Year 1/2 overview

This mixed-age plan follows the same progression as the White Rose Maths mixed-age planning, except where divergence improves the alignment of the *Power Maths* lessons.

The main aim of these plans is to allow teachers to cover the same topic with both groups.

Note: The colours used in these charts refer to the strand colours used in the Textbook.

Year 1	Year 2	Number of lessons
Autumn term		**52**
Unit 1: Numbers to 10 • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • 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. • Given a number, identify one more and one less.	**Unit 1: Numbers to 100** • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number [Year 1]. • Read and write numbers from 1 to 20 in numerals and words [Year 1]. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens [Year 1]. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and 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 nu and in words.	**15**

Year 1	Year 2	Number of lessons
Unit 2: Part-whole within 10 • 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. • Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	**Unit 2: Addition and subtraction (1)** • 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 - two two-digit numbers - adding three one-digit numbers.	**25**
Unit 3: Addition within 10 • Represent and use number bonds and related subtraction facts within 20. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.	**Unit 3: Addition and subtraction (2)** • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • 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.	

Year 1	Year 2	Number of lessons
Unit 4: Subtraction within 10 • 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.	• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and tens - two two-digit numbers.	
Unit 5: 2D and 3D shapes • Recognise and name common 2D and 3D shapes, including: - 2D shapes [for example, rectangles (including squares), circles and triangles] - 3D shapes [for example, cuboids (including cubes), pyramids and spheres].	**Unit 4: Properties of shapes** • Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. • Identify 2D shapes on the surface of 3D shapes [for example, a circle on a cylinder and a triangle on a pyramid]. • Compare and sort common 2D and 3D shapes and everyday objects. • Order and arrange combinations of mathematical objects in patterns and sequences.	**12**

Year 1	Year 2	Number of lessons
Spring term		**36**
Unit 6: Numbers to 20 • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • 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. • Recognise the place value of each digit in a two-digit number (tens, ones) [Year 2].	**Unit 1: Numbers to 100** • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number [Year 1]. • Read and write numbers from 1 to 20 in numerals and words [Year 1]. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens [Year 1]. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and 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.	**23**
Unit 7: Addition and subtraction within 20 • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero.	**Unit 6: Multiplication and division (1)** • 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 [Year 1]. • Calculate mathematical statements for multiplication and division within the multiplication tables and write	

Year 1	Year 2	Number of lessons
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.	them using the multiplication (×), division (÷) and equals (=) signs. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
	Unit 7: Multiplication and division (2) • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
Unit 9: Introducing length and height • Compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. • Measure and begin to record the following: - lengths and heights.	**Unit 8: Length and height** • 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 =. • Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	**5**

Year 1	Year 2	Number of lessons
Unit 10: Introducing mass and capacity • Compare, describe and solve practical problems for: - 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]. • Measure and begin to record the following: - mass/weight - capacity and volume.	**Unit 9: Mass, capacity and temperature** • 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 =.	**8**

Year 1	Year 2	Number of lessons
Summer term		**48**
Unit 11: Multiplication and division • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • 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.	**Unit 14: 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.	**9**
Unit 12: 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.	**Unit 10: Fractions** • Recognise, find and name a half as one of two equal parts of an object, shape or quantity [Year 1]. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity [Year 1]. • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Write simple fractions [for example, $\frac{1}{2}$ of 6 = 3] and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	**12**
Unit 8: Numbers to 50 • 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		

Year 1	Year 2	Number of lessons
use the language of: equal to, more than, less than (fewer), most, least. • Recognise the place value of each digit in a two-digit number (tens, ones) [Year 2].		
Unit 16: Time • 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.	**Unit 11: Time** • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times [Year 1]. • 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.	**5**
Unit 13: Position and direction • Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	**Unit 13: Position and direction** • 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 anti-clockwise). • Order and arrange combinations of mathematical objects in patterns and sequences.	**5**

Year 1	Year 2	Number of lessons
Unit 15: Money • Recognise and know the value of different denominations of coins and notes.	**Unit 5: Money** • Recognise and know the value of different denominations of coins and notes [Year 1]. • 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 cange.	**10**
Unit 14: Numbers to 100 • 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. • Recognise the place value of each digit in a two-digit number (tens, ones) [Year 2].		
Consolidation	**Unit 12: Problem solving and efficient methods** • Use place value and number facts to solve problems. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. • 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.	**7**