## PlanBee. ${ }^{(9),}$ PlanBee Primary Maths Curriculum | Year 1 and Year 2

|  | Autumn Term Y1 | Autumn Term Y2 | Spring Term Y1 | Spring Term Y2 | Summer Term Y1 | Summer Term Y2 |
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| Week 1 | Let's identify numbers <br> - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words | What's my number? <br> - identify, represent and estimate numbers using different representations, including the number line <br> - read and write numbers to at least 100 in numerals and in words | Let's read, write and use numbers <br> - given a number, identify one more and one less <br> - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <br> - read and write numbers from 1 to 20 in numerals and words | How can we compare numbers? <br> - recognise the place value of each digit in a two-digit number (tens, ones) <br> - 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 <br> - use place value and number facts to solve problems | Let's use numbers to <br> 100 <br> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <br> - given a number, identify one more and one less <br> - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | Let's multiply and divide <br> - recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers <br> - calculate <br> mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs <br> - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <br> - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and |


|  |  |  |  |  |  | division facts, including problems in contexts |
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| Week <br> 2 | Let's represent numbers <br> - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words | What is place value? <br> - recognise the place value of each digit in a two-digit number (tens, ones) <br> - identify, represent and estimate numbers using different representations, including the number line <br> - compare and order numbers from 0 up to 100; use <, > and = signs <br> - use place value and number facts to solve problems | Let's count in twos, fives and tens <br> - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | Let's learn our times tables <br> - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <br> - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs | Let's use number facts <br> - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs <br> - represent and use number bonds and related subtraction facts within 20 <br> - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7=$ _9 | Let's add big numbers <br> - read and write numbers to at least 100 in numerals and in words <br> - use place value and number facts to solve problems <br> - add and subtract numbers using concrete objects, pictorial representations, and mentally, including - a two-digit number and tens <br> - two two-digit numbers |
| Week 3 | Let's add objects <br> - read and write numbers from 1 to 20 in numerals and words <br> - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs | Let's use number bonds <br> - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot <br> - solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures | Let's learn number bonds <br> - read, write and interpret mathematical statements involving addition (+), subtraction $(-)$ and equals (=) signs - represent and use number bonds and related subtraction facts within 20 | Let's explore 3D shapes <br> - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces <br> - identify 2-D shapes on the surface of 3-D shapes <br> - compare and sort common 2-D and 3-D shapes and everyday objects | Let's halve and quarter <br> - recognise, find and name a half as one of two equal parts of an object, shape or quantity <br> - recognise, find and name a quarter as one of four equal parts of an object, shape or quanitity | Let's subtract big numbers <br> - read and write numbers to at least 100 in numerals and in words <br> - add and subtract numbers using concrete objects, pictorial representations, and mentally, including - a two-digit number and ones <br> - a two-digit number and tens <br> - two two-digit numbers |


|  |  | - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |  |  |  |  |
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| Week <br> 4 | Let's subtract objects <br> - read and write numbers from 1 to 20 in numerals and words <br> - read, write and interpret mathematical statements involving addition (+), subtraction $(-)$ and equals (=) signs | What is multiplication? <br> - calculate <br> mathematical <br> statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs <br> - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Let's make shapes <br> - recognise and name common 2-D and 3-D shapes | Let's measure weight <br> - choose and use appropriate standard units to estimate and measure mass (kg/g) - compare and order lengths, mass, volume/capacity and record the results using $>$, < and = | Let's find the total by grouping <br> - count in multiples of twos, fives and tens <br> - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | Can we find fractions of numbers? <br> - recognise, find, name and write fractions $1 / 3,1 / 4$, $2 / 4$ and $3 / 4$ of a length, shape, set of objects or quantity <br> - write simple fractions for example, $1 / 2$ of $6=3$ and recognise the equivalence of $2 / 4$ and $1 / 2$ |
| Week <br> 5 | Let's identify 2D Shapes <br> - recognise and name common 2-D and 3-D shapes | What is division? <br> - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs <br> - solve problems involving multiplication | What is half? <br> - recognise, find and name a half as one of two equal parts of an object, shape or quantity <br> - recognise, find and name a quarter as one of four equal parts of an object | Can we link addition and subtraction? <br> - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 <br> - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another | Let's share objects equally <br> - count in multiples of twos, fives and tens <br> - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | Let's measure capacity <br> - choose and use <br> appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels <br> - compare and order volume/capacity and record the results using $>$, < and = |


|  |  | and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  | cannot <br> - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems |  |  |
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| Week <br> 6 | Let's compare length, height and mass <br> - compare, describe and solve practical problems for: <br> - lengths and heights <br> (e.g. long/short, longer/shorter, tall/short, double/half) - mass/weight (e.g. heavy/light, heavier than, lighter than) | Let's explore 2D shapes <br> - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line <br> - compare and sort common 2-D and 3-D shapes and everyday objects | Let's tell the time <br> - sequence events in chronological order using language (e.g. before, after, next, first, today) <br> - recognise and use language relating to dates, including days of the week, weeks, months and years <br> - tell the time to the hour and half past the hour and draw hands on a clock face to show these times | Can we link multiplication and division? <br> - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <br> - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Which direction? <br> - describe position, direction and movement, including whole, half, quarter and three quarter turns | Let's go shopping <br> - recognise and use symbols for pounds ( $£$ ) and pence (p); combine amounts to make a particular value <br> - find different combinations of coins that equal the same amounts of money <br> - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |


| Week <br> 7 | Let's find one more and one less <br> - given a number, identify one more and one less <br> - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <br> - read and write numbers from 1 to 20 in numerals and words | Let's use a ruler <br> - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) <br> - compare and order lengths, mass, volume/capacity and record the results using $>$, < and = | Let's use a number line <br> - read and write numbers from 1 to 20 in numerals and words <br> - identify and represent numbers using objects and pictorial representations including the number line <br> - given a number, identify one more and one less <br> - count read and write numbers to 100 in numerals | Let's find fractions <br> - recognise, find, name and write fractions $1 / 3,1 / 4$, $2 / 4$ and $3 / 4$ of a length, shape, set of objects or quantity <br> - write simple fractions for example, $1 / 2$ of $6=3$ and recognise the equivalence of $2 / 4$ and 1/2 | Let's get confident with numbers <br> - count read and write numbers to 100 in numerals; count in multiples of twos, fives and tens <br> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <br> - identify and represent numbers using objects and pictorial representations including the number line | Let's make charts <br> - interpret and construct simple pictograms, tally charts, block diagrams and simple tables <br> - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity <br> - ask and answer questions about totalling and comparing categorical data |
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| Week <br> 8 | Let's add and subtract objects <br> - read and write numbers from 1 to 20 in numerals and words <br> - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs | Let's make a pictogram <br> - interpret and construct simple pictograms, tally charts, block diagrams and simple tables <br> - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity <br> - ask and answer questions about totalling and comparing categorical data | Let's count in multiples <br> - identify and represent numbers using objects and pictorial representations including the number line <br> - count in multiples of twos, fives and tens <br> - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | How can we tell the time? <br> - compare and sequence intervals of time <br> - 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 <br> - know the number of minutes in an hour and the number of hours in a day | Let's identify and use shapes <br> - recognise and name common 2-D and 3-D shapes | Let's solve place value problems <br> - count in steps of 2,3, and 5 from 0 , and in tens from any number, forward and backward <br> - recognise the place value of each digit in a two-digit number (tens, ones) <br> - identify, represent and estimate numbers using different representations, including the number line <br> - use place value and number facts to solve problems |


| Week <br> 9 | Can you recognise these coins? <br> - recognise and know the value of different denominations of coins | Let's use number <br> patterns <br> - recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers <br> - count in steps of 2,3, and 5 from 0 , and in tens from any number, forward and backward - read and write numbers to at least 100 in numerals and in words | Let's solve missing number problems <br> - read, write and interpret mathematical statements involving addition (+), subtraction ( - ) and equals (=) signs <br> - add and subtract onedigit and two-digit numbers to 20 , including zero <br> - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7=$ $\square$ -9 | Let's explore charts and tables <br> - interpret and construct simple pictograms, tally charts, block diagrams and simple tables <br> - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity <br> - ask and answer questions about totalling and comparing categorical data | Let's tell the time to half past the hour <br> - compare, describe and solve practical problems for: <br> - time (e.g. quicker, slower, earlier, later) <br> - sequence events in chronological order using language <br> - tell the time to the hour and half past the hour and draw hands on a clock face to show these times <br> - measure and begin to record the following - time (hours, minutes, seconds) | What time is it? <br> - compare and <br> sequence intervals of time <br> - 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 <br> - know the number of minutes in an hour and the number of hours in a day |
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| Week <br> 10 | Let's find the value of coins <br> - recognise and know the value of different denominations of coins | How can we add numbers? <br> - add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers <br> - solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures | Let's make totals using coins (part 1) <br> - recognise and know the value of different denominations of coins - count in multiples of twos, fives and tens | Let's explore position and direction <br> - order and arrange combinations of mathematical objects in patterns and sequences - 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 | Let's measure time <br> - compare, describe and solve practical problems for: <br> - time (e.g. quicker, slower, earlier, later) <br> - measure and begin to record the following - time (hours, minutes, seconds) <br> - sequence events in chronological order using language <br> - recognise and use language relating to dates, including days of | What's the answer? <br> - solve problems with <br> addition and subtraction: <br> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods <br> - recognise and use the inverse relationship between addition and |


|  |  | - solve problems with addition and subtraction applying their increasing knowledge of mental and written methods <br> - add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones <br> a add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens |  | turns (clockwise and anti-clockwise) | the week, weeks, months and years | subtraction and use this to check calculations and solve missing number problems. <br> - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |
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| Week <br> 11 | Let's identify 3D shapes <br> - recognise and name common 2-D and 3-D shapes | How can we subtract numbers? <br> - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens <br> - solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures | Let's make totals using coins (part 2) <br> - recognise and know the value of different denominations of coins and notes <br> - count in multiples of twos, fives and tens | How hot is it? <br> - choose and use appropriate standard units to estimate and measure temperature $\left({ }^{\circ} \mathrm{C}\right)$ to the nearest appropriate unit using scales and thermometers <br> - compare and order lengths, mass, volume/capacity and record the results using $>$, < and = | Let's use money <br> - recognise and know the value of different denominations of coins and notes | Let's sort shapes and objects <br> - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line <br> - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces <br> - identify 2-D shapes on the surface of 3-D shapes <br> - compare and sort common 2-D and 3-D |


|  |  |  |  |  |  | shapes and everyday objects |
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| Week <br> 12 | Let's use time language <br> - sequence events in chronological order using language (e.g. before, after, next, first, today) <br> - recognise and use language relating to dates, including days of the week, weeks, months and years | Let's use pounds and pence <br> - 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 <br> - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | Let's compare mass and capacity <br> - compare, describe and solve practical problems for: <br> - mass/weight (e.g. heavy/light, heavier than, lighter than) - capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter) <br> - measure and begin to record the following <br> - lengths and heights <br> - mass/weight <br> - capacity and volume | Let's solve problems <br> - solve problems with <br> addition and <br> subtraction: <br> - using concrete objects <br> and pictorial <br> representations, including those involving numbers, quantities and measures <br> - applying their increasing knowledge of mental and written methods <br> - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | Let's measure <br> - compare, describe and solve practical problems for: <br> - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) - mass/weight (e.g. heavy/light, heavier than, lighter than) - capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter) <br> - measure and begin to record the following <br> - lengths and heights <br> - mass/weight <br> - capacity and volume | What is your position? <br> - order and arrange combinations of mathematical objects in patterns and sequences <br> - 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) |

