Year 1 and 2 Yearly overview for maths 2020-2021

In Y1/2 we use White Rose to support our planning as well as NCETM resources and Babcock ‘Using children as evidence’ document

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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 20  Year 2-numbers to 100  Year 1-Numbers within 20 (including recognising money)  Year 2 Numbers within 100 (including money) | | | | | | Addition and subtraction | | | | |
| Spring  TBA | Number:  Year 1: Place value to 50 and multiplication  Year 2: Revisit Place value to 100 and multiplication  Year 1: Division  Year 2: Division | | | | | | | | Measurement:  Year 1: Time  Year 2: Time | Number:  Year 1: Fractions  Year 2: Fractions | | | Geometry:  Year 1: Shape Year 2: Properties of shape |
| Summer  TBA | Geometry:  Position and Direction | Number:  Year 1: Fractions  Year 2: Fractions | | | Number:  Year 1: Place value to 100  Year 2:  Statistics | | Measurement:  Year 1: Weight and Volume  Year 2: Mass, Capacity and Temperature | | | Consolidation and Investigations | | | |

Areas to be covered that have not been taught and need to be at some point due to catch up in the Autumn term.

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| Measurement  Year 1: Length and Height  Year 2:  Length and Weight | Measurement:  Year 1: Time  Year 2: Time | Geometry:  Year 1: Shape  Year 2: Properties of shape |

September 2020:

We were aware that many children had not made as much progress as they usually would due to the lockdown measures that occurred last academic year. Children were not secure in place value and number. Key stage 1 staff have dedicated a whole half term to assess children and teach number. They used the Government Ready to progress document in order to ensure children are secure before they move on. They have also been using the White Rose materials and NCETM Mastery Assessments to teach and assess.

Usual practice

Each of the Y1/2 class teachers will choose in which order within the term they will teach each mathematical concept to avoid resources clashes and meet the children’s needs. Some concepts will take longer for children to grasp we ensure the majority are secure in an area before we progress. Those children that are rapid graspers are challenged by providing them with activities where they delve deeper into the concept rather than progressing upwards. We teach maths every day for at least 45 minutes.

**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, multiplication and division.
* Will be able to solve problems.
* Can read and write 2 digit numbers confidently.

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.