

KSI

| | 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 | Number: Place Value Year 1 – Up to 20 (and beyond if appropriate) Year 2 – up to 100 | | | Number: Addition Year 1: Numbers within 20 Year 2: Numbers within 100 | | Number: Subtraction Year 1: Numbers within 20 Year 2: Numbers within 100 | | Number: Subtraction & Addition (inc. money) | | | Geometry: Shape Year 1: Shape names and descriptions Year 2: Properties of shape | |
| Spring | Number: Multiplication Year 1: Pictorial, concrete objects, arrays Year 2: Calculating statements using x and = | | Number: Division Year 1: Pictorial, concrete objects, arrays Year 2: Calculating statements using ÷ and = | | Number: Division & multiplication | Statistics Year 1: pictograms and tally charts Year 2: Block diagrams | Measurement: Length and height Year 1: Measure, order and compare length and height with non-standard units Year 2: Measure, order and compare length and height m and cm | Number: Fractions Year 1: finding half and a quarter Year 2: finding 3 quarters, thirds, understanding $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent and non-unit fractions | | | Number: 4 operations revisited | |
| Summer | Geometry: Position and direction Describing turns and position before moving onto making patterns with shapes using technical vocabulary | Measurement: Time Ordering events before moving onto O'Clock, Half past, Quarter past and Quarter to, telling the time to 5 minute intervals if appropriate | | Measurement: Year 1: Weight and Volume Year 2: Mass, Capacity and Temperature | | | Problem Solving: Selecting efficient methods | | Number: Fractions revisited | Measurement: Problem Solving | Consolidation | Neat year group mental recall introduction |

This overview has been created based on White Rose Maths and Edenham's Calculation policy adopted from Jenny Cook Consultancy. Although it is our aim to follow this pattern, teacher's continual assessment determines the pace that concepts are taught.