Team Cherry Maths Overview   2025-26   Year 1 / Year 2

Autumn

Weeks	Y1	Y2
1-4	**Number - number and place value (within 20)** Pupils should be taught to: - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words	**Number - number and place value** Pupils should be taught to: - count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward - recognise the place value of each digit in a two-digit number (10s, 1s) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use <, > and = signs - read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems
5-9	**Number - addition and subtraction** Pupils should be taught to: - read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including 0 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9	**Number - addition and subtraction** Pupils should be taught to: - solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

10-12	**Geometry - properties of shapes**
	Pupils should be taught to:
	• recognise and name common 2-D and 3-D shapes, including:
	   • 2-D shapes [for example, rectangles (including squares), circles and triangles]
	   • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
		Geometry - properties of shapes
		Pupils should be taught to:
		• identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
		• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
		• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
		• compare and sort common 2-D and 3-D shapes and everyday objects

13	**Consolidation**	**Number - addition and subtraction**
		Pupils should be taught to:
		• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
		   • a two-digit number and 1s
		   • a two-digit number and 10s
		   • 2 two-digit numbers
		   • adding 3 one-digit numbers

14	**Number - number and place value (within 20)** Pupils should be taught to: • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	**Measurement** Pupils should be taught to: • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

	• read and write numbers from 1 to 20 in numerals and words	
15	**Assessment and consolidation**	**Assessment and consolidation**

Spring

Weeks	Y1	Y2
1-2	**Number - number and place value - within 20 (Continued)** Pupils should be taught to: • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words	**Measurement (Continued)** Pupils should be taught to: • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
3-4	**Number - addition and subtraction** Pupils should be taught to: • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9	**Number - addition and subtraction** Consolidation
5-6	**Number - multiplication and division** Pupils should be taught to:	**Number - multiplication and division** Pupils should be taught to:

	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs - show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
7	**Assessment, Catch up and Consolidation**	**Assessment, Catch up and Consolidation**
8-9	**Number - multiplication and division (cont)** Pupils should be taught to: solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	**Number - multiplication and division (cont)** Pupils should be taught to: - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs - show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
10 -12	**Measurement** Pupils should be taught to:	**Measurement** Pupils should be taught to:

• compare, describe and solve practical problems for:
   • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
   • mass/weight [for example, heavy/light, heavier than, lighter than]
   • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
   • time [for example, quicker, slower, earlier, later]
• measure and begin to record the following:
   • lengths and heights
   • mass/weight
   • capacity and volume
	• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
	• compare and order lengths, mass, volume/capacity and record the results using >, < and =

Summer

Weeks	Y1	Y2
1-2	**Number - fractions** Pupils should be taught to:	**Number - fractions** Pupils should be taught to:

	- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity - recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity - recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
3-4	**Number - number and place value - within 50** Pupils should be taught to: - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words	
5	**Measurement** Pupils should be taught to: recognise and know the value of different denominations of coins and notes	**Assessment**
6-7	**Number - number and place value - within 100** Pupils should be taught to: - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line,	**Number - number and place value - revision** Pupils should be taught to: - count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward - recognise the place value of each digit in a two-digit number (10s, 1s) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use <, > and = signs

		and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words	• read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems
8	**Geometry - position and direction** Pupils should be taught to: • describe position, direction and movement, including whole, half, quarter and three-quarter turns	**Geometry - position and direction** Pupils should be taught to: • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	
9-10	**Measures (Time)** Pupils should be taught to: • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	**Measures (Time)** Pupils should be taught to: • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day.	
11	**Consolidation**	**Statistics** Pupils should be taught to: • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	

			• ask and answer questions about totalling and comparing categorical data.
12	**Consolidation**		**Consolidation**