# Maths Curriculum Map – Adventurers (Year 1 and 2)

## Autumn Term

| | **Place Value and Number** | **Addition and Subtraction** | **Multiplication and Division** | **Fractions/Shape** |
|---|---|---|---|---|
| **Year 1** | • Count forwards backwards to 10 and work up to 100 from any given number.<br>• Represent numbers using different equipment and tools and pictorial representations.<br>• Identify and use the language of more than, less than, equal to, fewer, most and least.<br>• Read and write numbers one to twenty in numerals and words. | • Solve one step problems that involve addition and subtraction using concrete resources and pictorial representations.<br>• Read, write and interpret mathematical statements involving addition and subtraction (+ - =).<br>• Add and subtract one digit. | • 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.<br>• Count reliably in twos.<br>• Share object equally by counting how many are in each group.<br>• Counting in groups of 2 and 10 and 5s. | • Recognise find and name a half as one of two equal parts of an object, shape or quantity.<br>• Recognise and name common 2-D shapes including squares and circles. |
| **Year 2** | • Count in steps of 2,5 and 10 from 0, and from any number, forward or 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>• Compare and order numbers from 0 up to 100; use <, > and = signs<br>• Read and write numbers to at least 100 in numerals. | • Solve problems with addition and subtraction:<br>-using concrete objects and pictorial representations, including those involving numbers.<br>-applying their increasing knowledge of mental and written methods.<br>-recall and use addition and subtraction facts to 20 fluently.<br>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>-a two-digit number and ones<br>-a two-digit number and tens. | • Recall and use multiplication and division facts for the 2, and 10 multiplication tables, including recognising odd and even numbers.<br>• Show that multiplication of two numbers can be done in any order (commutative).<br>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods. | • Recognise, find, name and write fractions 1/3 and ¼.<br>• Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. |

# Spring Term

| | Measurement (coins and time) | Place Value | Addition and Subtraction |
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| **Year 1** | • Recognise and know the value of different denominations of coins and notes.<br>• Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.<br>• Recognise and use language relating to dates, including days of the week, weeks, months and years.<br>• Tell the time to the hour. | • Revisit counting forwards and backwards to 100 from any given number.<br>• Revisit counting in 2s, 5s and 10s.<br>• Read and write numbers to 100 in numerals. | • Represent and use number bonds and related subtraction facts within 20.<br>• Add and subtract one-digit and two-digit numbers to 20, including zero.<br>• Solve one step problems that involve addition and subtraction including missing number problems. |
| **Year 2** | • Find different combinations of coins that equal the same amounts of money.<br>• Recognise and use symbols for pounds (£) and pence (p).<br>• Combine amounts to make a particular value.<br>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change.<br>• Compare and sequence intervals of time.<br>• Tell and write the time 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.<br>• Tell and write the time to the nearest five minutes. | • Revisit counting in steps of 2, 5 and 10 forwards and backwards.<br>• Count in steps of 3 from any number.<br>• Read and write numerals in words to 100.<br>• Use place value and number facts to solve problems. | • Using concrete objects and pictorial representations, including those involving quantities and measures.<br>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.<br>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including, two two-digit numbers.<br>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.<br>• Add three one-digit numbers.<br>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.<br>**Statistics**<br>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.<br>• Ask and answer questions about totalling and comparing categorical data.<br>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. |

# Summer Term

| | Multiplication and Division | Fractions/Shape | REVIEW | Measurement<br>(length, weight, capacity) |
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| **Year 1** | • Solve one step problems that involve addition and subtraction using concrete resources and pictorial representations and arrays. | • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.<br><br>• Recognise and name common 2-D shapes including squares and circles and triangles and rectangles. | • Review numbers to 100 (place value).<br><br>• Counting in twos, fives and tens (place value).<br><br>• Recap halves and quarters (fractions).<br><br>• Position and Direction (half, three-quarter and quarter turns).<br><br>• Recognise and name common 3D shapes including cuboids, cubes, spheres and pyramids. | • Compare, describe and solve practical problems for:<br>-Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)<br>-Time (quicker, slower, earlier, later)<br>-Capacity/volume (full/empty, more than, less than, quarter)<br><br>• Measure and begin to record the following:<br>-Lengths and heights<br>-Mass/weight<br>-Capacity and volume<br>-Time (hours, minutes, seconds)<br><br>• Tell the time to half past and draw the hands on the clock face for the hour and half past. |
| **Year 2** | • Recall and use multiplication and division facts for the 5 multiplication table, including recognising odd and even numbers.<br><br>• Calculate mathematical statements for multiplication using the multiplication (×), and equals (=) signs.<br><br>• Calculate mathematical statements for division within the multiplication tables and write them using division (÷) and equals (=).<br><br>• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.<br><br>• Solve problems involving multiplication and division facts, including problems in contexts. | • Recognise, find, name and write fractions 2/4 and 3/4 of a length, shape, set of objects or quantity.<br><br>• Write simple fractions e.g.<br>• 1/2 of 6 = 3 and recognise the equivalence of<br>• 2/4 and ½. | • Identify and describe the properties of 3D shapes including the number of edges, vertices and faces.<br><br>• Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.<br><br>• Compare and sort common 2D and 3D shapes and everyday objects.<br><br>• Order and arrange combinations of mathematical objects in patterns and sequences.<br><br>• Use mathematical vocabulary to describe the 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. | • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.<br><br>• 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. |