A Year One and Two Topic for the Autumn term.
Year One statements are in blue
Year Two statements are in red
Solve problems based on the number of passengers. How many more join, how many get off etc. Include problems with answers to 5

A I can talk about how I solve problems using counting
I can compare numbers up to 20 and say which number is bigger
I can add two one-digit numbers
I can talk about adding/subtracting
I can record additions/subtractions
B I can count at least 20 objects and know that the last number I say is how many there are altogether
B I can use counters or blocks to add numbers with answers up to 5

A I can explain to others how I solved a problem
I can add and subtract some numbers in my head
I know that addition and subtraction ‘undo’ each other
I can write three other related number sentences for 6 + 3 = 9

B I can recall number facts for each number up to 10
I can check the answer to an addition by doing a related subtraction

Use money to buy tickets, addition and subtraction problems. Count tickets and passengers. Include a shop selling ice creams. Investigate how many different ice creams can be made with 3 flavours.

A I can talk about how I solve problems using counting
I can compare numbers up to 20 and say which number is bigger
I can compare numbers up to 20 and say which number is bigger
I can add two one-digit numbers
I can use objects to take away a small number from any number up to 20
I can talk about adding/subtracting
I can record additions/subtractions
B I can use numbers or shapes to copy and continue a simple pattern
B I can begin to solve a problem or puzzle by deciding what the important information is
I can count at least 20 objects and know that the last number I say is how many there are altogether

A I can explain to others how I solved a problem
I can add and subtract some numbers in my head
I know that addition and subtraction ‘undo’ each other
I can write three other related number sentences for 6 + 3 = 9
I can speak clearly to the class or group when showing and explaining how I solved a problem or my method for a calculation

These activities to be based around an hot air balloon role play area.
Children measure and compare their own feet to create a graph of the most popular size. Compare feet to a range of dinosaur feet set out around the classroom, find bigger than yours, smaller, the same. Find ways to measure and order dinosaur feet, including non-standard measures such as dienes sticks. Sort by rounding answers to the nearest 10. Investigate foot to height ratio to predict dinosaurs heights.

- Make a number track out of dinosaur footprints.
- Use toe on dinosaurs feet to count in 3’s compare to our feet to count in 5’s. Use other numbers of toes

A I can compare numbers up to 20 and say which number is bigger
A I know how to write numbers up to 20
I can read numbers on a number track

B I can begin to solve a problem or puzzle by deciding what the important information is
I can read, write and order numbers up to 20
C I can answer a question using the equipment my teacher uses
I can talk about how I solved a problem
I can help to answer a question and to show what we found out
I can sort objects by placing them onto a big diagram
I can compare the lengths/weights/capacities of more than two objects and put them in order
A I can read and write two-digit numbers
I can write numbers in order and position them on a number line
I can use the greater than and less than symbols to show that one number is larger or smaller than another
I can round numbers to the nearest 10
B I can continue a number pattern
I can explain how I know
I can count in steps of 2, 5 or 10
C I can find out if something is longer or shorter than a metre
I can read numbers on a scale

Use different criteria to order toy dinosaurs. Height, tail length, legs etc.

B I can begin to solve a problem or puzzle by deciding what the important information is
C I can answer a question using the equipment my teacher uses
I can talk about how I solved a problem
I can help to answer a question and to show what we found out
I can compare the lengths/weights/capacities of more than two objects and put them in order
A I can read numbers up to 20
A I know how to write numbers up to 20
I can read numbers on a number track

B I can begin to solve a problem or puzzle by deciding what the important information is
I can read, write and order numbers up to 20
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I can use the greater than and less than symbols to show that one number is larger or smaller than another
I can round numbers to the nearest 10
B I can continue a number pattern
I can explain how I know
I can count in steps of 2, 5 or 10
C I can find out if something is longer or shorter than a metre
I can read numbers on a scale
Sequencing patterns with lollipop colours.
1 more and 1 less.
Grouping lollipops by colour and comparing, partition
numbers into tens and units

A I can talk about how I solve problems using counting
A I can count up to 20 objects
I know that the number of objects does not change even if I move
the objects around
I can add two one-digit numbers
I can use objects to take away a small number from any number
up to 20
I can talk about adding/subtracting
I can record additions/subtractions
B I can use numbers or shapes to copy and continue a simple
pattern
I can count at least 20 objects and know that the last number I say
is how many there are altogether
I can use counters or the number line/100-square to find the
number that is one more or one less than a number

A I can count objects by putting them into groups
I can partition numbers
I can read and write two-digit numbers
I can add and subtract some numbers in my head

Find out how many Smarties are in a box. What is
the most popular colour. Record as a pictogram.
Design a pack of Smarties with 10 sweets. How
many possible ways are there with 2 colours, 3
colours etc.

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the objects around
I can compare numbers up to 20 and say which
number is bigger
I can add two one-digit numbers
I can talk about adding/subtracting
I can record additions/subtractions
I can count at least 20 objects and know that the last
number I say is how many there are altogether
C I can answer a question using the equipment my
teacher uses
I can talk about how I solved a problem
I can help to answer a question and to show what we
found out
C I can decide what information I need to answer a
question
I can put information in lists or tables
I know how to collect information
I can use lists and tables to show what I found out
I can sort objects and talk about how I sorted them
Conduct a survey into favourite jungle animal and record on a bar chart.
A I can compare numbers up to 20 and say which number is bigger
I can use objects to take away a small number from any number up to 20
I can talk about adding/subtracting
I can record additions/subtractions
C I can answer a question using the equipment my teacher uses
I can talk about how I solved a problem
I can help to answer a question and to show what we found out

B I can recall number facts for each number up to 10
C I can decide what information I need to answer a question
I can put information in lists or tables
I know how to collect information
I can use lists and tables to show what I found out
I can sort objects and talk about how I sorted them
I can listen to children talking about their ideas
I can ask them questions about what they have said

Collect Autumn leaves and sort on a Carroll diagram.
A I can count up to 20 objects
I know that the number of objects does not change even if I move the objects around
B I can begin to solve a problem or puzzle by deciding what the important information is
C I can answer a question using the equipment my teacher uses
I can talk about how I solved a problem
I can help to answer a question and to show what we found out
I can sort objects by placing them onto a big diagram

C I can decide what information I need to answer a question
I can put information in lists or tables
I know how to collect information
I can use lists and tables to show what I found out

Jungle animals

Jungle

Jungle map

Leaves

Kipper's Balloon

Make a 3D jungle map, exploring the shapes needed to make trees etc. Build on positional language.
Add a grid to the map to introduce coordinates. Create a 2D map from the 3D one.

D I can describe where something is using words such as 'next to', 'in front of', 'underneath', 'on top of', ...

E I can follow and give instructions to mark a position on a grid
E from unit 2 I can make a floor robot follow a path marked out on the floor
I can estimate the number of robot steps that the robot must take to reach the traffic cone
Look at the shape in vehicles. Use 2D shapes to make a vehicle picture, naming the shapes used. Describe shapes to others.

B I can use 2-D and 3-D shapes to make patterns, pictures and models
I can name most of the 2-D and 3-D shapes I use in my work as well as those I see in my classroom and playground
I am beginning to picture a shape in my head

B I can look at pictures of 2-D shapes and name them
I can listen to others when they speak to the class and ask a question about what they have said

A I can explain to others how I solved a problem

Outside role play area set up as a workshop. Pose questions for the children to solve that relate to aspects of maths covered in topic.
Year 1 and 2 run the school's Christmas Card Post Box and the role play area becomes a Post Office. Explore time for collections and deliveries. Use money and give change. Investigate money needed for stamps using Able Pupils challenges.

A I can add two one-digit numbers
B I can use objects to take away a small number from any number up to 20
C I can talk about adding/subtracting
D I can record additions/subtractions
E I know the days of the week and can say them in order

D I can tell the robot step by step how to go around the chair and back to me
E I can talk about how I solved a problem, using numbers and objects to help me

Link to Story book. Explore 3D shape and weight through parcels. Order parcels by weight using pan balance. Pay elves in gold coins. Focus on Doubling by paying 2 elves. Introduce multiplication arrays to work out how to pay more elves. Include payment of 5 gold coins a day to count on in 5's. Share things in half – cut ribbon in half, share presents into 2 stickings.

B I can use 2-D and 3-D shapes to make patterns, pictures and models
I can name most of the 2-D and 3-D shapes I use in my work as well as those I see in my classroom and playground
I am beginning to picture a shape in my head
I can listen carefully to my teacher, to my partner and to other children
C I can compare the lengths/weights/capacities of more than two objects and put them in order
D I can guess how many cubes will balance a parcel
I can remember the order of a favourite story
I can retell the story
E I can recall or work out doubles of numbers to 5 + 5
I am beginning to count in fives
I can find half of a piece of paper or string, or half a shape
I can find half of a small number of objects
I can describe step by step how I did a calculation or solved a problem.
I use mathematical words in my description

B I can sort a set of 3-D shape
I know that if I double a number then halve the answer I get back to the number I started with
C I can use a balance to compare two things to see which is lighter
I can use a balance to find out if something is lighter or heavier than a kilogram or half-kilogram
C and E I can read numbers on a scale

E I can decide what calculation to do to solve a problem, I can add and subtract some numbers in my head
I can estimate how long an activity might take, then check using a timer
I can tell the time when it is something o'clock or half past the hour
Objectives not covered

Year 1 Block B
I can find the number that is ten more or ten less for a particular tens number

Year 1 Block D
I can find out how long a room is by counting the paces I take to cross it
I can use a metre stick to measure how far it is across the hall

Year 1 Block E
I can count on and back in ones and tens – ones covered tens not.

Year 2 Block A
I know which numbers are odd and which are even

Year 2 Block C
I can find out if something will hold a litre of water

Year 2 Block E
I can use what I know about polygons to group them into regular and irregular polygons
I can use a metre rule to mark out 1 metre
I can measure out a litre of water