NEW NC Year 1/2 Autumn Medium Term Plan

Topic	Year 1	Year 2	Year 3
Number Sense	• Counting reliably to 20. • Recognising that the rearranged order of objects has the same value. • Knowing whether a number is more or less than 10. • Using the landmarks of multiples of 5 to help children place other numbers on a line or bead bar. • Recognise missing numbers from a 1–20 number washing line. • Use knowledge of other numbers to place numbers on a line. • Find amounts more, less and in between numbers. • Recognise a teen number adding more to 10. • Make teen numbers showing partitioning. • Understand 'teen' numbers as partitioning into 10 and 'a bit'. • Begin to record additions. • Order numbers on a track. • Mark numbers on a beaded line using the 'landmarks' of 5, 10, 15 and 20 to help. • Compare 2 numbers less than 20. • Count from 1 to 100. • Count in 10s from 10, matching multiples on their fingers. • Count to 100 from different starting points. • Find one more and one less than a given number up to 100. • Use ordinal numbers in context up to the 10th place.	• Locate 2-digt numbers on a beaded line. • Say which is more. • Say a number between neighbouring multiples of ten. • Count in tens from a single-digit number marking jumps on a beaded line.. • Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100). • Show 2-digit numbers on a bead string and write the place value addition (e.g. 26 = 20 + 6). • Partition 2-digit numbers into multiples of ten and one. Use place value to add and subtract (e.g. 30 + 4, 53 – 3).	• Say what each digit in a 2-digit number represents. • Place 2-digit numbers accurately on a 0-100 line. • Place 3-digit numbers accurately on a landmarked 0-1000 line. • Use this knowledge to compare 3-digit numbers. • Know what each digit represents in a 3-digit number. • Add 1, 10 or 100 to a 3-digit number. • Subtract 1, 10 or 100 from a 3-digit number.

Topic	Year 1	Year 2	Year 3
Mental Add/Sub		• Partition 10 and 20 into pairs and write related addition and subtraction facts. • Begin to know by heart pairs with a total of 20.	• Know number bonds for all number up to 20 • Use number bonds in addition and subtraction. • Write balancing number sentences using numbers up to 20 • Understand that = represents equality. • Know multiples of 5 to 100 • Confidently list pairs of multiples of 5 which add to 100. • Quickly find pairs of numbers with a total of 100.

Addition	• Partition 5 into pairs and record in addition sentences. • Add small numbers to 5 to create addition sentences. • Count on from 5. • Add 1, 2, 3, 4 or 5 to 5 by counting on and record as addition sentences. • Add 1 or 2 to numbers to 6 by counting on. • Add 1 or 2 to numbers to 10 and some to 15 by counting on. • Find one more than any number up to 20. • Record as number sentences. • Find two more than any number up to 20 recording the hops on a beaded line. • Find one more less than 2-digit numbers. • Fill in missing numbers in sequences. • Find one more than any 2-digit number, crossing over the tens barrier. • Add 2, 3 or 4 by counting on. • Realise that addition can be done in any order. • Put the larger number first when adding 2 numbers.	• Use the = sign to represent equality. • Understand how □ can represent an unknown. • Recognise and use the inverse relation between addition and subtraction • Add 10 to 2-digit numbers by using counting in tens, not one • Add 20, 30, 40 and 50 to 2-digit numbers using a 1-100 grid and/or beaded number line • Use pairs to 10 and the image of the 100 beaded string and 1-100 grid to find what needs to be added to a 2-digit number to make the next multiple of 10. • Add single digit numbers to 2-digit numbers (not crossing a multiple of ten, then crossing the barrier) • Use number bonds to 10 and place value to add rather than counting on in ones. • Add 10, 20, 11, 12, 13, 21, 22, 31, 32 and 33 to 2-digit numbers. • Add near multiples of 10 spotting patterns. • Add near multiples of 10 by adding a multiple of 10 then subtracting 1. • Add a 2-digit number ending in 1, 2 or 3 by counting on in 10s then adding 1, 2 or 3. • Add near multiples of 10 and numbers ending in 1, 2 or 3 choosing how to do so.	• Use known number facts to add 1-digit to 2-digit numbers • Cross a tens boundary when adding • Use number facts to choose a sensible order to add 4 or more numbers. • Explain the reasons for your choices. • Add a multiple of 10 to/from a 2-digit number. • Add a near multiple of 10 to/from a 2-digit number. • Add pairs of 2-digit number by partitioning and recombining, totals in tens or ones more than 10. • Add pairs of 2-digit number by partitioning and recombining, totals in tens and ones more than 10. • Add 1s, 10s or 100s to a 3-digit number, without crossing the tens or hundreds boundary. • Add a multiple of 10 to a 3-digit number. • Add a near multiple of 10 to a 3-digit number without crossing the tens or hundreds boundary.

Subtraction	• Find one less than any number up to 20. • Record as number sentences. • Find two less than any number up to 20 recording the hops on a beaded line. • Understand hopping backwards as subtraction. • Find one less than 2-digit numbers. • Fill in missing numbers in sequences. • Find one less than any 2-digit number, crossing over the tens barrier. • Partition 6 into pairs, write the addition and find related subtraction facts. • Partition 7 and record the related addition sentences and write the related subtraction facts. • Partition 10 and record the related addition sentences and begin to find the related subtraction facts. • Know number bonds to 10 finding matching pairs. • Know by heart number bonds to 10 and record as number sentences. • Decide whether to add or subtract to solve a word problem. Represent objects in a word problem with cubes or fingers.	• Subtract 10 from 2-digit numbers by using counting in tens, not ones • Subtract 20, 30, 40 and 50 from 2-digit numbers using a 1-100 grid and/or beaded number line • Subtract 1-digit numbers from 2-digit numbers (not crossing a multiple of ten, then crossing the barrier) • Subtract 10, 20, 11, 12, 13, 21, 22, 31, 32 and 33 from 2-digit numbers. •	• Use known number facts to subtract 1-digit from 2-digit numbers • Cross a tens boundary when subtracting. • Subtract a multiple of 10 to/from a 2-digit number. • Subtract a near multiple of 10 to/from a 2-digit number. • Subtract numbers lying either side of a multiple of ten, e.g. 42 – 28, drawing own empty number line. • Subtract any pair of 2-digit numbers by counting up. • Count up to find change from a pound. • Use counting up to subtract numbers on either side of 100, answers less than 20 eg 102 - 87 • Use counting up to subtract numbers on either side of 100, answers less than 30 eg 116 – 88 • Use counting up to subtract numbers on either side of 100, answers less than 40 eg 109 – 76 • Subtract 1s, 10s or 100s from a 3-digit number, without crossing the tens or hundreds boundary. • Subtract a multiple of 10 to from a 3-digit number. Subtract a near multiple of 10 from a 3-digit number without crossing the tens or hundreds boundary.

Money	• Know how much each coin to 10p is worth. • Begin to find the total of two coins. • Add 1p and 2p to coins up to 10p and write the addition. • Find ways to pay amounts to 10p.	• Find 10p more/less than amounts up to 89p. • Recognise all coins. • Add the values of 2 coins. • Begin to use ordered lists to find all possibilities. • Find the total of 2 totals less than 20p. • Find change from 20p. • Solve and write simple number stories involving money. • Add and subtract 10, 11 and 20 in the context of money.	• Write amounts in £ and p including using zero as place holder. • Write amounts in £ and p. • Compare amounts of money using place value knowledge. • Say what each digit represents in a 3-digit amount of money. • Use this knowledge to add and subtract money.

Multiplication and Division	• Understand that a double is two of the same number added together. • Begin to know doubles 1 to 5. • Try to share numbers to 10 to find which are even and which are odd. • Begin to recognise which numbers are odd and even without sharing. • Find odd and even numbers on a 1–20 track. Count in twos from 1 and 2 to find odd and even numbers to 20.	• Describe and continue patterns. • Count in 2s and 10s. • Recognise multiples of 2 and 10. • Understand multiplication as repeated addition. • Count in 10s. • Recognise odd and even numbers to at least 20. • Find doubles to double 20 using bead strings to help. • Investigate which numbers to 30 can be halved (whole number answers), and find that these are even numbers. • Use strips to halve even numbers and write the corresponding double.	• Double 2-digit numbers up to 50 by partitioning and recombining • Halve even 2-digit numbers up to 50 by partitioning and recombining • Know × and ÷ facts for the 5 and 10 times tables • Understand that multiplications is commutative • Write × and ÷ sentence sentences for the 2 times table • Confidently recognise multiples of 2, 5 and 10 • Know 3 times table and know related division facts. • Know 4 times table and know related division facts. • Understand that multiplication is the inverse of division. • Write related multiplication and division facts. • Divide by 5 and find a remainder. • Use multiplication facts to divide a number where the answer has a remainder.

Fractions	• Recognise $\frac{1}{2}$ of shapes. • Divide regular shapes in half. • Understand how to find $\frac{1}{4}$ of different shapes.	• Find halves and quarters of shapes by folding. • Recognise which shapes are divided in halves/ quarters and which are not. • Colour $\frac{1}{4}$ or $\frac{3}{4}$ of shapes.	• Know what $\frac{1}{2}$, 1/3, $\frac{1}{4}$ of a shape looks like. • Find $\frac{1}{2}$, 1/3, $\frac{1}{4}$ of a small number (whole number answers). • Find $\frac{1}{2}$ of a quantity, including odd numbers. • Write a jotting to show halving a quantity. • Find $\frac{1}{2}$ of a 2-digit number. • Know if 2-digit numbers are odd or even. • Know what $\frac{1}{4}$ and $\frac{3}{4}$ of a shape looks like. • Find $\frac{1}{4}$ and $\frac{3}{4}$ of a quantity (whole number answers). • Know what 1/3 and 2/3 of a shape looks like. Find 1/3 and 2/3 of a quantity.

Length	• Measure length with non-standard units. • Make sensible estimations, stating whether something is shorter or longer. • Order different lengths. • Begin to have a sense of how long a metre is. • Estimate using metres and find items longer and shorter than 1 metre.	• Use a uniform unit to measure to the length to the nearest unit. • Measure length to the nearest centimetre. • Choose from a range to estimate the lengths of objects. • Measure length to the nearest centimetre.	
SAssss ShapeS	• Understand the term 'symmetry'. • Create symmetrical patterns. • Recognise whether a pattern or object is symmetrical. • Find a line of symmetry.	• Follow and give instructions involving position, direction and movement including left and right. • Recognise whole, half and quarter turns, both clockwise and anticlockwise. • Recognise that a right angle is a quarter	**iwfifhiif**

	• Name and describe some properties of squares, rectangles, circles and triangles. • Begin to use more mathematical vocabulary to describe properties. • Name, describe properties of squares, rectangles, circles and triangles and match them into sets. • Recognise simple shapes no matter the proportion or orientation.	turn. • Recognise pentagons, hexagons and octagons including those that are irregular. • Recognise and draw pentagons, hexagons and octagons and describe their properties. • Visualise, make, recognise and describe 2D shapes.	
Statistics	• Understand that objects can be sorted in different ways. • Use lists to sort objects. • Think of different ways to sort shapes. • Use a table to sort objects.	• Sort objects according to 2 criteria in a Venn diagram. • Sort 2D shapes according to given criterion using Carroll diagram.	
Time	• Tell the time to the hour. • Show o'clock times on small clocks. • Know the key times of events of the day. • Order days of the week. • Answer questions about the order of days of the week. • Order months of the year. • Recognise when the months are ordered incorrectly.	• Read the time to the half hour on digital and analogue clocks. • Read the time to the $\frac{1}{4}$ hour on analogue clocks. • Begin to identify time intervals.	