| Week | 1 | 2 | 3 | 4 | 5 | 6 | Half Term | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Date** | 2.1.17 | 9.1.17 | 16.1.17 | 23.1.17 | 30.1.17 | 6.2.17 | | 20.2.17 | 27.2.17 | 6.3.17 | 13.3.17 | 20.3.17 | 27.3.17 |
| **Maths**<br>**Y1 objectives**<br>**Y2 objectives** | <u>Time</u><br>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these.<br><br>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. | <u>Time</u><br>Recognise and use language relating to dates, including days of the week, weeks, months and years.<br><br>Know the number of minutes in an hour and the number of hours in a day.<br><br>Compare, describe and solve practical problems for time (eg quicker, slower, earlier, later) and measure and begin to record time (hours, minutes, seconds).<br><br>Compare and sequence intervals of time.<br><br>Sequence events in chronological order using language (eg before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). | <u>Place Value</u><br>Count to 40 forwards and backwards, begin with 0 or 1 or any number.<br><br>Count, read and write numbers from 1-40 in numerals and words.<br>Identify and represent numbers using objects and pictorial representations.<br>Given a number, identify 1 more or 1 less.<br><br><u>Graphs</u><br>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.<br>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. | <u>Measurement: Money</u><br>Recognise and know the value of different denominations of coins and notes.<br><br>Recognise and use symbols of pounds £ and pence p; combine amounts to make a particular value.<br>Find different combinations of coins that equal the same amounts of money. | <u>Measurement: Money</u><br>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.<br><br>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | <u>Number: Multiplication and Division</u><br>Count in multiples of twos, fives and tens.<br><br>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. | | <u>Number: Fractions</u><br>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.<br><br>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | <u>Number: Fractions</u><br>Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. | <u>Number: Fractions</u><br>Write simple fractions for example ½ of 6 = 3.<br><br>Recognise the equivalence of 2/4 and 1/2 | <u>Length and height</u><br>Compare, describe and solve practical problems for lengths and heights for example long/short, longer/shorter, tall/ short, double/half.<br><br>Compare and order length and record the results using <, > and =.<br><br>Measure and begin to record lengths and heights.<br><br>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), using rulers and scales. | Consolidation and assessment. | Consolidation and assessment. |

Amy Clarke – To do weekly work on place value and addition and subtraction (taken from moderation gaps)

Demonstrate an understanding of place value, stating the difference in the tens and ones between 2 numbers (eg 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones), writing number statements such as 35<53 and 42> 36.

Read and write numbers correctly up to 100.

Add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required.

Secure knowledge of number bonds within 20 and doubles and halves.