		L5 Make patterns by turning shapes	