

Busy Ant Maths Curriculum Comparison Map – Years 1 and 2

Number – Number and place value	
Year 1 National Curriculum attainment targets Pupils should be taught to:	Year 2 National Curriculum attainment targets Pupils should be taught to:
<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards and backwards
<ul style="list-style-type: none"> count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> compare and order numbers from 0 up to 100; use <, > and = signs
<ul style="list-style-type: none"> practising ordering [first, second, third] * 	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations, including the number line
<ul style="list-style-type: none"> read and write numbers from 1 to 20 in numerals and words 	<ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words
<ul style="list-style-type: none"> given a number, identify one more and one less 	
<ul style="list-style-type: none"> recognise and create repeating patterns with objects and with shapes * 	<ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences [Geometry – Position and direction]
<ul style="list-style-type: none"> recognise place value in numbers beyond 20 * 	<ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones)
	<ul style="list-style-type: none"> use place value and number facts to solve problems

* National curriculum Notes and guidance (non-statutory)

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Number – Addition and subtraction	
<p>Year 1 National Curriculum attainment targets</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations * • add and subtract one-digit and two-digit numbers to 20, including 0 	<p>Year 2 National Curriculum attainment targets</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems with addition and subtraction: <ul style="list-style-type: none"> – 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 • add and subtract numbers using concrete objects, pictorial representations and mentally, including: <ul style="list-style-type: none"> – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one 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 • record addition and subtraction in columns to support place value and prepare for formal written methods with larger numbers *

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Number – Multiplication and division	
Year 1 National Curriculum attainment targets Pupils should be taught to:	Year 2 National Curriculum attainment targets Pupils should be taught to:
<ul style="list-style-type: none"> count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens [Number – Number and place value] make connections between arrays, number patterns and counting in twos, fives and tens * 	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
	<ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
<ul style="list-style-type: none"> understand multiplication and division through grouping and sharing small quantities * double numbers and quantities * find simple fractions of objects, numbers and quantities * connect halves and quarters to the equal sharing and grouping of sets of objects and to measures * [Number – Fractions] 	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity [Number – Fractions] write simple fractions, for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ [Number – Fractions]
	<ul style="list-style-type: none"> show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

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Number – Fractions	
Year 1 National Curriculum attainment targets Pupils should be taught to:	Year 2 National Curriculum attainment targets Pupils should be taught to:
<ul style="list-style-type: none">• recognise, find and name a half as one of two equal parts of an object, shape or quantity• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity• find simple fractions of objects, numbers and quantities * [Number – Multiplication and division]• connect halves and quarters to the equal sharing and grouping of sets of objects and to measures *	<ul style="list-style-type: none">• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity• write simple fractions, for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
	<ul style="list-style-type: none">• write simple fractions, for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
<ul style="list-style-type: none">• recognise and combine halves as parts of a whole *• recognise and combine quarters as parts of a whole *	

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Measurement	
<p>Year 1 National Curriculum attainment targets Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds) • recognise and know the value of different denominations of coins and notes 	<p>Year 2 National Curriculum attainment targets Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 = • 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 • 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
<ul style="list-style-type: none"> • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • recognise and use language relating to dates, including days of the week, weeks, months and years 	

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Geometry – Properties of shapes	
Year 1 National Curriculum attainment targets Pupils should be taught to:	Year 2 National Curriculum attainment targets Pupils should be taught to:
<ul style="list-style-type: none">recognise and name common 2-D and 3-D shapes, including: – 2-D shapes [for example, rectangles (including squares), circles and triangles]	<ul style="list-style-type: none">identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
	<ul style="list-style-type: none">compare and sort common 2-D and 3-D shapes and everyday objects
	<ul style="list-style-type: none">draw lines and shapes using a straight edge *
<ul style="list-style-type: none">recognise and name common 2-D and 3-D shapes, including: – 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	<ul style="list-style-type: none">identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
	<ul style="list-style-type: none">identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
	<ul style="list-style-type: none">compare and sort common 2-D and 3-D shapes and everyday objects

Geometry – Position and direction	
Year 1 National Curriculum attainment targets Pupils should be taught to:	Year 2 National Curriculum attainment targets Pupils should be taught to:
<ul style="list-style-type: none">recognise and create repeating patterns with objects and with shapes * [Number – Number and place value]	<ul style="list-style-type: none">order and arrange combinations of mathematical objects in patterns and sequences
<ul style="list-style-type: none">describe position, direction and movement, including whole, half, quarter and three-quarter turns	<ul style="list-style-type: none">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 anticlockwise)

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Statistics	
Year 1 National Curriculum attainment targets Pupils should be taught to:	Year 2 National Curriculum attainment targets Pupils should be taught to:
	<ul style="list-style-type: none">• interpret and construct simple pictograms, tally charts, block diagrams and simple tables
	<ul style="list-style-type: none">• use many-to-one correspondence in pictograms with simple ratios of 2 *
	<ul style="list-style-type: none">• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
	<ul style="list-style-type: none">• ask and answer questions about totalling and comparing categorical data

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