Year 1 and 2 Yearly overview for maths 2023-2024

In Y1/2 we use White Rose to support our planning as well as NCETM resources and Teaching for Mastery assessment and the DFE ready to progress criteria.

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|  | Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | | Week 9 | Week 10 | | Week 11 | Week 12 |
| Autumn | Assessments | | Place Value  Year 1-numbers to 10  Year 2-numbers to 100 | | | | | | Addition and subtraction | | | | | | |
| Spring | Shape | Number  Year 1: Place value within 20    Year 2: Multiplication and Division | | | | Number  Year 1: Place value within 50  Year 2: Multiplication and Division | | | Number:  Year 1: + and - within 20  Year 2: + and – within 100 | | | | Measurement:  Year 1: Weight and Volume  Year 2: Mass, Capacity and Temperature | | |
| Summer | Number:  Year 1: Fractions  Year 2: Fractions | | | | Measurement:  Year 1: Money  Year 2: Money | | Measurement:  Year1: Time  Year 2: Time | | | Number:  Year 1: Place value to 100  Year 2:  Statistics | | | Geometry:  Year 1: Position and Direction  Year 2: Position and Direction | | |

**Overall intent for Years 1 and 2 maths**

Below are brief bullet points outlining our intent for writing diet for our Year 1 and 2 children.

A mathematician in Year 1 and 2 will be able to:

* Have a secure understanding of Place Value up to 100.
* To be able to solve calculations using addition, subtraction(Y1/2), multiplication and division.(Y2)
* Will be able to solve problems.
* Can read and write 2 digit numbers confidently.
* Can use maths talk to explain their mathematical thinking.

Our aspirations for Year 1 and 2 are:

To ensure every child has a good understanding of the basic number system and are on the right path to become effective mathematicians. They will make links with their learning and love challenges that they face.

Our cohort this year means that we have adapted our planning to ensure:

We have adapted our plans to ensure that children in Y1 have a secure knowledge of Place Value and Number before we have moved onto other aspects of maths.