AUTUMN TERM – 14 weeks				
WEEK	**RETRIEVAL PRACTICE**	**DOMAIN**	**Y1**	**Y2**
1	**2 minutes of counting** *Refer to Counting Progression Map 2021 (Jenny Cook)* **Plus one aspect of the following each day:** - one more/less (Y1-2) & ten more/less (Y2) - counting on a number line from a given number - ordering number (including forwards/backwards/non-consecutive numbers) - number formation (teach and practise) - partitioning number (different ways of making number)	**Measurement** Time	• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years	• know the number of minutes in an hour and the number of hours in a day. *Y1 Mastery check – chronological order, time language, days, weeks*
2			• tell the time to the hour and draw the hands on a clock face to show these times. *e.g. clock numerals, movement of hands, difference between hands, reading, drawing and showing clocks, ordering clocks, times of the day – e,g 8 o'clock morning v 8 o'clock evening*	• tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times *Y1 Mastery check – o'clock and half past*
3 **4** **5**		**Number** Number and Place Value	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Refer to P3 Addition calc booklet* • identify and represent numbers using objects and pictorial representations and use the language of: equal to, more than, less than (fewer), most, least *Ensure number sense is secure, E.G. cardinality, subitisation and conservation of number* • read and write numbers from 1 to 20 in numerals and words • count, read and write numbers to 100 in numerals • given a number, identify one more and one less	• count in steps of tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify and represent numbers using different representations, including the number lines • 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.
6		**Number** Addition	• read, write and interpret mathematical statements involving addition and equals (=) sign • add one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems *Do not introduce addition symbol at this time. Secure understanding of addition, associated language and use sentences such as 5 and 7 = 12.* *Refer to pages 4-7 of Addition calc booklet*	• solve problems with addition: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of **mental methods** • recall and use addition facts to 20 fluently, and derive and use related facts up to 100 e.g. 3+5=8 so 3 tens + 5 tens = 8 tens so 30 + 50 = 80. *Refer to page 11 & 12 Addition calculation booklet*
7		**Number** Addition	• read, write and interpret mathematical statements involving addition (+) and equals (=) sign • add one-digit and two-digit numbers to 20, including zero *Introduce addition symbol this week. Secure understanding of addition, associated language and use sentences such as 5 and 7 = 12.* *Refer to pages 4-8 of addition calc booklet*	• add using concrete objects, pictorial representations, and **mentally**, including: - a two-digit number and ones - a two-digit number and tens - adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) *Refer to page 12 & 13 addition calculation booklet*

AUTUMN TERM – 14 weeks				
WEEK	**RETRIEVAL PRACTICE**	**DOMAIN**	**Y1**	**Y2**
8	**2 minutes of counting** *Refer to Counting Progression Map 2021 (Jenny Cook)* **Plus one aspect of the following each day:** - number formation (teach and practise) - read and write numbers in numerals and words - time - mental addition - representing number	**Number** Subtraction	• read, write and interpret mathematical statements involving subtraction *(reduction structure 'take away')* • subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve subtraction *(reduction structure 'take away')*, using concrete objects and pictorial representations *Refer to pages 4-6 of Subtraction calc booklet*	• solve problems with subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of **mental methods** • recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 *e.g. 3+5=8 so 3 tens + 5 tens = 8 tens so 30 + 50 = 80. Refer to page 15 & 16 Subtraction calculation booklet*
9				• subtract using concrete objects, pictorial representations, and **mentally,** including: - a two-digit number and ones - a two-digit number and tens - show that subtraction of two numbers can be done in any order but you will get a different answer (not commutative) e.g. done practically so 5 teddies and take away 3, how many left? But can not do 3 teddies and take away 5 in that context. Make links to context do not say big number ALWAYS goes first – doesn't in KS2.. *Refer to page 17 & 18 Subtraction calculation booklet*
10		**Measurement** Money	• recognise and know the value of different denominations of coins *Money recognition only – e.g. shapes, colours, values of money. No calculation with money.*	• 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 of money of the same unit *£ and p are recorded separately – no decimal notation. E.G. £2 and 25p* *Done practically and using number lines* *Make links to mental addition covered in previous weeks e.g. 17p + 5p using number bonds to support such as 5p can be broken to parts of 3 and 2 so 17 + 3 = 20 + 2 = 22p*
11			• recognise and know the value of different denominations of notes *Money recognition only – e.g. shapes, colours, values of money. No calculation with money.*	• recognise and use symbols for pounds (£) and pence (p); • solve simple problems in a practical context involving subtraction of money of the same unit, including giving change *£ and p are recorded separately – no decimal notation. E.G. £2 and 25p* *Done practically and using number lines* *Make links to mental subtraction covered in previous weeks e.g. 12p - 5p using number bonds to support such as 5p can be broken to parts of 2 and 3 so 12 – 2 = 10 – 3 = 7p*

AUTUMN TERM – 14 weeks				
WEEK	**RETRIEVAL PRACTICE**	**DOMAIN**	**Y1**	**Y2**
12		**Number** Multiplication Number & Place Value	• count in multiples of twos, fives and tens *(Number and Place Value)* • solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Build and describe equal groups – 2s, 5s and 10s – refer to Page 3 Multiplication doc*	• count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward (Number and Place Value POS) • calculate mathematical statements for multiplication *Revisit equal groups and repeated addition – do not include multiplication symbol (x) yet* • show that multiplication of two numbers can be done in any order (commutative) • solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, including problems in contexts. *Refer to page 7 of Multiplication booklet*
13		**Number** Multiplication Number & Place Value	• solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Build and describe equal groups - refer to Page 3 Multiplication doc*	• count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward (Number and Place Value POS) • calculate mathematical statements for multiplication and write them using the multiplication (×) and equals (=) signs *Introduce multiplication symbol* • recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers *Introduce Times Table Rock Stars this week – starting with 10x* • show that multiplication of two numbers can be done in any order (commutative) • solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, including problems in contexts. *Refer to page 7 of Multiplication booklet*
14		One week spare to allow for the curriculum to move around to make way for assessment week. Where possible, use remaining lessons in the assessment week to consolidate and revisit aspects as appropriate – Maths should still happen that week once assessments are complete.		

SPRING TERM – 12 WEEKS				
WEEK	**RETRIEVAL PRACTICE**	**DOMAIN**	**Y1**	**Y2**
1	**2 minutes of counting** *Refer to Counting Progression Map 2021 (Jenny Cook)* **Plus one aspect of the following each day:** - equal groups - 2D shape - Time - money - read and write numbers in numerals and words	**Number** Number and Place Value **Y2 Statistics**	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Refer to P3 Addition calc booklet* • 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 *Ensure number sense is secure, E.G. cardinality, subitisation and conservation of number* • read and write numbers from 1 to 20 in numerals and words • count, read and write numbers to 100 in numerals • given a number, identify one more and one less	• pictograms, tally charts, basic tables and block diagrams • 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; • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems.
2		**Number** Addition	• read, write and interpret mathematical statements involving addition (+) and equals (=) sign • add one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems *Refer to pages 4-9 of Addition calc booklet*	• solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition facts to 20 fluently, and derive and use related facts up to 100 • add numbers using concrete objects, pictorial representations, and mentally of**:** - **two two-digit numbers** *Refer to pages 13-14 Addition document as appropriate – mental addition and working horizontally for efficiency*
3		**Number** Subtraction	• read, write and interpret mathematical statements involving subtraction *(comparison structure 'finding the difference')* • subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve subtraction *(partitioning structure 'missing part')*, using concrete objects and pictorial representations *Refer to pages 10-11 of Subtraction calc booklet*	• solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 • subtract numbers using concrete objects, pictorial representations, and mentally of**:** - **two two-digit numbers** *Refer to pages 17-19 Subtraction document as appropriate – mentally and working horizontally for efficiency. (calculations that don't include exchange)*

SPRING TERM – 12 WEEKS				
WEEK	**RETRIEVAL PRACTICE**	**DOMAIN**	**Y1**	**Y2**
4		**Number** Subtraction	• Continue from last week	• solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 • subtract numbers using concrete objects, pictorial representations, and mentally of**:** - **two two-digit numbers** *Refer to pages 17-19 Subtraction document as appropriate - mentally and working horizontally for efficiency. (calculations that include exchange)*
5		**Geometry** Properties of 2D shapes	• recognise and name common 2-D shapes , including2-D shapes [for example, rectangles (including squares), circles and triangles] *Recognise the shapes in different orientations and sizes, and that rectangles, triangles, are not always similar to each other.* *Compose shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.*	• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • compare and sort common 2-D shapes. *Compare shapes on the basis of their properties and use vocabulary precisely.*
6		**Number** Division	• solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Focus on sharing – refer to P3-4 Division doc*	• calculate mathematical statements for division and write them using the division (÷) and equals (=) signs • recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • show that division is not commutative • solve problems involving division, using materials, arrays, mental methods, including problems in contexts. *Focus on sharing refer to sharing sections on P7&8 Division doc*
7	**2 minutes of counting** *Refer to Counting Progression Map 2021 (Jenny Cook)* **Plus one aspect of the following each day:** - Time		• solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Focus on grouping – refer to P3-4 Division doc*	• calculate mathematical statements for division and write them using the division (÷) and equals (=) signs • recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • show that division is not commutative • solve problems involving division, using materials, arrays, mental methods, including problems in contexts. *Focus on grouping sections on P7&8 Division doc*
8	- addition / subtraction - sharing / grouping	**Number** Fractions	• recognise, find and name a half as one of two equal parts of an object or shape *Understand the fractional language and understanding of half, halves as written word.* *Recognise the importance of equal parts and when/when not parts are equal.*	• recognise, find, name and write fractions $\frac{1}{4}, \frac{2}{4} AND \frac{3}{4}$ of **a length, shape** • recognise the equivalence of $\frac{2}{4} and \frac{1}{2}$ *Ensure clear understanding of equal parts, role of denominator and role of numerator, introduce fractions in symbolic notation*

SPRING TERM – 12 WEEKS				
WEEK	**RETRIEVAL PRACTICE**	**DOMAIN**	**Y1**	**Y2**
9	- Money - comparing number		• recognise, find and name a quarter as one of four equal parts of an object or shape *Understand the fractional language and understanding of quarter, quarters as written word. Recognise the importance of equal parts and when/when not parts are equal.*	• recognise, find, name and write fractions $\frac{1}{4}, \frac{2}{4} AND \frac{3}{4}$ of a **set of objects or quantity** • write simple fractions for example, $\frac{1}{2}$of 6 = 3 and recognise the equivalence of $\frac{2}{4} and \frac{1}{2}$ *Ensure clear understanding of equal parts, role of denominator and role of numerator, introduce fractions in symbolic notation*
10		**Measurement** Time	• tell the time to half past the hour and draw the hands on a clock face to show these times. *e.g. clock numerals, movement of hands, difference between hands, reading, drawing and showing clocks, ordering clocks, times of the day – e,g 8 o'clock morning v 8 o'clock evening. Make links to Fractions*	tell and write the time to five minutes and draw the hands on a clock face to show these times *KS1 Teacher Assessment Framework lists telling time to the nearest 5 minutes as GDS. If chn not secure on telling time to quarter past / to – consolidate and secure this first - EXS*
11		**Geometry** Properties of Shape	• recognise and name common 3-D shapes, [for example, cuboids (including cubes), pyramids and spheres]. *Recognise the shapes in different orientations and sizes, and that that rectangles, triangles, cuboids and pyramids are not always similar to each other.* *Compose shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.*	• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 3-D shapes and everyday objects. • *Compare shapes on the basis of their properties and use vocabulary precisely.*
12	One week spare to allow for the curriculum to move around to make way for assessment week. Where possible, use remaining lessons in the assessment week to consolidate and revisit aspects as appropriate – Maths should still happen that week once assessments are complete.			

SUMMER TERM – 13 WEEKS				
WEEK	**RETRIEVAL PRACTICE**	**DOMAIN**	**Y1**	**Y2**
1	**2 minutes of counting** *Refer to Counting Progression Map 2021 (Jenny Cook)* **Plus one aspect of the following each day:** - Time - equal groups and repeated addition (Y1) - times tables (Y2) - Fractions - money - shape	**Y1 Number** Number & Place Value **Y2 Statistics**	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Refer to P3 Addition calc booklet* • 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 *Ensure number sense is secure, E.G. cardinality, subitisation and conservation of number* • read and write numbers from 1 to 20 in numerals and words • count, read and write numbers to 100 in numerals • given a number, identify one more and one less	• interpret and construct simple pictograms, tally charts, block diagrams and simple tables *Make links to multiples & scales e.g. counting in 5s for tallies and counting in multiples of 2s, 5s and 10s for pictograms and scales* • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data. *Make links to addition and subtraction*
2		**Number** Addition	• read, write and interpret mathematical statements involving addition (+) and equals (=) sign • add one-digit and two-digit numbers to 20, including zero • **represent and use number bonds within 20** • solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems *Refer to pages 4-9 of Addition calc booklet*	• solve problems with addition: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods • recall and use addition facts to 20 fluently, and derive and use related facts up to 100 • add numbers using concrete objects, pictorial representations, and mentally of**:** - **two two-digit numbers** *Refer to pages 14-17 Addition document as appropriate. Some chn will be working horizontally as on P14 throughout Y2 which is still an efficient method. Do not progress to vertical column (P15-17) until fully secure. Write it Column in Y2 is not necessary unless really conceptually secure with Build it – Draw it in a variety of contexts and complex problems.*
3		**Number** Subtraction	• read, write and interpret mathematical statements involving subtraction *(partitioning structure 'missing part')* • subtract one-digit and two-digit numbers to 20, including zero • **represent and use number bonds within 20** • solve one-step problems that involve subtraction *(comparison structure 'find structure')*, using concrete objects and pictorial representations *Refer to Pages 7-9 of Subtraction calc booklet*	• solve problems with subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods • recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 • subtract numbers using concrete objects, pictorial representations, and mentally of**:** - **two two-digit numbers** *Refer to pages 19-22 Subtraction document as appropriate. Some chn will be working horizontally as on p19 throughout Y2 which is still an efficient method. Do not progress to vertical column (P20-22) until fully secure. Do not do Write it Column in Y2. Build it – Draw it only and only if appropriate.*

SUMMER TERM – 13 WEEKS				
WEEK	**RETRIEVAL PRACTICE**	**DOMAIN**	**Y1**	**Y2**
4		**Number** Addition & Subtraction	• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign • add one-digit and two-digit numbers to 20, including zero • **represent and use number bonds and related subtraction facts within 20** • solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems *Refer to pages 4-9 of Addition calc booklet & pages 12-13 of Subtraction calc booklet*	• solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - 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 • add and subtract numbers using concrete objects, pictorial representations • **recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.**
5		**Number** Multiplication	• solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Build arrays and describe equal groups in different ways - refer to Page 4 Multiplication doc*	• recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and write them using the multiplication (×) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) • solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, including problems in contexts. *Represent equal groups in different ways describing appropriately – refer to P8 Multiplication doc*
6		**Number** Division	• solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Understand and interpret arrays for grouping and sharing - refer to Page 4 Division doc*	• recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for division and write them using the division (÷) and equals (=) signs • show that division is not commutative • solve problems involving division, using materials, arrays, mental methods, including problems in contexts. *Focus on modelling grouping on a number line – refer to P9 Division booklet*
7		**Fractions**	• recognise, find and name a half as one of two equal parts of a quantity • recognise, find and name a quarter as one of four equal parts of a quantity *Make links to division*	• 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 • write simple fractions for example, $\frac{1}{2}$of 6 = 3 and recognise the equivalence of $\frac{2}{4} and \frac{1}{2}$ *Ensure clear understanding of equal parts, role of denominator and role of numerator, introduce fractions in symbolic notation*

SUMMER TERM – 13 WEEKS				
WEEK	**RETRIEVAL PRACTICE**	**DOMAIN**	**Y1**	**Y2**
8	**2 minutes of counting** *Refer to Counting Progression Map 2021 (Jenny Cook)* **Plus one aspect of the following each day:** - Time - addition & subtraction (incl number bonds) - Fractions - Money - multiplication & division	**Geometry** Position & Direction	• describe position, direction and movement, including whole, half, quarter and three quarter turns. *Make links to Fractions*	• 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 turns (clockwise and anticlockwise). *Make links to Fractions*
9		**Measurement** Length & Height	• compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, • measure and begin to record lengths and heights *Make links to EYFS doubles & halves*	• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers • compare and order lengths and record the results using >, < and = *Use as an opportunity to revisit number, place value, addition, subtraction and multiplication*
10		**Measurement** Mass/Weight	• compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] • measure and begin to record mass/weight *Make links to Number and Place Value and further opportunities for finding the difference. E.g. If this box weighs 10g and this bottle weighs 6g. Which is heavier? Lighter? By how much?*	• choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales • compare and order mass and record the results using >, < and = *Use as an opportunity to revisit number, place value, addition, subtraction, multiplication and division*
11		**Measurement** Capacity & Volume & Temperature (Y2)	• compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • measure and begin to record capacity and volume *Make links to Number and Place Value and Addition and Subtraction and Fractions already covered. E.g. difference in quantity of liquid in a container such as 10l of water in bottle A, 12l of water in bottle B, which has more? How much more?*	• choose and use appropriate standard units to estimate and measure temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels • compare and order volume/capacity and record the results using >, < and = *Use as an opportunity to revisit number, place value, addition, subtraction, multiplication and division*
12		**Measurement** Time	• compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later) • measure and begin to record time (hours, minutes, seconds) *Make links to Sports Day / P.E. etc*	• compare and sequence intervals of time *Make links to Sports Day / P.E. etc*
13	One week spare to allow for the curriculum to move around to make way for assessment week. Where possible, use remaining lessons in the assessment week to consolidate and revisit aspects as appropriate – Maths should still happen that week once assessments are complete.			