Abacus Year 1 Draft Teaching Overview

1	Number and place value **(NPV)**; Mental addition and subtraction **(MAS)**	Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays to 6 without counting; identify a number 1 more (next number in count)	Lesson 1 Count up to 20 objects, matching the number to the object (S: Counting in 1s to 100)	• count in 1s to 20 • count up to 20 objects.
			Lesson 2 Count on and back and order numbers to 10 (S: Write numerals 5 and 10)	• count and order numbers to 10.
			Lesson 3 Estimate and count objects (up to 30) and match using one-to-one correspondence (S: Count on/back to 20)	• count in 1s to 20 • count up to 20 objects • begin to estimate a quantity (<50).
			Lesson 4 Recognise domino and dice arrays to 6 without counting (S: Count back from 20.)	• recognise dice and domino numbers without counting.
			Lesson 5 Identify number 1 more/next number in count (S: Count up to 100)	• say the number 1 more than (next number) 1–20.
2	Mental addition and subtraction **(MAS)**	Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences	Lesson 6 Find pairs that make 5 and match to number sentences (S: Say the next number)	• find pairs that make 5 • match pairs that make 5 to number sentences.
			Lesson 7 Find pairs that make 5; Find a missing number in number sentences and subitise to 5 (S: Recognise numerals 1–20)	• find pairs which make 5 • find the missing number in number sentences.
			Lesson 8 Find pairs that make 6; Match to number sentences and subitise to 6. (S: Count to 100)	• find pairs that make 6 • match pairs that make 6 to number sentences.
			Lesson 9 Find pairs that make 10; Match to number sentences (S: Count back in 1s from different numbers)	• find pairs which make 10 • match pairs that make 10 to number sentences • begin to understand that addition is commutative, i.e. the order does not matter.
			Lesson 10 Find pairs that make 10; Find missing number in number sentences, subitise fingers to 10 (S: Count on/back to 30)	• find pairs which make 10 • find the missing number in number sentences • subitise fingers to 10.
3	Mental multiplication and division **(MMD)**; Mental addition and subtraction **(MAS)**; Number and place value **(NPV)**	Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less	Lesson 11 Double 1 to 5 using fingers (S: Pairs to 5)	• double numbers 1 to 5 using fingers to help.
			Lesson 12 Find 1 more than any number up to 20 (S: Count to 100)	• say the 'next number' for any number up to 20 • find 1 more.
			Lesson 13 Begin to find 2 more than any number to 18 (S: Pairs to 6)	• find 2 more than any number to 18.

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			Lesson 14 Count back 1 and find 1 less than numbers up to 10 (S: Count to 30 and back)	• count back 1 and find 1 less than numbers up to 10.
			Lesson 15 Count back 1 and begin to find 1 less than numbers up to 20 (S: Pairs to 10)	• count back 1 and find 1 less than numbers up to 10.
4	Geometry: properties of shapes **(GPS)**; Statistics **(STA)**	Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams	Lesson 16 Recognise, name and describe squares, rectangles, circles and triangles (S: Pairs to 10)	• recognise, name and describe squares, rectangles, circles and triangles.
			Lesson 17 Begin to recognise basic line symmetry in pictures and shapes (S: Doubles to double 5)	• begin to recognise basic line symmetry.
			Lesson 18 Sort 2D shapes according to their properties, using Venn diagrams (S: Recognise squares, rectangles, circles and triangles)	• recognise properties of 2D shapes • use Venn diagrams to sort 2D shapes, begin to place shapes in the intersection.
			Lesson 19 Sort objects into Venn diagrams (S: Pattern)	• use Venn diagrams to sort objects • begin to place objects in the intersection.
			Lesson 20 Use Carroll diagrams to sort objects (S: Name and properties of common 2D shapes)	• use Carroll diagrams to sort objects.
5	Number and place value **(NPV)**; Mental addition and subtraction **(MAS)**	Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set	Lesson 21 Begin to read and write number names and form numerals; Correctly to write numbers to 20 (S: Count to 100)	• read and write numbers to 20 in figures and in words.
			Lesson 22 Compare and order numbers to 20 (S: Blast off! Count back from 20)	• read, write, count and order numbers 0–20.
			Lesson 23 Identify numbers 1 more and 1 less (1–20) (S: Count to 100)	• identify the number 1 more (1–20) • identify the number 1 less (1–20).
			Lesson 24 Estimate a set of objects and count to check how many, understanding 0 as the empty set (S: Say the number 1 more)	• begin to estimate a quantity (<50) and count to check • understand and use 0 to represent the empty set.
			Lesson 25 Estimate a quantity and order sets according to size 25 (S: Order numbers 1–20)	• begin to estimate a quantity of objects and count to check • recognise and use 0 to represent an empty set.
6	Number and place value **(NPV)**	Understand and make teen numbers (10 and some 1s); compare and order numbers to 20, then 30; find the number between two numbers with a difference of 2; understand and use ordinal numbers	Lesson 26 Understand teen numbers are 10 and some more 1s (S: Counting to 100)	• recognise teen numbers • understand teen numbers are one 10 and some 1s.
			Lesson 27 Make teen numbers using a 10 and some 1s (S: Count to 100 starting at any number)	• begin to identify 10s and 1s in 2-digit numbers • recognise teen numbers as one 10 and some 1s.
			Lesson 28 Compare and order numbers to 20, and begin to find the number between two numbers with a difference of 2	• order numbers 1–20 • put three numbers in order

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			(S: Know doubles for numbers to 5 by heart)	• begin to find a number in between two given numbers with a difference of 2.
			Lesson 29 Compare and order numbers to 30 (S: Begin to count back from 50)	• order numbers 1–30 • identify the larger and the smaller of two numbers • begin to put three numbers in order.
			Lesson 30 Understand and use ordinal numbers to tenth (S: Say the number 1 more and 1 less (numbers to 50))	• use ordinal numbers to describe position • read and recognise ordinal numbers (1st to 10th).
7	Mental addition and subtraction **(MAS)**	Revise bonds to 5, 6 and 10; find pairs which make 7; use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems	Lesson 31 Revise bonds to 5, 6 and 10 (S: Bonds to 5)	• recognise pairs to 5, 6 and 10.
			Lesson 32 Find pairs which make 7 (S: Pairs to 6)	• find pairs of numbers with a total of 7.
			Lesson 33 Chn use known addition facts for 5 and 6 to solve subtractions (S: Pairs to 6)	• use known addition facts for 5 and 6 to solve subtractions.
			Lesson 34 Use addition facts to 10 to solve subtractions (S: Pairs to 10)	• use known addition facts for 10 to solve subtractions.
			Lesson 35 Use number facts for 5, 6 and 10 to solve word problems (S: Double 1 to 5)	• use number facts to solve simple word problems.
8	Geometry: position and direction **(GPD)**; Measurement **(MEA)**	Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units	Lesson 36 Describe position and direction using common words (S: Compare numbers to 30)	• describe position and direction using appropriate vocabulary.
			Lesson 37 Describe position, direction and movement including half turns (S: Use ordinal numbers to describe position of shapes)	• use language of position, direction and movement.
			Lesson 38 Compare lengths and heights using direct comparison (S: Compare numbers to 20)	• compare lengths and heights using direct comparison • use uniform non-standard units to measure length.
			Lesson 39 Estimate, compare and measure lengths using uniform non-standard units and begin to use standard units (S: Estimate lengths and heights)	• estimate and measure lengths using uniform non-standard units • begin to use standard units.
			Lesson 40 Measure length using uniform (non-standard and standard) units, understand the need for uniform units (S: Comparing lengths and heights)	• measure lengths using uniform units • understand that cm is a measure of length • recognise and name a ruler.
9	Mental addition and subtraction **(MAS)**; Mental multiplication and division **(MMD)**	Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting back; begin to add three small numbers by	Lesson 41 Add 1, 2 and 3 by counting on (S: Count on from any number to 20)	• add 1, 2 and 3 by counting on.
			Lesson 42 Subtract 1, 2, 3 or more by counting back (S: Count back from number up to 200)	• subtract 1, 2 and 3 by counting back.

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		spotting bonds to 10 or doubles (1–6)	Lesson 43 Add or subtract 1, 2 and 3 by counting on or back (S: Counting on and back)	• add and subtract 1, 2 and 3 by counting on or back.
			Lesson 44 Begin to add three small numbers by spotting bonds to 10 or doubles 1–6 (S: Know pairs to 10)	• add three small numbers by spotting 10 or doubles.
			Lesson 45 Begin to add three small numbers by spotting 10 or doubles (S: Doubles to double 6)	• add three small numbers by spotting 10 or doubles.
10	Number and place value **(NPV)**; Measurement **(MEA)**	Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s	Lesson 46 Compare and order numbers to 20 (S: Count on/back in 10s to 100)	• order numbers to 20 • identify the smallest and largest of two or three numbers • begin to say numbers that fall between two numbers (to 20).
			Lesson 47 Recognise coins and know value (1p, 2p, 5p, 10p, 20, 50p, £1, £2) (S: Count on and back in 10s)	• recognise, name and know value of coins (1p, 2p, 5p, 10p, 20p, 50p, £1, £2).
			Lesson 48 Recognise and know value of coins, begin to make amounts in pence (S: Ordinal numbers)	• recognise and name coins 1p–£2 • make amounts of money using coins (pence).
			Lesson 49 Understand teen numbers are 10 and some 1s (S: Recognise and know value of coins)	• make teen numbers using 10p and 1p coins • recognise that teen numbers are one 10 and some 1s.
			Lesson 50 Make amounts of money using coins; Name and know value of coins 50 (S: Spider counting (10s))	• recognise, name and know the value of coins • make amounts 1p–19p using 10p and 1p coins.
11	Number and place value **(NPV)**; Mental addition and subtraction **(MAS)**	Say the number one more or less and two more or less using a number line or a 100-square; locate 2-digit numbers on a 100-square and a 1-100 bead string; read, write and say 2-digit numbers and understand them as some tens and some ones	Lesson 51 Say the number one more or one less using a number line or a 100-square (S: Count in 10s)	• say the number 1 more than any number less than 100 • say the number 1 less than any number less than 100 • recognise that the number 1 less than a 10s number ends in 9 (i.e. 29 is 1 less than 30) and that the number 1 more than a 10s number ends in 1 (i.e. 31 is 1 more than 30).
			Lesson 52 Say the number 2 more or 2 less using a number line or a 100-square (S: Count on and back to 50)	• say the number 2 more than any number less than 100 • say the number 2 less than any number less than 100 • recognise that a number 2 less than a

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				10s number ends in 8 (e.g. 28 is 2 less than 30) and that a number 2 more than a 10s number ends in a 2 (e.g. 32 is 2 more than 30).
			Lesson 53 Begin to locate 2-digit numbers on a 100-square (S: Count in 1s to 100 and back)	• locate a 2-digit number on a 100-square • locate a 2-digit number on a 1–100 line.
			Lesson 54 Locate 2-digit numbers on a 1–100 bead string, and begin to see 2-digit numbers as some 10s and some 1s. (S: Count on and back in 10s)	• locate a 2-digit number on a bead string or 1–100 number square. • understand that a 2-digit number is some 10s and some 1s.
			Lesson 55 Read, write and say 2-digit numbers (S: Count on and back in 1s)	• read and write 2-digit numbers in numerals.
12	Mental addition and subtraction **(MAS)**; Mental multiplication and division **(MMD)**	Revise pairs to 5, 6, 7, 10 and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown; use number facts to solve simple addition and subtraction word problems; find pairs of numbers with a total of 8	Lesson 56 Revise pairs to 10, derive subtraction facts and understand a symbol being used for an unknown (S: Pairs to 5 and 6)	• say or write the bonds to 10.
			Lesson 57 Revise pairs to 10, derive subtraction facts and understand a symbol being used for an unknown. (S: Count on and back in 1s from any 2-digit number)	• say or write all bonds to 10 • write addition and subtraction sentences using bonds to 10.
			Lesson 58 Revise pairs to 5, 6 and 7 and doubles to double 6, derive subtraction facts and understand a symbol being used for an unknown (S: Doubles to double 6)	• say or write doubles to double 6 • say or write all bonds to 5, 6 and 7 • use known number facts to derive subtraction facts.
			Lesson 59 Use number facts to solve simple addition and subtraction word problems (S: Pairs to 7)	• use known number facts to answer problems in number stories • understand and solve number stories.
			Lesson 60 Find pairs of numbers with a total of 8 (S: Count on and back from any 2-digit number)	• say or write all number pairs to 8.
13	Mental addition and subtraction **(MAS)**	Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number	Lesson 61 Add by putting the larger number first and counting on (numbers just beyond 20) (S: Add small numbers)	• add two numbers by counting on from the larger number • begin to count on using fingers, placing the larger number in their head.
			Lesson 62 Add by putting the larger number first and counting on (numbers up to 30) (S: Add small numbers)	• count on in 1s from any number to 30 • use counting on to add a smaller number to a larger number.
			Lesson 63 Count on from 2-digit numbers (choosing those which 'say' themselves, for example sixty-one) (S: Count in ones up to 100)	• count on in 1s from any 2-digit number • relate counting on to addition • use fingers to count on and solve additions.
			Lesson 64 Add a single digit number to a 2-digit number (S: Pairs to 7)	• add by counting on from the larger number

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				• relate counting on to addition • count on in 1s from any 2-digit number.
			Lesson 65 Add by counting on (numbers up to 100), spotting units patterns (S: Count on from any 2-digit number)	• add by counting on from the larger number • identify units patterns in addition, e.g. if 6 + 2 = 8 then 16 + 2 = 18, 26 + 2 = 28, etc.
14	Geometry: properties of shapes **(GPS)**; Measurement **(MEA)**	Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons	Lesson 66 Begin to name and recognise 3d shapes: cube, cuboid, cone, cylinder and sphere (S: Rehearse names and properties of 2d shapes)	• identify & describe cube, cuboid, cone, cylinder, sphere.
			Lesson 67 Recognise, name and begin to know properties of 3D shapes (S: Rehearse names and properties of 3D shapes)	• identify & describe cube, cuboid, cone, cylinder, sphere.
			Lesson 68 Name and recognise 3D shapes and begin to sort them according to properties (S: Pairs to 8)	• identify & describe cube, cuboid, cone, cylinder, pyramid, sphere • begin to sort 3D shapes according to simple properties.
			Lesson 69 Order and name the days of the week (S: Pairs to 7 with days in a week)	• name and know the order of the days of week.
			Lesson 70 Begin to name and know the order of months of the year and recognise and name the seasons (S: Days of the week)	• begin to name and know the order of the months of year.
15	Number and place value **(NPV)**; Mental multiplication and division **(MMD)**	Count on and back in tens from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; chn begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s	Lesson 71 Count on/back in 10s from any number (S: Counting in 1s to 100)	• count on and back in tens from any number (to 100) • say the number 10 more or 10 less than a given number.
			Lesson 72 Begin to count in 5s recognising that multiples of 5 end in 5 and 0 (S: Count on/back in 10s)	• begin to count in 5s (multiples of 5 to 100) • identify the pattern of numbers ending in 5 and 0 when counting in 5s.
			Lesson 73 Chn begin to count in 2s and identify the pattern of even numbers (multiples of 2) (S: Count in 1s, emphasising the 5s)	• begin to recognise even numbers as being 2s numbers • begin to count in 2s to 20 and beyond.
			Lesson 74 Estimate a number of objects using a range and count by grouping into 10s or 5s (S: Count back in 1s from any number)	• estimate a quantity by choosing an appropriate range • count a quantity by grouping in 10s or 5s.
			Lesson 75 Estimate a number of objects within a range and count by grouping into 10s or 5s (S: Days of the week)	• estimate a quantity helping to decide a given range • count a quantity by grouping in 10s or

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				5s.
Spring 2				
Week	**Strands**	**Weekly summary**		
16	Number and place value **(NPV)**; Mental multiplication and division **(MMD)**; Fractions, ratio and proportion **(FRP)**	Recognise odd and even numbers; count objects in 2s, 5s and 10s and begin to say 2, 5 and 10 lots; find half, quarter and three-quarters of shapes; begin to know that two halves and four-quarters are a whole and that two-quarters is a half	Lesson 76 Recognise odd and even numbers (S: Count in twos)	• identify odd and even numbers • identify 2s count as even numbers.
			Lesson 77 Count in 2s and begin to identify 'lots' of 2, identify odd and even numbers while counting in 2s (S: Count in 10s)	• count in 2s to 20 & beyond • count objects in 2s (early multiplication.
			Lesson 78 Count objects in 5s and 10s and begin to say 5 lots and 10 lots (early multiplication) (S: Count in fives)	• count objects by counting in 5s • count objects by counting in 10s.
			Lesson 79 Find half, quarter and three-quarters of shapes (S: Counting on & back in 1s to 100)	• divide shapes into halves and quarters • read ½, ¼ and ¾.
			Lesson 80 Recognise halves and quarters of shapes and begin to know that two-halves and four-quarters are a whole and that two-quarters make a half (S: Doubles to double 6)	• fold symmetrical shapes into halves and quarters • recognise which shapes are divided into halves or quarters.
17	Mental addition and subtraction **(MAS)**; Mental multiplication and division **(MMD)**; Number and place value **(NPV)**	Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to 20; use number facts to solve word problems	Lesson 81 Revise pairs to 8, find and begin to learn by heart pairs with a total of 9 (S: Pairs to 5 and 6)	• know pairs which make 8 • begin to know pairs which make 9.
			Lesson 82 Find and begin to know doubles to double 10 (S: Count in 2s)	• double numbers 1 to 10 and begin to know them by heart • know how to read and write doubles both as double 6 and 6 + 6 for example.
			Lesson 83 Revise pairs to 5, 6, 7, 8, 9 and 10, and derive related subtraction facts (S: Pairs to 8)	• know by heart pairs of numbers which make 5, 6, 7, 8, 9 and 10 • derive some subtraction facts to go with known addition facts.
			Lesson 84 Use knowledge of pairs to 10 to make pairs to 20 (S: Pairs to 10)	• use knowledge of pairs to 10 to make pairs to 20.

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			Lesson 85 Use number facts to solve word problems (S: Pairs to 9)	• use number facts to solve word problems • use cubes to represent objects in a word problem and decide whether to add or subtract.
18	Measurement **(MEA)**	Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o'clock & half past) on analogue and digital clocks; measure using uniform units (cubes and rulers)	Lesson 86 Begin to relate units of time, weeks, days, hours. Divide the day up into parts (S: Know and order days of week)	• relate times of the day to activities appropriately • know days of the week and differentiate appropriately.
			Lesson 87 Chn begin to tell o'clock times on analogue and digital clocks (S: Know months of the year and order)	• read the o'clock time on analogue clock • read o'clock time on digital clock • relate o'clock times to events/activities during the day e.g. 12 o'clock is lunch-time.
			Lesson 88 Read and write times to the hour, begin to tell time to the half hour, begin to have a notion of how long an hour is. (S: Read & write o'clock times on analogue and digital clocks.)	• read the o'clock times on analogue & digital clocks • begin to read half past times on analogue and digital clocks • relate times to events/activities during the day e.g. 12 o'clock is lunch-time.
			Lesson 89 Begin to have a notion of how long a minute is; Tell the time (o'clock & half past) on analogue and digital clocks (S: Tell the time to half past on analogue clocks)	• understand a minute as a unit of time, begin to have a sense of the duration of a minute • tell the time to o'clock and half past.
			Lesson 90 Measure using uniform units (cubes and rulers) (S: Tell o'clock times)	• measure length using uniform non-standard units • compare lengths using appropriate vocabulary.
19	Mental addition and subtraction **(MAS)**	Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing	Lesson 91 Add a single-digit number by counting on from a two-digit number (not crossing 10s) (S: Pairs to 6 and 7)	• count on from any number (<100) not crossing a multiple of ten • solve additions of 2-digit numbers add single-digit number by counting on.
			Lesson 92 Add a single-digit number by counting on from a two-digit number, beginning to cross 10s (S: Count on in tens from any two-digit number)	• add single-digit numbers by counting on.

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		10s) and from multiples of 10	Lesson 93 Subtract a single-digit number by counting back from numbers up to 30 (not crossing 10s) (S: Count on and back from numbers up to 30)	• count back single digit number to solve subtraction • recognise and use the subtraction sign.
			Lesson 94 Subtract a single-digit number by counting back from a two-digit number (not crossing 10s) (S: Pairs to 8 and 9)	• count back to solve subtraction.
			Lesson 95 Subtract single-digit numbers from multiples of 10 (S: Pairs to 10)	• solve subtractions from multiples of tens using their bonds to ten • chn can count back to solve subtractions.
20	Mental addition and subtraction **(MAS)**; Number and place value **(NPV)**; Measurement **(MEA)**	Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some tens and some ones; make 2-digit numbers using 10p and smaller coins; find 1 more or 1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100	Lesson 96 Locate 2-digit numbers on 100-square, begin to recognise 2-digit numbers as some tens and some ones (S: Counting on and back to 100)	• find two-digit numbers on the 1-100 square • begin to partition two-digit numbers into 10s and 1s.
			Lesson 97 Find 2-digit numbers on 100-square, make 2-digit numbers using 10p and smaller coins (S: Count in 5s)	• make two-digit numbers using 10p and 1p coins
			Lesson 98 Find 1 more/less than any number to 100 (S: Count on & back in tens)	• find the numbers that is one more than any two-digit number • find the numbers that is one less than any two-digit number.
			Lesson 99 Find 10 more than any number to 90 (S: Count on/back in 10s 'Spider Counting')	• say the number 10 more than any number to 90 by counting on in 10s, rather than counting on in ones.
			Lesson 100 Find ten less than any number to 100 (S: Pairs which make 9)	• say the number 10 less than any number to 100 by counting back in 10s, not counting back in ones.
Summer 1				
Week	**Strands**	**Weekly summary**		
21	Number and place value **(NPV)**	Find 1 more, 1 less, 10 more, 10 less than any 2-digit	Lesson 101 Find 1 more, 1 less, 10 more, 10 less than any 2-digit number (S: Counting back from 2-digit numbers)	• say/write the number 1 more/1less • say/write the number 10 more/10 less.

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		number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify tens and ones	Lesson 102 Find 1 more, 1 less, 10 more, 10 less than any 2-digit number (S: Count on & back in twos)	• say/write the number 1 more/1less • say/write the number 10 more/10 less.
			Lesson 103 Explore patterns on the 100-square (S: Count on & back in fives)	• identify similarities and differences in numbers • identify patterns on a 100-square • use vocabulary associated with numbers i.e. tens/ones digit, even/odd, more than/less than, etc.
			Lesson 104 Understand that 2-digit numbers are some tens and some ones (S: Count on/back in 10s)	• say how many tens and ones are in any 2-digit number • understand 2-digit numbers are made from tens and ones.
			Lesson 105 Identify tens and ones in 2-digit numbers (S: Counting on & back in tens)	• say how many tens and ones are in any 2-digit number • understand 2-digit numbers are made from tens and ones.
22	Mental addition and subtraction **(MAS)**	Use number facts to add and subtract 1-digit numbers; add pairs of 1-digit numbers with totals above 10; sort out additions into ones children 'just know' and ones they need to work out	Lesson 106 Use number facts to add single-digit numbers (S: Addition facts)	• use number facts to add single-digit numbers to 2-digit numbers, e.g. use 5 + 2 to work out 45 + 2.
			Lesson 107 Use number facts to subtract single digit numbers (S: Subtraction facts)	• use number facts to subtract single-digit numbers, e.g. use 5 -2 to work out 45 – 2.
			Lesson 108 Add pairs of single-digit numbers – totals above 10 (S: Tell the time to o'clock and half past)	• bridge 10 when adding pairs of single-digit numbers.
			Lesson 109 Add pairs of single-digit numbers - totals above 10 (S: Pairs to 20)	• add pairs of single digit numbers with a total greater than 10.
			Lesson 110 Sort out additions into ones children 'just know' and ones they need to work out (S: Count on and back in tens)	• spot calculations which they 'just know' or can work out really easily using number facts and place value.
23	Mental addition and subtraction **(MAS)**	Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers	Lesson 111 Add three small numbers, spotting pairs to 10 and doubles (S: Doubles to double 6)	• add three small numbers, spotting pairs to 10 and doubles.
			Lesson 112 Add three small numbers (S: Pairs to 10)	• add three small numbers.
			Lesson 112 Add three small numbers (S: Pairs to 10)	• add three small numbers.
			Lesson 114 Add and subtract 10 to and from two-digit numbers (S: Count on and back in 10s)	• add and subtract 10 to and from two-digit numbers.

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			Lesson 115 Add and subtract 10 to and from two-digit numbers (S: Counting on and back in tens)	• add and subtract tens to/from two-digit numbers.
24	Measurement **(MEA)**; Statistics **(STA)**	Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity	Lesson 116 Compare weights using direct comparison (S: Compare numbers to 20)	• compare weights by direct comparison • use vocabulary: light, lighter, lightest, heavy, heavier, heaviest.
			Lesson 117 Measure weight using uniform non-standard units; Complete tables and block graphs (S: Compare numbers to 20)	• begin to estimate, weigh and order using uniform non-standard units • use vocabulary associated with weight.
			Lesson 118 Compare capacities using direct comparison (S: Comparing lengths)	• begin to compare the capacity of different containers using uniform non-standard units.
			Lesson 119 Measure capacity using uniform non-standard units; Record results in a table (S: Estimating Heights)	• measure and compare capacities using uniform non-standard units.
			Lesson 120 Make and use a measuring vessel for capacity; Record information in a table and block graph (S: Counting in tens)	• estimate, measure and compare capacities using uniform non-standard units • use a capacity measure (measuring bottle) to measure and compare capacities.
25	Mental multiplication and division **(MMD)**; Fractions, ratio and proportion **(FRP)**; Measurement **(MEA)**; Number and place value **(NPV)**	Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes, begin to know 2/2=1, 4/4=1 and 2/4=1/2; recognise, name and know value of coins 1p-£2 and £5 & £10 notes; solve repeated addition problems using coins; make equivalent amounts	Lesson 121 Find half of all numbers to 10 and then to 20; Identify even numbers and begin to learn halves (S: Recognise ½ of shapes)	• recognise halves of shapes • begin to halve even numbers to 20.
			Lesson 122 Recognise half and quarters of shapes, begin to know 2/2=1, 4/4=1 and 2/4=1/2 (S: Recognise ¼ of shapes)	• recognise halves & quarters of shapes.

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		using coins	Lesson 123 Recognise, name and know value of coins 1p-£2 and £5 & £10 notes (S: Count in unison in 2s)	• name and know value of all coins, 1p-£2 • name and know value of £5 & £10 notes.
			Lesson 124 Begin to solve repeated addition problems using coins (S: Count in tens)	• begin to solve repeated additions using coins and counting in 2s, 5s, 10s.
			Lesson 125 Make equivalent amounts using coins (S: Count in tens)	• begin to make equivalent quantities using coins e.g. 20p=2x10p & 20p=4x5p etc. • Count in 2s, 5s, 10s (to ten lots).
Summer 2				
Week	**Strands**	**Weekly summary**		
26	Number and place value **(NPV)**	Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between; identify tens and ones in 2-digit numbers and solve place value additions	Lesson 126 Locate 2-digit numbers on beaded line and 100-square (S: Count on and back in ones)	• locate numbers on a 100-square • locate numbers on a bead string.
			Lesson 127 Compare and order 2-digit numbers (S: Count on & back in tens from any number)	• order two numbers to 100 • find numbers between two 2-digit numbers.
			Lesson 128 Order numbers to 100; Say a number between (S: Odds & Evens)	• order two numbers to 100 • find numbers between two 2-digit numbers.
			Lesson 129 Identify tens and ones in 2-digit numbers (S: Count in unison in 2s)	• identify tens and ones in 2-digit numbers. • know that 2-digit numbers are made from some tens and some ones.
			Lesson 130 Recognise 2-digit numbers are made from tens and ones solve place value additions i.e. 20+3=23 (S: Doubling and Halving)	• identify tens and ones in 2-digit numbers • know that 2-digit numbers are made from some tens and some ones.
27	Mental multiplication and division **(MMD)**;	Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply	Lesson 131 Recognise odd and even numbers (S: Say odd and even numbers to 20)	• recognise odd and even numbers to 20.

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	Number and place value **(NPV)**; Fractions, ratio and proportion **(FRP)**	by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10	Lesson 132 Count in 2s, 5s and 10s, look for patterns (S: Counting in twos)	• count in 2s, 5s and 10s and spot patterns.
			Lesson 133 Begin to multiply by 2, 5, 10 by counting in groups/sets (S: Counting in Tens)	• count in 2s, 5s and 10s to solve grouping problems.
			Lesson 134 Find doubles to double 10 and related halves (S: Doubles to double 6)	• find doubles to double 10 and related halves.
			Lesson 135 Begin to halve odd numbers up to 10 (S: Halves of even numbers to 12)	• begin to halve odd numbers up to 10.
28	Measurement **(MEA)**; Statistics **(STA)**; Geometry: properties of shapes **(GPS)**; Geometry: position and direction **(GPD)**	Tell the time to the half hour and quarter hour on analogue and digital clocks; revise months of the year; read and interpret a pictogram; create a pictogram practically; recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and name simple 2D shapes; recognise and continue repeating patterns	Lesson 136 Tell the time to the hour half and quarter hour on analogue and digital clocks (S: Read digital times to the hour and half hour)	• read time to o'clock and half past on analogue and digital clocks • read quarter past and quarter too times on analogue and digital clocks.
			Lesson 137 Tell the time to the hour half and quarter hour on analogue and digital clocks (S: Know days of the week)	• read time to o'clock and half past on analogue and digital clocks • read quarter past and quarter too times on analogue and digital clocks.
			Lesson 138 Revise months of the year; Read and interpret a pictogram, begin to create a pictogram practically (S: Revise months of the year)	• read and interpret a simple pictogram • know months of the year • know days of the week.
			Lesson 139 Begin to recognise and read block graphs; measure lengths using non-standard, uniform units (S: Revise months of the year)	• measure a length using uniform non-standard units • begin to create a block graph using one square to represent a unit • begin to interpret a block graph to answer simple questions.

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			Lesson 140 Recognise and name simple 2d shapes; Recognise and continue repeating patterns (S: Recognise & name 2D shapes)	• identify and continue a repeating pattern • recognise and name simple 2D shapes.
29	Mental addition and subtraction **(MAS)**	Use number facts to add and subtract 1-digit numbers to 2-digit numbers; find change from 10p and from 20p	Lesson 141 Use number facts to add single-digit numbers to two-digit numbers (S: Addition and subtraction facts for 8 and 90)	• use number facts in adding single-digit numbers to two-digit numbers.
			Lesson 142 Use number facts to subtract single-digit numbers from two-digit numbers (S: Pairs to 10)	• use number facts in adding single-digit numbers to two-digit numbers.
			Lesson 143 Find change from 10p (S: Pairs to 10)	• find change from 10p.
			Lesson 144 Find change from 20p (S: Complements to 20)	• find change from 20p using counting up & number facts.
			Lesson 145 Finding change from 20p (S: Number bonds to 20)	• find change from 20p using counting up and number facts.
30	Number and place value **(NPV)**; Mental multiplication and division **(MMD)**	Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify tens and ones in 2-digit numbers; say or write one more and one less and ten more and ten less than any number to 100; explore patterns in 10s, 5s and 2s on a 9x9 grid; count in tens from any given number	Lesson 146 Locate 2-digit numbers on a bead string and a 1-100; order numbers to 100 (S: 1 more/1 less)	• locate any number on 100 bead string • locate any number on 100-square.
			Lesson 147 Identify tens and ones in 2-digit numbers (S: Guess my number)	• identify tens and ones in 2-digit numbers • make 2-digit numbers from tens and ones.
			Lesson 148 Say/write 1 more and 1 less than any number to 100 (S: Recognise and say ordinal numbers)	• know the number 1 more or 1 less than any number 1-100.
			Lesson 149 Say/write the number ten more/less than any number 1-100 (S: Read and write numerals to match number words)	• know the number 10 more or 10 less than any number 1-100.
			Lesson 150 Explore patterns in the 10s, 5s and 2s count on a 9x9 (1-81) grid; count in tens from any given number (S: Count back in tens and ones)	• use logic and reasoning in finding patterns on a grid • know how to count in 10s, 2s and 5 • recognise numbers in the tens count.

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