Gosberton Academy Long Term Map - Year 1 & Year 2 Maths (2023/2024)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Autumn Y1	Number: Place Value (within 20)				Addition and Subtraction			*Half Term*	*Half Term*	A and S		Shape		Number: Place Value (within 50)		Consolidation
Autumn Y2	Number: Place Value (within 20)				Addition and subtraction			*Half Term*	*Half Term*	A and S		Shape		Statistics		Consolidation
Spring Y1	Multiples of 2,5 and 10		Number: Multiplication and Division		Fractions		*Half Term*	Fractions	Measures: Money		Length and Height			*Easter Holiday*	*Easter Holiday*	
Spring Y2	Multiplication and Division				Fractions		*Half Term*	Fractions	Measures: Money		Length and Height			*Easter Holiday*	*Easter Holiday*	
Summer Y1	Number: Place Value (within 100)		Weight and Capacity		Time		*Half Term*	Time	Geometry: Position and Direction		Consolidation (ensure place value objectives are embedded)			*Summer Holiday*		
Summer Y2	Problem Solving and Efficient Methods		Weight, Capacity and Temperature		Time		*Half Term*	Time	Geometry: Position and Direction		Investigations and consolidation – all areas based on real-life scenarios			*Summer Holiday*		

Year 1: Number and Place Value	AU	SP	SU	Year 1: Measures	AU	SP	SU
• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number				Compare, describe and solve practical problems for:			
• Given a number, identify one more and one less				• lengths and heights (for example, long/short, longer/shorter, tall/short, double/half			
• Identify and represent numbers using objects and pictorial representations including the number line, and the language of: equal to, more than, less than (fewer), most, least				• mass/weight (for example, heavy/light, heavier than, lighter than)			
• Read and write numbers from 1 to 20 in numerals and words				• capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)			
Year 1: Addition and Subtraction				• time [for example, quicker, slower, earlier, later]			
• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs				Measure and begin to record the following:			
• Represent and use number bonds and related subtraction facts within 20				• lengths and heights			
• Add and subtract one-digit and two-digit numbers to 20, including zero				• mass/weight			
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9				• capacity and volume			
Year 1: Multiplication and Division				• time (hours, minutes, seconds)			
• 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				• Recognise and know the value of different denominations of coins and notes			
Year 1: Fractions				• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]			
• Recognise, find and name a half as one of two equal parts of an object, shape or quantity				• Recognise and use language relating to dates, including days of the week, weeks, months and years			
• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.				• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times			
Year 1: Properties of Shape				**Year 1: Position and Direction**			
Recognise and name common 2-D and 3-D shapes, including:				• Describe position, direction and movement, including whole, half, quarter and three-quarter turns			
• 2-D shapes [for example, rectangles (including squares), circles and triangles]							
• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]							

N.B. – These are **suggested** time frames; if you need to, please spend longer on a block, objectives must be embedded. Consolidation of any learning should focus on place value, the four operations and fractions (inc. decimals and percentages for the older children). Blocks taught should be revisited each term through Cold Maths, lesson starters and when links are made between mathematical concepts e.g. measure and place value. These are curriculum objectives and what you should be teaching from.

Gosberton Academy Long Term Map - Year 1 & Year 2 Maths (2023/2024)

Year 2: Number and Place Value	AU	SP	SU	Year 2: Measures	AU	SP	SU
• Count in steps of 2, 3, and 5 from 0, and in tens from any n umber, forward and backward				• 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			
• Recognise the place value of each digit in a two-digit number (tens, ones)				• Compare and order lengths, mass, volume/capacity and record the results using >, < and =			
• Identify, represent and estimate numbers using different representations, including the number line				• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value			
• Compare and order numbers from 0 up to 100; use <, > and = signs				• Find different combinations of coins that equal the same amounts of money			
• Read and write numbers to at least 100 in numerals and in words				• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change			
• Use place value and number facts to solve problems				• Compare and sequence intervals of time			
Year 2: Addition and Subtraction				• 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			
• Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures				• Know the number of minutes in an hour and the number of hours in a day.			
• Solve problems with addition and subtraction applying increasing knowledge of mental and written methods				**Year 2: Properties of Shape**			
• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line			
• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers				• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces			
• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				• Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]			
• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.				• Compare and sort common 2-D and 3-D shapes and everyday objects.			
Year 2: Multiplication and Division				**Year 2: Position and Direction**			
• Recall and use multiplication & division facts for the 2, 5, 10 tables, including recognising odd and even numbers				• Order and arrange combinations of mathematical objects in patterns and sequences			
• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs				• 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).			
• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot				**Year 2: Statistics**			
• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.				• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables			
Year 2: Fractions				• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity			
• Recognise, find, name and write fractions, one third, one quarter, two quarters and three quarters of a length, shape, set of objects or quantity				• Ask and answer questions about totalling and comparing categorical data.			
• Write simple fractions for example, one half of 6 = 3 and recognise the equivalence of two quarters and one half.							

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