

Down Ampney Primary School KS1 Overview Plan 2021.22

*NB: Teaching time may be reallocated during the year to prioritise and ensure full coverage and secure knowledge of the DfE ready-to-progress criteria.

Where no NCETM strand is given, this means this is not a Ready to Progress objective within the National Curriculum.

Please see the NCETM progression document for full breakdown of objectives.

		Mathematics Strand	1	2	3	4	5	6	7	
Term 1	Year 1	NCETM Ready to Progress Criteria *	Count within 100, forwards and backwards, starting with any number.							
			Develop fluency in addition and subtraction facts within 10.							
			Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$							
		Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.								
		Core Teaching Strand	Number and Place Value up to 30				Geometry: Properties of Shape	Addition and Subtraction		
		Mathematical Fluency	Counting forwards to 10 / counting backwards from 10 / One more and one less up to 10		Counting forwards to 20 / counting backwards from 20 / One more and one less up to 20		Counting objects / know teens and ten and the rest / One more and one less up to 30		Bonds of 5 (+/-)	
Year 2	NCETM Ready to Progress Criteria	Recognise the place value of each digit in two-digit numbers, compose and decompose two-digit numbers using standard and non-standard partitioning.			Use precise language to describe the properties of 2D and 3D shapes and compare shapes by reasoning about similarities and differences in properties.		Secure fluency in addition and subtraction facts within 10, through continued practice.			
		Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.					Add and subtract across 10.			
	Core Teaching Strand	Number and Place Value up to 100 (2 digits)			Geometry: Properties of Shape		Addition			
	Mathematical Fluency	Number bonds of 6 (+/-) / One more and one less of numbers within 100		Number bonds of 7 (+/-) / One more and one less of numbers within 100		Add 10 to a number / Subtract 10 from a number		Number bonds of 8 (+/-) / Use number facts to calculate others / Subtract a single digit number from a teens number / Order numbers and position them on a number line.		

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Term 2	Year 1	NCETM Ready to Progress Criteria	Count within 100, forwards and backwards, starting with any number.							
			Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$							
			Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.							
		Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.								
	Core Teaching Strand	Number and Place Value up to 100				Addition and Subtraction: Facts of 7 - 11			Geometry: Properties of Shape	
	Mathematical Fluency	Read and write numbers to ten / count from any number to 100 / Bonds of 6 (+/-)			Read and write numbers to ten / count from any number to 100 / Bonds of 7 (+/-)		Compare numbers / One more / One less to 50 / Bonds of 8 (+/-)		Order numbers and position them on a number line / Bonds of 9 (+/-)	
Year 2	NCETM Ready to Progress Criteria	Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.				Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.		Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.		
		Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?"						Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).		
		Add and subtract within 100 by applying related onedigit addition and subtraction facts: add and subtract any 2 twodigit numbers.								
Core Teaching Strand	Addition		Subtraction			Geometry: Properties of Shape		Multiplication and Division		
Mathematical Fluency	Bonds of 9 (+/-) / Add multiples of 10 to a 2-digit number / Partition a 2-digit number in different ways.			Bonds of 10 (+/-) / 5 Add multiples of 10 to a 2-digit number / Add a single digit number to a 2-digit number using known facts.		Bonds of 20 (+/-) / Subtract single digit number from a 2-digit number using known facts.		Bonds of 20 (+/-) / Add and Subtract single digit number from a 2-digit number using known facts.		

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Term 3	Year 1	NCETM Ready to Progress Criteria	Count within 100, forwards and backwards, starting with any number. Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.						
		Core Teaching Strand	Addition and Subtraction: Facts of 11 - 16				Measurement: Length		
		Mathematical Fluency	Order numbers and position them on a number line / Bonds of 9 (+/-)	One more or less to 100 / Bonds of 10 (+/-)	Count fluently back from any number / Subtract a single digit number from a teens number	Recall and use addition & subtraction facts of 10 / Bonds of 10 (+/-)			
	Year 2	NCETM Ready to Progress Criteria		Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.					
		Core Teaching Strand	Geometry: Position and direction	Multiplication and division: Times Tables		Measurement: Length and Mass			
		Mathematical Fluency	Subtract multiples of 10 from a 2-digit number / Times tables: 2 x 4	Use rounding to add near multiples of ten / Times tables: 2 x 6	Use rounding to subtract near multiples of ten / Times tables: 2 x 8	Use rounding to add and subtract near multiples of ten / Times tables: 2 x 7	Compare and order numbers to 100 / Times tables: 2 x 9	Recognise odd and even numbers / Times tables: 2 x 12	

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Term 4	Year 1	NCETM Ready to Progress Criteria	Count within 100, forwards and backwards, starting with any number. Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. Read, write and interpret equations containing addition, subtraction and equals symbols, and relate additive expressions and equations to real-life contexts. Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.						
		Core Teaching Strand	Addition and Subtraction: Facts of 17 - 20		Fractions		Geometry: Position and Direction		
		Mathematical Fluency	Recall and use addition & subtraction facts of 10 / Bonds of 11 (+/-)		Recall and use addition facts of 6 / Add 10 to a number / Bonds of 12		Recall and use addition facts of 7 / Subtract 10 from a number / Bonds of 12		
	Year 2	NCETM Ready to Progress Criteria							
		Core Teaching Strand	Fractions		Measurement: Time		Measurement: Money		
		Mathematical Fluency	Partition the second number to subtract tens then ones / Times tables: 6 x 10	Double numbers / Times tables: 7 x 10	Partition the second number to subtract tens then ones / Times tables: 8 x 10	Halve numbers / Times tables: 9 x 10	Double and halve numbers / Times tables: 3 x 5	Double and halve numbers / Times tables: 4 x 5	

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Term 5	Year 1	NCETM Ready to Progress Criteria	Count within 100, forwards and backwards, starting with any number. Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.								
		Core Teaching Strand	Addition and Subtraction			Measurement: Time			Multiplication and Division		
		Mathematical Fluency	Add and subtract 10 from any number to 100 / Bonds of 13 (+/-)		Using number facts to calculate others / Bonds of 14 (+/-)		Recall and use addition facts of 8 / Bonds of 15 (+/-)				
	Year 2	NCETM Ready to Progress Criteria									
		Core Teaching Strand	Statistics				Measurement: Capacity & Temperature		Problem solving		
		Mathematical Fluency	Use known facts to 10 to derive other facts / Solve multiplication problems / Times tables: 5 x 5 & 6 x 5		Solve multiplication problems / Times tables: 7 x 5	Find the difference between two numbers / Use sharing to solve division problems / Times tables: 8 x 5		Times tables: 9 x 5			

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Term 6	Year 1	NCETM Ready to Progress Criteria	Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.								
		Core Teaching Strand	Multiplication and division	Measurement: Money			Capacity				
		Mathematical Fluency	Recall and use addition facts of 9 / Bonds of 15 (+/-)	Recall and use all the subtraction facts of 10 / count in multiples of 2,5 & 10 / Bonds of 20 (+/-)	Order numbers to 100 / Bonds of 20 (+/-)						
	Year 2	NCETM Ready to Progress Criteria									
		Core Teaching Strand	Place Value: Securing Year 2			Addition and Subtraction: Securing Year 2		Multiplication and Division: Securing Year 2			
		Mathematical Fluency	Use sharing to solve division problems / Times tables: 2 x 3	Use grouping to solve division problems / Times tables: 2 x 5	Explain about tens and ones in 2-digit numbers / Times tables: 2 x 11	Partition and recombine to add / Times tables: 5 x 11 & 5 x 12		Times tables: 10 x 11			