

Week	Objectives	TA Framework for Maths	Small Learning Steps
1	<p>Place Value</p> <p><i>Revise read and writing numbers to 20 then 50.</i></p> <ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems. <p>Measure <i>Recognising coins from Y1</i></p> <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 	<p>Read and write numbers in numerals up to 100.</p> <p>Count in twos, fives and tens from 0 and use this to solve problems.</p> <p>Know the value of different coins.</p> <p>Read scales in divisions of ones, twos, fives and tens (includes number lines/bar charts/pictograms etc).</p>	<ul style="list-style-type: none"> Read and write numbers from 1 to 50 in numerals - model words Revise counting up from 0 - 50 and write and read numbers to 50 Revise counting to 50 starting at a number other than 0 Count up in 10s to and past 100 number lines Count back in 10s from 100 number lines Count up in tens from any number e.g. 56, 66. Count back in tens from any number .e.g. 32... Count in 10s on a bar chart/pictogram Count up in 10's to 100p Count back in 10s from 100p to 0 Count up in Practical problem solving with above Count in 5s on number line/bar chart/pictogram Count on 5s tally chart Count up in 5p to 100p Count back in 5p from 100p Count up to 100 in 2s starting from 0 Count in 2s on a bar chart/pictogram Count back from 100 in 2s to 0 Count up in 2p pieces to 100p Count back in 2p coins from 20p to 0, extend to 100p
2	<p>Place Value - partitioning</p> <ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line 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. <p>Measure</p> <ul style="list-style-type: none"> Find different combinations of coins that equal the same amounts of money 	<p>Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.</p> <p>Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.</p> <p>Use different coins to make the same amount.</p>	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line – numbers 0-50, Partition any two digit number into tens and ones Partition any 2 digit number into different multiples of tens and ones Partition money into 10p and 1p

<p>3</p>	<p>Place Value – value of digits, order and compare</p> <ul style="list-style-type: none"> Count up in 2s,5s and 10s Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line 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 <p>Measure</p> <ul style="list-style-type: none"> Order measures – length, volume, money etc <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 	<p>Know the value of different coins.</p> <p>Count in twos, fives and tens from 0 and use this to solve problems</p> <p>Read scales in divisions of ones, twos, fives and tens (includes number lines/bar charts/pictograms etc).</p> <p>Read scales where not all numbers on the scale are given and estimate points in between.</p>	<ul style="list-style-type: none"> Ordering numbers up to 100 including money and measure; use the language of: equal to, more than, less than (fewer), most, least Order measures Read numbers on a number line and add numbers to a number line with a mix of scales to compare Read scales from bar charts and pictograms – 1s, 2s, 5s and 10s to compare numbers Extend to add missing numbers on scales and estimation of where a number would go. Comparing numbers up to 100 including money and measured; use the language of: equal to, more than, less than (fewer), most, least Compare images of objects
<p>4</p>	<p>Place Value</p> <ul style="list-style-type: none"> Count in steps of tens from any number, forward and backward Compare and order numbers from 0 up to 100; use <, > and = signs <p>Measures</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare lengths, mass, volume/capacity and record the results using >, < and = Compare and sequence intervals of time Know the number of minutes in an hour and the number of hours in a day. 	<p>Count in twos, fives and tens from 0 and use this to solve problems</p> <p>Know the value of different coins.</p>	<ul style="list-style-type: none"> Given a number, identify one more up to 100, then extend to crossing the 100 barrier on a number line Given a number identify 1 less up to 100 and then Given a number identify 1 more and 1 less than number up to 100 as a function machine Given a set of objects find 1 more/1 less up to 100 Given a measure find 1 more/1 less e.g. time – 1 more hour, 1 more day, money – 1p more, Extend to 10 more and 10 less (as above) Comparative statements comparing 2 or 3 numbers or objects e.g. 15 is 10 more than 5 but 1 less than 16. 35p is 10p more than 25p but 20p less than 55p etc. Compare sets of objects set A has 1 more than set B but 2 more than set C. Use <> signs to compare numbers Use <> signs to compare money, measures on scales, time – hours and minutes

5	<p>Addition and Subtraction (Mental)</p> <ul style="list-style-type: none"> Applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Adding three one digit numbers 	<p>Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$).</p> <p>Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).</p>	<ul style="list-style-type: none"> Revise addition number bonds for 10/20 including in measure Mental addition within 20 e.g. if I know $3+7 = 10$ then $13+7 =$ etc. Mental addition within 20 through money and measure Adding 3 single digit numbers Revise subtraction facts for 10/20 Mental subtraction within 20 using known facts Use of = sign in different positions Include empty boxes
6	<p>Addition and Subtraction</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> A two-digit number and ones A two-digit number and tens 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. <p>Measures</p> <ul style="list-style-type: none"> 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 and subtraction of money of the same unit, including giving change 	<p>Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$).</p> <p>Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).</p> <p>Use different coins to make the same amount.</p>	<ul style="list-style-type: none"> Adding 10s and multiples of 10 to a 2 digit number As above in context of measure and money Adding 2 digit number and ones (no bridging) Adding 2 digit numbers and ones (bridging) Adding 2 digit number and ones in measures context without and without bridging e.g. shopping bills Given total find different ways to make same total with coins Adding 2 digit and 2 digit for more able <p><i>For all of the above use inverse to check and = sign in different places.</i></p> <p>Strategies to cover: Number line, partitioning, counting up, use of tens and ones resources, money , 100 square</p>

<p>7</p>	<p>Addition and Subtraction</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers • Adding three one-digit numbers <ul style="list-style-type: none"> • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Measures</p> <ul style="list-style-type: none"> • 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 and subtraction of money of the same unit, including giving change 	<p>Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$).</p> <p>Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).</p> <p>Use different coins to make the same amount.</p>	<ul style="list-style-type: none"> • Subtracting 10s and multiples of 10 to a 2 digit number • As above in context of measure and money • Subtracting ones from a 2 digit number (no bridging) • Subtracting ones from a 2 digit numbers (bridging) • As above in measures context without and without bridging e.g. finding change • Give same change using different coins • For more able introduce exchanging 2 digit and 2 digit <p><i>For all of the above use inverse to check and = sign in different places.</i></p> <p>Strategies to cover: Counting up or back, partitioning, use of tens and ones resources, money, number line, 100 square</p>
<p>8</p>	<p>Measures – Height and Length</p> <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and = <p><i>Revisit place value, addition and subtraction</i></p>	<p>Read scales in divisions of ones, twos, fives and tens (includes number lines/bar charts/pictograms etc).</p> <p>Read scales where not all numbers on the scale are given and estimate points in between</p>	<p>Compare and describe :</p> <ul style="list-style-type: none"> • Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] <p>Solve practical problems for:</p> <ul style="list-style-type: none"> • Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> • Lengths and heights using non-standard units <p>Revise aspects of place value – 1 more, 1 less</p> <p>Revise addition and subtraction within bonds to 10</p> <p>Compare 3 objects</p>