

Newnham Croft Primary School
Maths objectives Spring Term 2016 Teacher Mr Goller Year 1/2 C

Topics	Objectives	
	Year 1	Year 2
Addition and subtraction	<ul style="list-style-type: none"> • Know the number before and after any 2-digit number. • Count in 10s from 10. • Count on in 10s from 10 to 100 and in 1s from any number to 100. • Fill in missing number sequences of multiples of 10. • Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100). • Find 10 more and 10 less than a given number. • Recognise and describe what is happening to the multiples of 10 on the number grid. • Know number bonds to 8 and 9 by heart. • Know that addition can be done in any order. • Know how to double a number. • Find doubles to double 6 and record as an addition; begin to know by heart. • Add 3 small numbers, spotting pairs to 10. • Recognise each coin up to £2 • Know the value of each coin to £2. • Find totals of 2 and 3 coins to 10p. • Find what coins can be used to make a given amount less than 10p. • Begin to find what coins can be used to pay a given amount up to 20p. • Count in 10s from single-digit numbers. • Find 10 more than any 2-digit number less than 90. • Count back in 10s from 2-digit numbers. • Find 10 less than any 2-digit number. 	<ul style="list-style-type: none"> • Mark 2-digit numbers on a landmarked line (labelled in 10s). • Compare numbers using the symbols < and >. • Add near multiples of 10 spotting patterns • Add near multiples of 10, e.g. 9, 11, 19, 21, by adding a multiple of 10 then adjusting. • Add 10, 20 or 30 to any 2-digit number (answers less than 100). • Subtract 10, 20 or 30 from 2-digit numbers. • Use number facts or place value to add and subtract. • Add a single-digit number to a 2-digit number, bridging 10. • Subtract a single-digit number from a 2-digit number, bridging 10. • Add 2-digit numbers using a number grid. • Add 2-digit numbers where the 1s will cross the 10s barrier using known facts. • Use a landmarked line to add 2-digit numbers. • Subtract 2-digit numbers using a number grid where the 1s do not cross a 10s barrier. • Subtract 2-digit numbers using a landmarked number line. • Recognise coins. • Use coins to make 2-digit amounts. • Add 2-digit money amounts using partitioning. • Subtract 2-digit numbers where the number being subtracted has fewer 1s than the number being subtracted from. • Use a number grid and spider to take away 10s first and then 1s. • Find change by counting up to find a difference. • Add 5 small numbers spotting pairs to 10 or doubles. • Sort additions according to whether they are known facts or

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	<ul style="list-style-type: none"> • Add 10p and 20p to 2-digit prices, answers less than £1. • Find change from 10p by counting on and using number bonds. • Find the difference between amounts of money less than 30p. • Find addition pairs to 7, 8, 9 and 10. • Record the number pairs as addition number sentences. • Relate addition and subtraction number bonds by discussing the relationship between the numbers used. • Find doubles to double 6 and use these facts to work out near doubles. • Know all number bonds to 10. • Use pairs to 10 to bridge 10 with the support of bead strings and beaded lines. • Use pairs to 10 to bridge 10 with the support of money lines. • Add coins and amounts which total more than 10p. • Sort calculations according to whether they will bridge 10 or not. • Choose the most effective method for working out additions. 	<p>need to be worked out.</p> <ul style="list-style-type: none"> • Work out additions using different methods. • Sort subtractions according to whether they are known facts or need to be worked out. • Work out subtractions using different methods. • Decide whether a word problem requires addition or subtraction to solve it. • Solve addition/subtraction word problems.
Measures and data	<ul style="list-style-type: none"> • Compare weights using direct comparison. • Order different weights. • Compare weights using direct comparison. • Estimate and find objects that are heavier and lighter. • Use uniform non-standard units to measure weight. • Estimate how heavy an object is using uniform non-standard units. • Tell the time to the hour, half hour and half an hour later. • Describe what would be happening at different times of the day. • Understand the vocabulary relating to capacity. • Estimate, measure and compare capacities, using uniform non-standard units. • Order capacities from smallest to greatest. • Estimate, measure and compare capacities, using cups. 	<ul style="list-style-type: none"> • Compare weights and measure weight using uniform non-standard units. • Know that weight can be measured in kg and g. • Measure weights to the nearest 100g using 100g weights. • Compare objects with the 100g and kg weights and develop a sense of how heavy these weights are. • Follow and give instructions involving position, direction and movement including left and right. • Recognise whole, half and quarter turns, both clockwise and anticlockwise. • Recognise that a right angle is a quarter turn. • Estimate and measure capacity in cupfuls. • Begin to have a sense of a litre and make comparisons between other amounts.

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	<ul style="list-style-type: none"> • Use a uniform, non-standard unit to measure capacity. • Understand how to read a pictogram. • Create a pictogram and write a sentence describing what it shows. • Create a block graph and analyse the results. 	<ul style="list-style-type: none"> • Estimate which containers holds more or less than a litre. • Draw and interpret a block graph. • Draw and interpret a pictogram.
Multiplication and division	<ul style="list-style-type: none"> • Count in 2s from different starting numbers. • Recognise a sequence and continue it. • Sort numbers up to 20 into odd and even. • Sort numbers onto Venn diagrams and into tables. • Explain how and why they have sorted them in that way. • Double numbers up to 20. • Halve numbers up to 20. • Understand why it is tricky to halve odd numbers. 	<ul style="list-style-type: none"> • Count in 2s, 5s and 10s from any number to 100. • Recognise multiples of 2, 5 and 10. • Describe patterns. • Understand multiplication as repeated addition. • Record multiplication facts for the 5 times table. • Use multiplication and division sentences to describe an array and groups of numbers on a number line. • Understand grouping and lots of as one model of division. • Begin to understand that division can leave some left over. • Decide what calculation is necessary (multiplication or division) to solve a word problem. • Draw arrays and create their own division word problems. • Understand that division is the inverse of multiplication. • Sort word problems into division and multiplication. • Understand that division is the inverse of multiplication and use this to check answers.
Number and fractions	<ul style="list-style-type: none"> • Show a 2-digit number by combining groups of 10 and 1. • Know what each digit means in a 2-digit number. • Compare 2 numbers less than 100, say which is more or less • Give a number between 2 neighbouring multiples of 10. • Investigate and make 2-digit numbers and say what each of the digits represents. • Begin to record findings in a systematic way. 	<ul style="list-style-type: none"> • Make comparisons about two 2-digit numbers. • Describe properties of numbers and locate numbers on a number line. • Find a number in between 2 given numbers. • Round numbers to the nearest 10. • Find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of amounts by sharing and using number facts.