Maths – Year 1/2

(Based on White Rose Version 3)

		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	Year 1	**Place Value (within 10)** Sort objects; count objects; count objects from a larger group; represent objects; recognise numbers as words; count on from any number; 1 more; count backwards within 10; 1 less; compare groups by matching; fewer, more, same; less than, greater than, equal to; compare numbers; order objects and numbers; the number line.					**Addition and Subtraction (within 10)** Intro parts and wholes; part-whole model; write number sentences; fact families – addition facts; **number bonds within 10**; systematic number bonds within 10; **number bonds to 10**; addition – add together; addition – add more; addition problems; find a part; subtraction – find a part; fact families – the eight facts; subtraction – take away/cross out (How many left?); subtraction – take away (How many left?); subtraction on a number line; add or subtract 1 or 2.					**Shape** Recognise and name 3D shapes; sort 3D shapes; recognise and name 2D shapes; sort 2D shapes; patterns with 2D and 3D shapes.	
	Year 2	**Place Value (within 100)** Numbers to 20; count objects to 100 by making 10s; recognise tens and ones; use a place value chart; partition numbers to 100; write numbers to 100 in words; flexibly partition numbers to 100; write numbers to 100 in expanded form; 10s on the number line to 100; 10s and 1s on the number line to 100; estimate numbers on a number line; compare objects; compare numbers; count in 2s, 5s and 10s; count in 3s.					**Addition and Subtraction** **Bonds to 10 and 20**; fact families – addition and subtraction bonds within 20; related facts; bonds to 100 (tens); add and subtract 1s; add by making 10; add three 1-digit numbers; add to the next 10; add across a 10; subtract from a 10; subtract a 1-digit number from a 2-digit number (across a 10); **10 more, 10 less**; add and subtract 10s; add two 2-digit numbers (not across a 10); add two 2-digit numbers (across a 10); subtract two 2-digit numbers (not across a 10); subtract two 2-digit numbers (across a 10); mixed addition and subtraction; compare number sentences; missing number problems.				**Shape** Recognise 2D and 3D shapes; count sides on 2D shapes; count vertices on 2D shapes; draw 2D shapes; lines of symmetry on shapes; use lines of symmetry to complete shapes; sort 2D shapes; count faces on 2D shapes; count edges on 3D shapes; count vertices on 3D shapes; sort 3D shapes; make patterns with 2D and 3D shapes.	
Spring	Year 1	**Place Value (within 20)** Count within 20; understand 10; understand 11-20; 1 more and 1 less; number line to 20; use a number line to 20; estimate on a number line to 20; compare numbers to 20; order numbers to 20.			**Addition and Subtraction (within 20)** Adding by counting on within 20; add ones using number bonds; find and make number bonds to 20; **doubles**; near doubles; subtract ones using number bonds; subtraction – counting back and finding the difference; related facts; missing number problems.		**Place Value (within 50)** Count from 20 to 50; count by making groups of 10; partition into tens and ones; number line to 50; estimate on a number line to 50; 1 more, 1 less.		**Length and Height** Compare lengths and heights; measure length using objects; measure length in cm.		**Mass and Volume** Heavier and lighter; measure mass; compare mass; full and empty; compare volume; measure capacity; compare capacity.	
	Year 2	**Multiplication and Division** Recognise equal groups; make equal groups; add equal groups; intro the multiplication symbol; multiplication sentences; use arrays; make equal groups – grouping; make equal groups – sharing; **2 times tables**; divide by 2; doubling and halving; odd and even numbers; **10 times tables**; divide by 10; **5 times tables**; divide by 5.						**Money** Count money – pence, pounds (notes and coins); choose notes and coins make the same amount; compare amounts; calculate with money; make a pound; find change; two-step problems.		**Length and Height** Measure in cm; measure in metres; compare lengths and heights; order lengths and heights; four operations with lengths and heights.		**Mass, Capacity & Temperature.** Compare mass; measure in grams; measure in kg; four operations with mass; compare volume and capacity; measure in ml; measure in litres; four operations with volume and capacity; temperature.	
Summer	Year 1	**Multiplication and Division** **Count in** 2s, **10s**,5s; recognise equal groups; add equal groups; make arrays; make doubles; make equal groups – grouping, sharing.			**Fractions** Recognise a half of object or shape; find half an object or shape; recognise half a quantity; find half a quantity; recognise a quarter of an object or shape; find a quarter if an object or shape; find a quarter of a quantity.		**Position & Direction** Describe turns; left, right; forwards, backwards; above, below; ordinal numbers.	**Money** Unitising; recognise coins and notes; count in coins.	**Time** Before and after; days of the week; months of the year; hours, minutes and seconds; **tell the time to the hour; tell the time to the half hour.**		**Consolidation**	
	Year 2	**Statistics** Make tally charts; tables; block diagrams; draw and interpret pictograms (1-1); draw and interpret pictograms (2, 5 and 10)		**Fractions** Intro to parts and whole; equal and unequal parts; recognise a half; find a half; recognise a quarter; find a quarter; recognise a third; find a third; find the whole; unit fractions; non-unit fractions; recognise the equivalence of a half and two-quarters; recognise three-quarters; find three-quarters; count in fractions up to a whole.			**Position & Direction** Language of position; describe movement; describe turns; describe movement and turns; shape patterns with turns.		**Time** O'clock; quarter past and quarter to; tell the time to the hour; **tell the time to 5 minutes**; minutes in an hour; hours in a day		**Consolidation**	

Mathematics Scheme of Work – Guidance

This document serves as your official Mathematics Scheme of Work and is based on Version 3 of the White Rose Maths curriculum. Where possible, I have aligned the units across both year groups to ensure that pupils are working on similar mathematical themes concurrently.

Each unit title is hyperlinked to the relevant section on the White Rose website to support your planning. However, **please use this document as your primary planning tool** rather than relying directly on the White Rose site, as this version has been specifically adapted to meet our curriculum and teaching approach.

Mathematics Lesson Structure and Expectations

To ensure consistency in the teaching and learning of mathematics across the school, all staff are expected to follow the agreed structure for every maths lesson. This consistency is vital both for the quality of instruction and for the clarity and organisation of pupils' work. OFSTED will be looking for consistency across the school.

Lesson Structure

Each maths lesson must follow the structure outlined below:

1. **Quick Recall Starter (Approx. 10 minutes)**
    - **Key Stage 2:** Focus on times tables and corresponding division fact recall.
    - **Key Stage 1:** Focus may include the term's KIRF (Key Instant Recall Facts), number bonds, or recall of x2, x5, and x10 multiplication facts in Year 2.
2. **Main Input**
    - Whole-class teaching focusing on the concept, using appropriate representations and models.
3. **Independent Task**
    - Adapted appropriately to support and challenge all learners.

4. **Reasoning/Problem-Solving Task/Plenary.**
    - All pupils must access a reasoning or problem-solving activity in every lesson.
    - These may be taken from the White Rose resources and adapted as:
        - A task copied and pasted into an individual worksheet, or
        - A whole-class plenary activity (particularly appropriate in KS1).

Pre- and Post-Learning Tasks

- Each unit must begin with a **pre-learning task**, which is used diagnostically to assess which pupils require conceptual/procedural input and which may be ready to move directly to application, reasoning, and problem-solving.
- These groups may vary from lesson to lesson, based on pupils' responses.
- Every unit must end with a **post-learning task**, allowing teachers to assess progress and identify any remaining misconceptions.
- **Both pre- and post-learning tasks must be securely fixed into pupil folders using plastic wallets**, forming clear 'bookends' to each unit's recorded work.

Presentation and Organisation

- Every worksheet must clearly include:
    - The **learning objective**.
    - The **lesson number and page reference** (e.g., *Lesson 1: Page 1*).
- Please refer to the examples sent via email for formatting expectations.
- It is essential that all maths folders are consistently organised and presented across the school.

By adhering to this structure and guidance, we can ensure high-quality maths provision and a clear, cohesive learning journey for all pupils.

Fluent in Five – Daily Maths Fluency Sessions

All classes are expected to deliver a **daily Fluent in Five session** in addition to the main maths lesson. These short sessions are designed to build and reinforce arithmetic fluency through regular, consistent practice with key number skills/procedures.

Key Information:

- Sessions should take place **daily** and focus on developing speed and accuracy in mental and written calculation strategies.
- At least one question each day should be linked to the term's **KIRF (Key Instant Recall Fact)**.

Foundation Stage and Key Stage 1:

- Once Reception and Key Stage 1 are fully established with the **Mastering Number** programme, this will replace Fluent in Five as the daily fluency session.
- Until then, classes should continue with daily Fluent in Five activities to support arithmetic development.

These fluency sessions are a vital part of our school-wide approach to improving mathematical confidence and number sense. Please ensure they are planned for and delivered consistently.