

Jellyfish	Year 1/2		
Autumn Term	Spring Term	Summer Term	
<p>Number, place value and rounding.</p> <ul style="list-style-type: none"> ➤ Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number (Y1) ➤ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (Y1) ➤ Read and write numbers from 1-20 in numerals and words (Y1) ➤ Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward or backward (Y2) ➤ Given a number, identify 1 more and 1 less (Y1). Compare and order numbers 0-100; use <, > and = signs (Y2) ➤ Identify, represent and estimate numbers using different representations including the number line (Y2) ➤ Identify and represent numbers using objects and pictorial representations including number lines and use of language of equal to, more than, less than (fewer), most, least (Y1) ➤ Recognise the place value of each digit in a two-digit numbers (tens, ones) (Y2) <p style="text-align: center;">On-going.</p> <p>Use place value and number facts to solve problems (Y2)</p>	<p>Number, place value and rounding</p> <ul style="list-style-type: none"> ➤ Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number (Y1) ➤ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (Y1) ➤ Read and write numbers from 1-20 in numerals and words (Y1) ➤ Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward or backward (Y2) ➤ Given a number, identify 1 more and 1 less (Y1). Compare and order numbers 0-100; use <, > and = signs (Y2) ➤ Identify, represent and estimate numbers using different representations including the number line (Y2) ➤ Identify and represent numbers using objects and pictorial representations including number lines and use of language of equal to, more than, less than (fewer), most, least (Y1) ➤ Recognise the place value of each digit in a two-digit numbers (tens, ones) (Y2) <p style="text-align: center;">On-going.</p> <ul style="list-style-type: none"> ➤ Use place value and number facts to solve problems (Y2) 	<p>Number, place value and rounding</p> <ul style="list-style-type: none"> ➤ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (Y1) ➤ Read and write numbers from 1-20 in numerals and words (Y1) ➤ Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward or backward (Y2) ➤ Identify, represent and estimate numbers using different representations including the number line (Y2) ➤ Identify and represent numbers using objects and pictorial representations including number lines and use of language of equal to, more than, less than (fewer), most, least (Y1) <p style="text-align: center;">On-going.</p> <ul style="list-style-type: none"> ➤ Use place value and number facts to solve problems (Y2) 	
<p style="text-align: center;">Fractions and Decimals</p>	<p style="text-align: center;">Fractions and Decimals</p> <ul style="list-style-type: none"> ➤ Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Y1) ➤ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (Y1) ➤ 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 (Y2) ➤ Write simple fractions eg $\frac{1}{2}$ of 6=3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ (Y2) 	<p style="text-align: center;">Fractions and Decimals</p> <ul style="list-style-type: none"> ➤ Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Y1) ➤ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (Y1) ➤ 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 (Y2) ➤ Write simple fractions eg $\frac{1}{2}$ of 6=3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ (Y2) 	

Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (Y1)
- Represent and use number bonds and related subtraction facts within 20 (Y1). Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100 (Y2)
- Add and subtract one-digit and two-digit numbers to 20, including zero (Y1)
- Add and subtract numbers using concrete objects, pictorial representations and mentally (Y2)
 - A two-digit number and ones
 - A two-digit number and tens
 - Two two-digit numbers
 - Adding three one-digit numbers
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (Y2)

On-going

- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representation, and missing numbers such as $7 = \square - 9$ (Y1)
- Solve problems with addition and subtraction: using concrete objects, pictorial representations, including those involving numbers, quantities and measures (Y2)
- Applying their increasing knowledge of mental and written methods (Y2)
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot (Y2)

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<p style="text-align: center;">Multiplication and Division</p> <ul style="list-style-type: none"> ➤ Recall and use multiplication and division facts for the 2, 5, 10 multiplication tables, including recognising odd and even numbers (Y2) ➤ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication (x), division (÷) and equals (=) signs (Y2) ➤ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context (Y2) <p style="text-align: center;">On-going</p> <ul style="list-style-type: none"> ➤ Rapid recall of x2, 5, 10 (Y1) 2, 3, 5, 10 (Y2) ➤ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (Y2) 	<p style="text-align: center;">Multiplication and Division</p> <ul style="list-style-type: none"> ➤ Solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with support from the teacher (Y1) ➤ Recall and use multiplication and division facts for the 2, 5, 10 multiplication tables, including recognising odd and even numbers (Y2) ➤ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication (x), division (÷) and equals (=) signs (Y2) ➤ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context (Y2) <p style="text-align: center;">On-going</p> <ul style="list-style-type: none"> ➤ Rapid recall of x2, 5, 10 (Y1) 2, 3, 5, 10 (Y2) ➤ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (Y2) 	<p style="text-align: center;">Multiplication and Division</p> <ul style="list-style-type: none"> ➤ Solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with support from the teacher (Y1) ➤ Recall and use multiplication and division facts for the 2, 5, 10 multiplication tables, including recognising odd and even numbers (Y2) ➤ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication (x), division (÷) and equals (=) signs (Y2) ➤ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context (Y2) <p style="text-align: center;">On-going</p> <ul style="list-style-type: none"> ➤ Rapid recall of x2, 5, 10 (Y1) 2, 3, 5, 10 (Y2) ➤ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (Y2)
<p style="text-align: center;">Measures</p> <ul style="list-style-type: none"> ➤ Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • 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) (Y1) ➤ Compare and order lengths, mass, volume and capacity and record the results using <, > and = (Y2) <p><u>Money</u></p> <ul style="list-style-type: none"> ➤ Recognise and know the value of different denominations of coins and notes (Y1) ➤ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular 	<p style="text-align: center;">Measures</p> <ul style="list-style-type: none"> ➤ Measure and begin to record the following: <ul style="list-style-type: none"> • Lengths and heights • Mass and weight • Capacity and volume • Time (hours, minutes and seconds) (Y1) ➤ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (Kg/g); temperature (C); capacity (L/ml) to nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (Y2) <p><u>Time</u></p> <ul style="list-style-type: none"> ➤ Sequence events in chronological order using language (before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening) (Y1) 	<p style="text-align: center;">Measures</p> <ul style="list-style-type: none"> ➤ Measure and begin to record the following: <ul style="list-style-type: none"> • Lengths and heights • Mass and weight • Capacity and volume • Time (hours, minutes and seconds) (Y1) ➤ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (Kg/g); temperature (C); capacity (L/ml) to nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (Y2) <p><u>Money</u></p> <ul style="list-style-type: none"> ➤ Recognise and know the value of different denominations of coins and notes (Y1) ➤ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular

<p>value (Y2)</p> <ul style="list-style-type: none"> ➤ Find different combinations of coins that equal the same amounts of money (Y2) ➤ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (Y2) 	<ul style="list-style-type: none"> ➤ Recognise and use language relating to dates, including days of the week, weeks, months and years (Y1) ➤ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. (Y1) ➤ Compare and sequence intervals of time (Y2) ➤ Know the number of minutes in an hour and the number of hours in a day. 	<p>value (Y2)</p> <ul style="list-style-type: none"> ➤ Find different combinations of coins that equal the same amounts of money (Y2) ➤ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (Y2) <p><u>Time</u></p> <ul style="list-style-type: none"> ➤ Sequence events in chronological order using language (before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening) (Y1) ➤ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. (Y1) ➤ 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 (Y2)
<p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> ➤ Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> • 2D shapes (rectangles (including squares), circles and triangles). • 3D shapes (cuboids (including cubes), pyramids and spheres) (Y1) ➤ Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line (Y2) ➤ Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces (Y2) ➤ Identify 2D shapes on the surface of 3D shapes, (for example circle on a cylinder and a triangle on a pyramid) (Y2) ➤ Compare and sort common 2D and 3D shapes and everyday objects (Y2) 	<p>Geometry: properties of shapes</p>	<p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> ➤ Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> • 2D shapes (rectangles (including squares), circles and triangles). • 3D shapes (cuboids (including cubes), pyramids and spheres) (Y1) ➤ Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line (Y2) ➤ Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces (Y2) ➤ Identify 2D shapes on the surface of 3D shapes, (for example circle on a cylinder and a triangle on a pyramid) (Y2)
<p>Geometry: position, direction, motion.</p>	<p>Geometry: position, direction, motion.</p> <ul style="list-style-type: none"> ➤ Describe position, direction and movements, including whole, half, quarter and three-quarter turns (Y1) ➤ Order and arrange combinations of mathematical 	<p>Geometry: position, direction, motion.</p>

	<p>objects in patterns and sequences (Y2)</p> <ul style="list-style-type: none"> ➤ 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) (Y2) 	
Statistics	<p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> ➤ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Y2) ➤ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (Y2) ➤ Ask and answer questions about totalling and comparing categorical data (Y2) 	Statistics

Old curriculum – rounding two-digit numbers to the nearest 10, halving and doubling, using lists/tables and diagrams to sort objects – no longer included.

- Identify and record the number sentence involved in a problem (now in Y1)
- Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals to 100 (now in Y1)