



# Year 1 and 2 Maths Teaching sequence

## Maths Constructs- red lower year group

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| Statistics  | I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.  |
|   | I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity;  |
|   | I can ask and answer questions about totalling and comparing categorical data.  |
| Fractions   | I can recognise/find/name/write fractions $1/3$ , $1/4$ , $2/4$ , $3/4$ of a length, shape, set of objects or quantity. I can recognise, find and name $1/2$ as one of two equal parts of an object, shape or quantity. I can find and name $1/4$ as one of 4 equal parts of an object shape or quantity.   |
|   | I can write simple fractions e.g. $1/2$ of 6 = 3 and recognise the equivalence of $2/4$ and $1/2$ .   |
| Place Value   | I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.<br>I can count on and back in 2s, 5s and 10s from any given number to 100.  |
|   | I can count to and across 100, forwards and backwards beginning with 0 or 1 or from any given number  |
|   | I can recognise the place value of each digit in a two-digit number (tens, ones).   |
|   | I can identify, represent and estimate numbers using different representations, including the number line. I can identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less (fewer), most, least.   |
|   | I can compare and order numbers from 0 up to 100; use $<$ , $>$ and $=$ signs.  |
|   | I can read and write numbers to at least 100 in numerals and in words. I can write all numbers in numerals and words to 20.   |
|   | I can use place value and number facts to solve problems.   |
|   | I can say the number that is one more or one less than a number to 100.   |
| Measurement   | I can choose/use appropriate standard units to estimate/measure length/height (m/cm); mass (kg/g); temp ( $^{\circ}$ C); cap (litres/ml) to nearest unit, using rulers, scales, thermometers and measuring vessels. I can compare, describe and solve practical problems for lengths and heights (long/short, etc.), mass or weight (heavy/light etc...), capacity/volume (full/empty etc...) and time (quicker, slower etc..). |
|   | I can compare and order lengths, mass, volume/capacity and record the results using $>$ , $<$ and $=$ .   |
|   | I can measure and begin to record the following - lengths and heights, mass/weight, capacity and volume, time (hours, minutes seconds).   |
|   | I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. I can recognise and know the value of, all coins: £1; 50p; 20p; 10p; 5p; 2p and 1p and notes.   |
|   | I can find different combinations of coins that equal the same amounts of money.  |
|   | I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.   |
|   | I can sequence events in chronological order using language, such as before and after, next, first, today, yesterday and tomorrow, morning afternoon and evening.   |
|   | I can name the days of the week, months of the year, weeks, months and years.   |
| I can tell the time to 'o'clock' and half past the hour and draw hands on a clock face to show these times. |   |

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|                           | I can compare and sequence intervals of time.   |
|                           | I can 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.   |
|                           | I can demonstrate that I know the number of minutes in an hour and the number of hours in a day.  |
| Geometry                  | I can identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. <i>I can recognise and name the 2D shapes: circle; triangle; square and oblong.</i>   |
|                           | I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. <i>I can recognise and name the 3D shapes: cube; sphere; cuboid; pyramid and sphere.</i>  |
|                           | I can identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder; a triangle on a pyramid.   |
|                           | I can compare and sort common 2D and 3D shapes and everyday objects.  |
|                           | I can order and arrange combinations of mathematical objects in patterns and sequences.   |
|                           | I can use math vocab to describe position, direction and movement including movement in a straight line and distinguishing rotation as a turn and in terms of right angles for $\frac{1}{4}$ , $\frac{1}{2}$ , & $\frac{3}{4}$ turns (clock/anti-clockwise). <i>I can describe position, directions and movement, including half, quarter and three-quarter turns.</i>      |
| Multiplication & Division | I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.   |
|                           | I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.  |
|                           | I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.  |
|                           | I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <i>I can solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays with the support of the teacher.</i> |
|                           | <i>I can read, write and interpret the mathematical statements involving (+); (-) and (=) signs.</i>  |
| Addition & Subtraction    | I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. <i>I can recall and use all pairs of number bonds and related addition and subtraction facts within 20.</i>   |
|                           | I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers. <i>I can add and subtract 1-digit and 2-digit numbers to 20, including zero.</i>  |
|                           | I can solve problems with addition and subtraction: using concrete objects and pictorial representations; applying their increasing knowledge of mental and written methods. <i>I can solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations.</i>  |
|                           | I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.   |
|                           | I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.   |

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