



St. Benedict's Infant School Mathematics Overview

KS1



	Number and place value	Addition and subtraction	Multiplication and division	Fractions (inc decimals and percentages)
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numbercount, read and write numbers to 100 in numerals; count in multiples of twos, fives and tensgiven a number, identify one more and one lessidentify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (<i>fewer</i>), most, leastread and write numbers from 1 to 20 in numerals and words.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signsrepresent and use number bonds and related subtraction facts within 20add and subtract one-digit and two-digit numbers to 20, including zerosolve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">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.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">recognise, find and name a half as one of two equal parts of an object, shape or quantityrecognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Year 2	<p>Pupils should be taught to:</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 backwardrecognise the place value of each digit in a two-digit number (tens, ones)identify, represent and estimate numbers using different representations, including the number linecompare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signsread and write numbers to at least 100 in numerals and in wordsuse place value and number facts to solve problems.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">solve problems with addition and subtraction:<ul style="list-style-type: none">using concrete objects and pictorial representations, including those involving numbers, quantities and measuresapplying their increasing knowledge of mental and written methodsrecall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<ul style="list-style-type: none">a two-digit number and onesa two-digit number and tenstwo two-digit numbersadding three one-digit numbersshow that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannotrecognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numberscalculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signsshow that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannotsolve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">recognise, find, name and write fractions $1/3$, $1/4$, $2/4$, $3/4$ of a length, shape, set of objects or quantitywrite simple fractions for example, $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$.



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	Measurement	Geometry - Properties of Shapes	Geometry - Position and Direction	Statistics
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes 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 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe, position, direction and movement including whole, half, quarter and three quarter turns. 	
Year 2	<p>Pupils should be taught to:</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 ($^{\circ}$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 $=$ 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 compare and sequence intervals of time 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 know the number of minutes in an hour and the number of hours in a day. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line 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 2-D and 3-D shapes and everyday objects. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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). 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables 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.