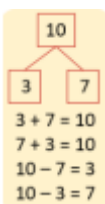
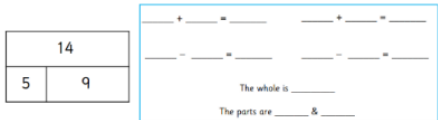
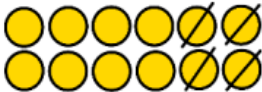
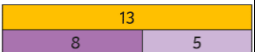
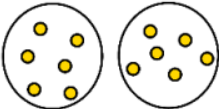
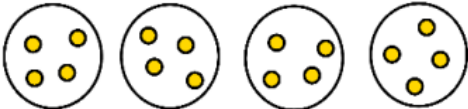


Autumn 8 weeks + 7 weeks	Spring 6 weeks + 5 weeks	Summer 6 weeks + 7 weeks
Week 1 – Recall all number bonds to and within 10 (repeated practise from Year 1) (Start practically with ten frames, then move to chanting and written sentences.)  Week 2 and 3 – Use the number bonds to 10 (Year 1) to reason with and calculate bonds to and within 20 (start by exploring practically with ten frames, then move to number sentences). 15 + 5 = 20 5 + 15 = 20 20 - 5 = 15 20 - 15 = 5  15 + 5 = 20 Week 4 – Recall and use the addition and subtraction facts to 20 fluently within number sentences,  Week 5 – Add across 10 (make the teaching point to find the bigger number first and then counting on the smaller number. Children could count on in their head and also draw dots to help if needed). E.g. 4+9 “Put 9 in your head and count on” Week 6 – Subtract across 10 (children must understand that they are counting back, therefore the answer is going to be smaller. Start practically by counting out cubes or counters and taking them away. Then, move to drawing dots and crossing out method. E.g. 12 - 4  Week 7 – Add three single digit numbers. E.g. 8+4+3. This is building on Year 1 where they add two single digits. Week 8 – Count in steps of 10 from any number, forwards and backwards (singing songs, chanting, slowly hiding numbers on a number line and saying out loud, then written tasks) E.g. 5,10, 15, ____, 35, 45, ____ Week 9 – Use known facts within 20 to add and subtract numbers to 100 E.g. if 5+2=7, then 50+20=70	Week 1 – Use the inverse to check addition and subtraction calculations, including those with missing numbers. E.g. 8 + 5 = 13; 5 + 8 = 13; 13 - 5 = 8; 13 - 8 = 5  Week 2 – Add and subtract only the tens from any 2 digit number. (progress to doing this mentally) E.g. 35+20=55; 74-20=54 Week 3 – Add and subtract only the ones from any 2 digit number. (start without crossing a tens boundary, then moving onto crossing a ten boundary) (Progress to doing this mentally) E.g. 54+3=57; 32-3=29 Week 4 and 5 – Add and subtract two 2-digit numbers. E.g. Teach the children to draw their own ‘sticks and dots’ to answer these questions.  Week 6 – (repeated practise) Count in steps of 2s, 5s and 10s, forwards and backwards. New learning – Recall the multiplication facts for 2, 5 and 10 times tables (use the multiplication symbol) E.g. 2x4=8; 5x3=15; 10x7=70 Week 7 - (repeated practise) Count in steps of 2s, 5s and 10s, forwards and backwards. New learning – Recall the division facts for 2, 5 and 10 times tables (use the division symbol) E.g. 8÷2=4; 15÷5=3; 70÷10=7 Week 8 – Add and subtract only the tens and only the ones from any 2 digit numbers. (repeated practise). E.g. 35+20=55; 74-7=67 Week 9 – NTS assessments Week 10 – Gap fill from NTS	Week 1 – Repeated practise. Recall multiplication and division facts for the 2 times tables. (focus on improving the speed and fluency answering times tables questions). Week 2 – Repeated practise. Recall multiplication and division facts for the 5 times tables. (focus on improving the speed and fluency answering times tables questions). Week 3 – Repeated practise. Recall multiplication and division facts for the 10 times tables. (focus on improving the speed and fluency answering times tables questions). Week 4 – Add and subtract two 2 digit numbers and a 1 digit number. E.g. 12+13+6= Week 5 – Repeated practise. Add and subtract two 2 digit numbers. Children to draw own stick and dots.  Week 6 – Use the inverse to check addition and subtractions calculations,

Week 10 – NTS assessments week. Week 11 – Gap fill from NTS. Week 12 – Find half of a quantity e.g. $\frac{1}{2}$ of 12 (repeated practise Year 1) (start practically with cubes or counters, move to teaching children to draw two circles and share their own dots into them).  Week 13 – Find a quarter of a quantity e.g. $\frac{1}{4}$ of 16 (repeated practise Year 1) (start practically with cubes or counters, move to teaching children to draw four circles and share their own dots into them).  Week 14 – Count in steps of 5 from zero, forwards and backwards (Start with chanting, use videos then move onto written sequences). Count in 5s - KS1 Maths - Learning with BBC Bitesize Count in steps of 2 from zero, forwards and backwards. Count in 2s - Maths - Learning with BBC Bitesize	Week 11 – Find a third of a quantity, e.g. $\frac{1}{3}$ of 15 (start practically with cubes or counters, move to teaching children to draw three circles and share their own dots into them) Week 12 - Find $\frac{3}{4}$ of a quantity E.g. $\frac{3}{4}$ of 16  Week 13 – Use teacher judgement to repeat any previously covered arithmetic objectives.	including those with missing numbers. Week 7 – Repeated practise, finding $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$, of quantities (see Spring term for guidance). Week 8 – NTS assessments Ensure that children who are working at EXX achieve at least 35/40 on Summer Term NTS arithmetic. Week 9 – Gap fill from NTS Week 10 & 11: repeated practise to ensure that pupils are fluent with a mixture of addition and subtraction questions, multiplication and division of the 2s, 5s and 10s and finding fractions of quantities.
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