Year 1 Mathematics Curriculum Coverage	Year 2 Mathematics Curriculum Coverage
Number and place value • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • 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 • Read and write numbers from 1 to 20 in numerals and words.	NUMBER Number and place value • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward • 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; 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.
Addition and subtraction • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9.	Addition and subtraction • 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, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Multiplication and division • 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.	Multiplication and division • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Fractions • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Fractions • recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity • write simple fractions e.g.1/2 of 6 = 3 and recognise the equivalence of 2/4and ½.
MEASUREMENT • compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (quicker, slower, earlier, later) • measure and begin to record the following: 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 such as: 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?	MEASUREMENT • 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 • 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.

Year 1 Mathematics Curriculum Coverage	Year 2 Mathematics Curriculum Coverage
• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
GEOMETRY Properties of shapes • recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	GEOMETRY Properties of shapes • identify and describe the properties of 2-D shapes, including the number of sides and 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.
Position and direction • Describe position, directions and movements, including half, quarter and three-quarter turns.	Position and direction • order and arrange combinations of mathematical objects in patterns • use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.
	STATISTICS • 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.
Mental Calculations • Recognise odd and even numbers • Describe and extend number sequences; Count on or back in steps of 1 or 10 from any number. • Know by heart addition and subtraction facts for all numbers up to and including 10 • Know by heart all pairs of numbers that total 10 and 20 • Use known number facts and place value to add or subtract pairs of numbers mentally (1+1= 1 – 1 =). • Count in multiples of 2, 5 and 10 in order.	Mental Calculations • Know multiplication facts for the 2, 5 and 10 times tables and corresponding division facts • Know multiplication facts up to 5 x 5 e.g 4 x 5 • Know all pairs of multiples of 5 with a total of 100 • Know by heart addition and subtraction facts for all numbers up to 20 • Know all pairs of multiples of 10 with a total of 100 • Add or subtract 9 or 11 by adding or subtracting 10 then adjusting by 1
Problem Solving • Is able to check possible solutions against all given criteria • Is able to describe the rule of a pattern or relationship in own words or pictures. • Is able to test predicted terms to see if a possible rule works. • Is able to find a stated term in the sequence • All possible solutions will be listed in a systematic way • Is able to decide when all possibilities have been listed	Problem Solving • Is able to check possible solutions against all given criteria • Is able to describe the rule of a pattern or relationship in own words or pictures. • Is able to test predicted terms to see if a possible rule works. • Is able to find a stated term in the sequence • All possible solutions will be listed in a systematic way • Is able to decide when all possibilities have been listed