

Planning for a Year 1 and Year 2 mixed-age class using *Numicon*

Introduction

In this document you will find guidance on planning for a Year 1 and Year 2 mixed-age class using *Numicon*. It contains:

- [Planning considerations for Year 1 and Year 2 mixed-age teaching.](#)
- [Year 1 and Year 2 mixed-age long-term planning guidance.](#)
- [Year 1 and Year 2 mixed-age long-term plan, with Year 2 focus \(MALTP2\).](#)

How you teach a mixed-age class depends on factors such as whether you have any additional teaching support for the maths lesson, and whether you have flexibility to organize your own day and timetable. Key considerations that you may wish to think through when planning and teaching a mixed-age class using *Numicon* are provided in this guidance.

A Year 1 and Year 2 mixed-age long-term plan (MALTP2) is supplied.

We understand that each class is different, so use your professional judgement to adapt the plans. A flexible approach to each week and unit will help you to best meet the needs of your class.

Planning considerations for Year 1 and Year 2 mixed-age teaching

Teaching without additional teaching support: some organizational possibilities

- **Start your teaching based on the Year 2 objectives for the whole class when teaching units with similar objectives.** Organizing the class into mixed-attainment groupings allows Year 2 children to recap and consolidate their own understanding of their previous learning, whilst also supporting the Year 1 children in their understanding of new learning. As the lesson/week progresses, you may wish to incorporate more practice and consolidation time so that when Year 1 children are working independently, you work with the Year 2 children on Year 2 objectives using either guided group work, work with individuals or whole-class teaching.
- An example of a teaching week could look like this:

Teaching sequence	Day 1	Day 2	Day 3	Day 4	Day 5
Input (new teaching objective)	Whole-class Year 1 NC objective teaching input.	Whole-class Year 1 NC objective teaching input. Extension questions for Year 2 within whole-class input.	Year 1 only guided group work. Year 2 work independently on task set on Day 2.	Whole-class Year 1 NC objective teaching input. Extension questions for Year 2 within whole-class input.	Year 2 only guided group work. Year 1 work independently on task set on Day 4.
Year 1 children	Mixed-age Year 1/2 groupings. Teacher circulates whole class – asks Year 2 extension questions during small-group discussions.	Collaborative work without teaching support.	Independent work without teaching support.	Teacher input with Year 1. Includes setting up a learning task that Year 1 will continue with independently on Day 5.	Mixed-age Year 1/2 groupings. Teacher circulates whole class – asks extension/support questions during small-group discussions.
Year 2 children		Teacher input with Year 2. Includes setting up a learning task that Year 2 will continue with independently on Day 3.	Teacher guided input.	Independent work without teaching support.	

- **Organize the maths lesson to allow for two entirely separate maths teaching inputs.** This organization allows you to split your class and your input into Year 1 teaching objectives and Year 2 teaching objectives. Careful consideration needs to be given to how to structure your day to allow for this, and to ensure that those children not involved are occupied with other work.
- **Make use of other group work times within the school day.** Make use of other group work times within the school day to create opportunities for guided maths time and extra maths input teaching time outside of the maths lesson.

Teaching with additional teaching support: some organizational possibilities

- If you have an additional adult in the classroom, the logistics of managing mixed-age teaching may be simpler.
- Best practice is to ensure that the teacher remains responsible for the learning and progress of every child in the class and spends *equal* teaching time with every child regardless of attainment or age group.
- An example of a teaching week could look like this:

Teaching sequence	Day 1	Day 2	Day 3	Day 4	Day 5
Input	Whole-class Year 1 objective teaching input.	Year 1 teacher input with additional teaching support for Year 2 independent work.	Year 2 teacher input with additional teaching support for Year 1 independent work.	Year 1 teacher input with additional teaching support for Year 2 group work.	Year 2 teacher input with additional teaching support for Year 1 independent work.
Year 1	Additional teaching support for Year 1 group work.	Additional teaching support for Year 1 group work.	Teacher Year 1 input.	Additional teaching support for Year 1 independent work.	Teacher Year 1 input.
Year 2	Teacher Year 2 input and guided group work.	Teacher Year 2 input and guided group work.	Additional teaching support for Year 2 group work.	Teacher Year 2 input and guided group work.	Additional teaching support for Year 2 independent work.

Year 1 and Year 2 mixed-age long-term planning guidance

- The Year 1 and Year 2 MALTP is based (where possible) on the Numicon Year 2 long-term plan. This is to ensure that Year 2 children have a thorough understanding of essential elements of the curriculum before they progress to Key Stage 2.
- The order here is therefore different from the Year 1 and Year 2 single year group long-term plans and you will need to be aware that children may need additional support with prerequisite skills.
- If you decide to move strands around, consider what learning needs to have happened first to ensure children can successfully progress to the new units. The progression of number, place value, multiplication, division and fractions should be very carefully considered.
- For each of the activity groups, we suggest that you decide which of the activities to complete, extend or combine. If you need to use additional time to enable children to achieve objectives, keep in mind the impact that this extra time will have on coverage of other activity groups over the year. However, as we are still in a time of curriculum recovery, we recommend that mastering understanding of the concepts is the core priority.

How does this plan differ from the single-year plans?

- Activity groups from Year 1 have been matched to Year 2 by topic and key mathematical ideas to ensure that teaching is based on very similar ideas from both year groups, and to make your teaching more manageable.
- The order of some units has been changed to ensure that similar ideas are taught for both year groups. It is advisable to look at the single age group long-term plans (SALTP) to be aware that children may need additional support with prerequisite skills.
- There are some Activity groups that do not have a matched unit because a topic is new to Year 2, in particular: Year 2 Numbers and the Number System 5 – Rounding; Year 2 Numbers and the Number System 6 - Introducing fractions as numbers (which builds on earlier work on fractions as operators); Year 2 Calculating 15 - Introducing dividing as 'How many ... in ...?'. For these three units we have suggested some of the activities you have not yet covered from Securing Foundations 1–12, of course you may also choose to revisit any earlier activities you have not covered or consolidate previous learning.
- There are some matched examples which may initially seem to be a strange match, for example, Year 1 Calculating 7 - Developing recall of adding and subtracting facts within 10 and Year 2 Calculating 14 – Adding and subtracting to 20. There may be other units where the content is more in line but when considering progression this is the correct place to match it as it is the final addition and subtraction unit in Year 1. Another change to note is that Year 2 Calculating 11 and 12 have been swapped around to enable Year 1 Calculating 8 to be matched effectively.
- For all the activity groups you will need to decide whether your Year 2 children need to revisit some of the Year 1 content or focus on new learning and consolidation of the Year 2 units.

More online and in the printed Teaching Handbooks

You can find further information on the contents of each Activity Group, single year group planning documents, templates and more in the Numicon printed Teaching Handbooks and on [Numicon Online](#).

Year 1 and Year 2 mixed-age long-term plan (MALTP2)

Direct links to each set of activities are included in the planning charts below. After logging into your [Numicon Online](#) subscription, you can then click on any of the links in the planning charts to open those activities in the Online Teaching Handbooks.

Please note that KMI stands for Key Maths Ideas.

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Securing Foundations 1 Getting Started Activity 1-5	Learning about Numicon Shapes, number rods, pattern and counting <i>KMI: Pattern, Ordering, Counting, Mathematical thinking and reasoning</i>	Getting Started	Getting started with Number, Pattern and Calculating 2 <i>KMI: Counting, Place value, Grouping, Mathematical thinking and reasoning</i>
Securing Foundations 2 Getting Started Activity 1-5	Naming Numicon Shapes, building patterns and counting objects <i>KMI: Pattern, Ordering, Counting, Mathematical thinking and reasoning</i>		
Securing Foundations 3 Getting Started 1-4	Building Numicon Shape patterns, more repeating patterns and number lines <i>KMI: Pattern, Counting, Grouping, Ordering, Mathematical thinking and reasoning</i>		
Securing Foundations 5 Getting Started 1-3	Describing relationships, more adding and patterns in movement <i>KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning</i>		
Securing Foundations 1 Numbers and the Number System 1-3	Learning about Numicon Shapes, number rods, pattern and counting <i>KMI: Pattern, Ordering, Counting, Mathematical thinking and reasoning</i>	Numbers and the Number System 1	Counting to 100 and beyond <i>KMI: Counting, Place value, Mathematical thinking and reasoning</i>

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Securing Foundations 2 Numbers and the Number System 1	Naming Numicon Shapes, building patterns and counting objects <i>KMI: Pattern, Ordering, Counting, Mathematical thinking and reasoning</i>	Numbers and the Number System 1	Counting to 100 and beyond <i>KMI: Counting, Place value, Mathematical thinking and reasoning</i>
Securing Foundations 11 NNS Activity 1 and Practice and discussion	Counting and adding <i>KMI: Counting, Adding, Commutative property, Mathematical thinking and reasoning</i>		
Numbers and the Number System 2	Finding how many by grouping <i>KMI: Counting, Place value, Grouping, Mathematical thinking and reasoning</i>		
Securing Foundations 1 Pattern and Algebra Activity 1-5	Learning about Numicon Shapes, number rods, pattern and counting <i>KMI: Pattern, Ordering, Counting, Mathematical thinking and reasoning</i>	Pattern and Algebra 1	Exploring different patterns <i>KMI: Pattern, Mathematical thinking and reasoning</i>
Securing Foundations 2 Pattern and Algebra Activity 1-3	Naming Numicon Shapes, building patterns and counting objects <i>KMI: Pattern, Ordering, Counting, Mathematical thinking and reasoning</i>		
Securing Foundations 3 Pattern and Algebra Activity 1-3	Building Numicon Shape patterns, more repeating patterns and number lines <i>KMI: Pattern, Counting, Grouping, Ordering, Mathematical thinking and reasoning</i>		
Securing Foundations 4 Pattern and Algebra Activity 1 and 2	Comparing and ordering, more patterns, beginning calculating <i>KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning</i>		

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Securing Foundations 5 Pattern and Algebra Activity 1	<i>Describing relationships, more adding and patterns in movement KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning</i>	Pattern and Algebra 1	Exploring different patterns <i>KMI: Pattern, Mathematical thinking and reasoning</i>
Measurement 3 Activity 1-3	<i>Units of time KMI: Duration, Ordering, Standard units</i>		
Securing Foundations 4 Calculating 1-2	<i>Comparing and ordering, more patterns, beginning calculating KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning</i>	Calculating 1	Adding and writing adding sentences <i>KMI: Adding, Pattern, Mathematical thinking and reasoning</i>
Securing Foundations 5 Calculating 1-3	<i>Describing relationships, more adding and patterns in movement KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning</i>		
Securing Foundations 11 Calculating 1-6	<i>Counting and adding KMI: Counting, Adding, Commutative property, Mathematical thinking and reasoning</i>		
Securing Foundations 12 Calculating Activity 1-3	<i>Similar attributes, numbers to 20 and the '+' symbol KMI: Equivalence, Order, Counting, Grouping, Adding, Mathematical thinking and reasoning</i>		
Securing Foundations 8 Calculating 1-2	<i>Beginning subtracting, sorting, more number patterns KMI: Pattern, Ordering, Equivalence, Counting, Grouping, Subtracting, Mathematical thinking and reasoning</i>	Calculating 2	Subtracting and writing subtracting sentences <i>KMI: Subtracting, Mathematical thinking and reasoning</i>

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Calculating 1	Introducing the subtracting symbol <i>KMI: Subtracting, Mathematical thinking and reasoning</i>	Calculating 2	Subtracting and writing subtracting sentences <i>KMI: Subtracting, Mathematical thinking and reasoning</i>
Securing Foundations 6 Numbers and the Number System Activities 1-3	Naming number rods, investigating teen numbers and finding totals <i>KMI: Pattern, Ordering, Place value, Adding, Mathematical thinking and reasoning</i>	Numbers and the Number System 2	2-digit numbers <i>KMI: Counting, Pattern, Place value, Equivalence, Order, Mathematical thinking and reasoning</i>
Securing Foundations 12 Numbers and the Number System Activity 1	Similar attributes, numbers to 20 and the '+' symbol <i>KMI: Equivalence, Order, Counting, Grouping, Adding, Mathematical thinking and reasoning</i>		
Calculating 4 Part 1	Exploring adding and subtracting facts to 10 <i>KMI: Adding, Subtracting, Pattern, Inverse, Mathematical thinking and reasoning</i>	Calculating 3	Ordering adding and subtracting facts <i>KMI: Adding, Subtracting, Pattern, Mathematical thinking and reasoning</i>
Pattern and Algebra 2	Reasoning with Numicon Shapes and number ideas <i>KMI: Pattern, Mathematical thinking and reasoning</i>	Pattern and Algebra 2	Exploring the inverse relationship between adding and subtracting within 10 <i>KMI: Inverse, Adding, Subtracting, Mathematical thinking and reasoning</i>
Numbers and the Number System 4	Structure of 2-digit numbers and more ordering <i>KMI: Counting, Pattern, Order, Place value, Equivalence, Mathematical thinking and reasoning</i>	Numbers and the Number System 3	More 2-digit numbers <i>KMI: Counting, Place value, Equivalence, Pattern, Order, Mathematical thinking and reasoning</i>
Numbers and the Number System 1	Ordering numbers to 20 <i>KMI: Counting, Place value, Grouping, Mathematical thinking and reasoning</i>	Numbers and the Number System 4	Comparing and ordering numbers to 100 <i>KMI: Counting, Pattern, Order, Place value, Equivalence, Mathematical thinking and reasoning</i>

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Pattern and Algebra 1	Preparing for equivalence and using the '=' symbol <i>KMI: Comparing different numbers, Equivalence, Mathematical thinking and reasoning</i>	Pattern and Algebra 3	Exploring equivalence – introducing empty box notation <i>KMI: Equivalence, Inverse, Adding, Subtracting, Mathematical thinking and reasoning</i>
Securing Foundations 10 Pattern and Algebra Activity 1 Practice and Discussion	Comparing lengths and weights, more subtracting <i>KMI: Pattern, Ordering, Subtracting, Mathematical thinking and reasoning</i>	Measurement 1	Introducing centimetres <i>KMI: Length, Ordering, Standard units</i>
Securing Foundations 6 Calculating 1-2	Naming number rods, investigating teen numbers and finding totals <i>KMI: Pattern, Ordering, Place value, Adding, Mathematical thinking and reasoning</i>	Calculating 4	Adding and subtracting whole tens <i>KMI: Adding, Subtracting, Pattern, Mathematical thinking and reasoning</i>
Calculating 4 Part 2	Exploring adding and subtracting facts to 10 <i>KMI: Adding, Subtracting, Pattern, Inverse, Mathematical thinking and reasoning</i>		
Geometry 1	Recognizing and naming 2D shapes <i>KMI: Sorting, Describing parts and properties of shapes invariant under transformations</i>	Geometry 1	Making and classifying polygons <i>KMI: Describing parts and properties of shapes invariant under transformations, Classifying shapes</i>
Geometry 3	Recognizing and imagining common 3D shapes <i>KMI: Sorting, Describing parts and properties of shapes invariant under transformations, Equivalence</i>	Geometry 2	Identifying the faces, edges and vertices of solid 3D shapes <i>KMI: Describing parts and properties of shapes invariant under transformations,</i>
Calculating 2	Adding and subtracting 1 and 2 <i>KMI: Adding, Subtracting, Pattern, Mathematical thinking and reasoning</i>	Calculating 5	Adding and subtracting 1 and 10 <i>KMI: Adding, Subtracting, Place value, Mathematical thinking and reasoning</i>

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Geometry 2	Making pictures, shapes and patterns <i>KMI: Using parts and properties of shapes, Transforming and combining shapes, Equivalence</i>	Geometry 3	Investigating symmetry <i>KMI: Rotation, Reflection, Translation, Equivalence</i>
Pattern and Algebra 3	Odd and even <i>KMI: Pattern, Mathematical thinking and reasoning</i>	Pattern and Algebra 4	Odd and even <i>KMI: Pattern, Adding, Subtracting, Mathematical thinking and reasoning</i>
Calculating 9 Activities 1, 2, 8 and 10	Partitioning into tens and ones <i>KMI: Place value, Adding, Subtracting, Pattern, Equivalence, Mathematical thinking and reasoning</i>	Calculating 6	Partitioning into tens and units to answer adding and subtracting problems <i>KMI: Adding, Subtracting, Place value, Pattern, Mathematical thinking and reasoning</i>
Securing Foundations 6 Pattern and Algebra Activity 1 and 2	Naming number rods, investigating teen numbers and finding totals <i>KMI: Pattern, Ordering, Place value, Adding, Mathematical thinking and reasoning</i>	Pattern and Algebra 5	Patterns and sequences of 2s, 3s, 5s and 10s <i>KMI: Pattern, Mathematical thinking and reasoning</i>
Securing Foundations 8 Pattern and Algebra Activity 1–4	Beginning subtracting, sorting, more number patterns <i>KMI: Pattern, Ordering, Equivalence, Counting, Grouping, Subtracting, Mathematical thinking and reasoning</i>		
Calculating 9 Activities 3–7 and 9	Partitioning into tens and ones <i>KMI: Place value, Adding, Subtracting, Pattern, Equivalence, Mathematical thinking and reasoning</i>	Calculating 7	Adding and subtracting 1-digit numbers to and from 2-digit numbers <i>KMI: Adding, Subtracting, Pattern, Place value, Mathematical thinking and reasoning</i>
Measurement 2	Introducing the 1p, 2p, 5p and 10p coins <i>KMI: Money, Equivalence</i>	Measurement 2	Introducing the 20p, 50p and £1 coins <i>KMI: Money, Equivalence, Scaling</i>

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Calculating 3	Money <i>KMI: Money, Adding, Subtracting, Pattern, Mathematical thinking and reasoning</i>	Measurement 3	Introducing the £2 coin and the £5, £10 and £20 notes <i>KMI: Money, Equivalence, Scaling</i>
Numbers and the Number System 3	Exploring number lines and counting in steps <i>KMI: Counting, Pattern, Order, Mathematical thinking and reasoning</i>	Calculating 8	Introducing multiplying as repeated adding <i>KMI: Adding, Multiplying, Mathematical thinking and reasoning</i>
Securing Foundations 7 Pattern and Algebra Activity 1 and 2	More about teen numbers, number patterns, adding <i>KMI: Pattern, Ordering, Counting, Place value, Grouping, Adding, Equivalence, Mathematical thinking and reasoning</i>	Calculating 9	Learning times tables and about multiplying through arrays <i>KMI: Multiplying, Equivalence, Mathematical thinking and reasoning</i>
There is no linked unit in the Y1 book. Therefore, we suggest you complete the following activities from <i>Securing Foundations</i> or revisit any earlier activities you have not covered or that require consolidation		Numbers and the Number System 5	Rounding <i>KMI: Counting, Pattern, Mathematical thinking and reasoning</i>
Securing Foundations 3 Numbers and the Number System 1-4	Building <i>Numicon</i> Shape patterns, more repeating patterns and number lines <i>KMI: Pattern, Counting, Grouping, Ordering, Mathematical thinking and reasoning</i>		
Securing Foundations 4 Numbers and the Number System 3-6	Comparing and ordering, more patterns, beginning calculating <i>KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning</i>		
Securing Foundations 5 Numbers and the Number System 1-2	Describing relationships, more adding and patterns in movement <i>KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning</i>		

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Securing Foundations 9 Calculating Activity 1-3	Sorting, more practical subtracting <i>KMI: Pattern, Equivalence, Subtracting, Mathematical thinking and reasoning</i>	Calculating 10	Mental strategies for near doubles and adding and subtracting 9 <i>KMI: Adding, Subtracting, Pattern, Mathematical thinking and reasoning</i>
Securing Foundations 10 Calculating Activity 1-3	Comparing lengths and weights, more subtracting <i>KMI: Pattern, Ordering, Subtracting, Mathematical thinking and reasoning</i>	Calculating 10	Mental strategies for near doubles and adding and subtracting 9 <i>KMI: Adding, Subtracting, Pattern, Mathematical thinking and reasoning</i>
Calculating 8 Activities 1-9	Adding more than two numbers <i>KMI: Adding, Subtracting, Pattern, Associative property of addition, Mathematical thinking and reasoning</i>	Calculating 12	Adding three or more 1-digit numbers <i>KMI: Adding, Pattern, Mathematical thinking and reasoning</i>
Geometry 4	Comparing and naming common solid 3D shapes <i>KMI: Classifying shapes, Describing parts and properties of shapes invariant under transformations, Equivalence</i>	Geometry 4	Recognizing and naming prisms and cylinders <i>KMI: Describing parts and properties of shapes invariant under transformations, Classifying shapes, Equivalence</i>
Calculating 8 Activities 10-13	Adding more than two numbers <i>KMI: Adding, Subtracting, Pattern, Associative property of addition, Mathematical thinking and reasoning</i>	Calculating 11	Bridging through multiples of 10 <i>KMI: Adding, Subtracting, Place value, Pattern, Mathematical thinking and reasoning</i>
Calculating 6	Understanding subtracting as 'difference' and as 'how many more?' <i>KMI: Adding, Subtracting, Zero, Inverse, Mathematical thinking and reasoning</i>	Calculating 13	Adding and subtracting 2-digit numbers to 100 <i>KMI: Adding, Subtracting, Place value, Mathematical thinking and reasoning</i>

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Measurement 1	Comparing, ordering and measuring lengths <i>KMI: Length and distance, Comparing, Ordering, Non-standard units</i>	Measurement 4	Introducing metres <i>KMI: Length, Equivalence, Standard units</i>
Calculating 7	Developing recall of adding and subtracting facts within 10 <i>KMI: Adding, Subtracting, Pattern, Mathematical thinking and reasoning</i>	Calculating 14	Adding and subtracting to 20 <i>KMI: Adding, Subtracting, Place value, Pattern, Mathematical thinking and reasoning</i>
There is no linked unit in the Y1 book. Therefore, we suggest you complete the following activities from Securing Foundations or revisit any earlier activities you have not covered or that require consolidation		Calculating 15	Introducing dividing as 'How many ... in ... ?' <i>KMI: Dividing, Grouping Structure, Inverse, Multiplying, Mathematical thinking and reasoning</i>
Securing Foundations 7 Numbers and the Number System 1-3 Calculating 1-3	More about teen numbers, number patterns, adding <i>KMI: Pattern, Ordering, Counting, Place value, Grouping, Adding, Equivalence, Mathematical thinking and reasoning</i>		
Pattern and Algebra 4	Logic <i>KMI: Pattern, Mathematical thinking and reasoning</i>	Pattern and Algebra 6	Logic <i>KMI: Pattern, Mathematical thinking and reasoning</i>
Calculating 5	Halves and quarters of wholes <i>KMI: Fractions as operators, Equivalence, Mathematical thinking and reasoning</i>	Calculating 16	Halves, quarters and thirds of wholes <i>KMI: Fractions as operators, Multiplying, Dividing, Equivalence, Mathematical thinking and reasoning</i>

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Pattern and Algebra 5	Finding possibilities <i>KMI: Pattern, Mathematical thinking and reasoning</i>	Pattern and Algebra 7	Finding all possibilities <i>KMI: Adding, Subtracting, Mathematical thinking and reasoning</i>
There is no linked unit in the Y1 book. Therefore, we suggest you complete the following activities from Securing Foundations or revisit any earlier activities you have not covered or that require consolidation		Numbers and the Number System 6	Introducing fractions as numbers – building on earlier work on fractions as operators (NPC2, Calc16) <i>KMI: Fractions as numbers, Mathematical thinking and reasoning</i>
Securing Foundations 9 Pattern and Algebra Activity 1-4	Sorting, more practical subtracting <i>KMI: Pattern, Equivalence, Subtracting, Mathematical thinking and reasoning</i>		
Securing Foundations 10 Pattern and Algebra Activity 2-3	Comparing lengths and weights, more subtracting <i>KMI: Pattern, Ordering, Subtracting, Mathematical thinking and reasoning</i>		
Securing Foundations 12 Pattern and Algebra Activity 1	Similar attributes, numbers to 20 and the '+' symbol <i>KMI: Equivalence, Order, Counting, Grouping, Adding, Mathematical thinking and reasoning</i>	Numbers and the Number System 6	Introducing fractions as numbers – building on earlier work on fractions as operators (NPC2, Calc16) <i>KMI: Fractions as numbers, Mathematical thinking and reasoning</i>
Measurement 4	Comparing, ordering and measuring heaviness <i>KMI: Mass and weight, Comparing, Ordering, Non-standard units</i>	Measurement 5	Introducing kilograms and grams <i>KMI: Mass and weight, Equivalence, Standard units</i>
Measurement 5	Comparing, ordering and measuring capacity <i>KMI: Capacity and volume, Equivalence, Comparing, Ordering, Non-standard units</i>	Measurement 6	Introducing litres and millilitres, and units of temperature <i>KMI: Capacity and volume, Equivalence, Standard units</i>

Y1 Strand and activity group number	Y1 Activity group title	Y2 Strand and activity group number	Y2 Activity group title
Measurement 3 Activity 4-5	Units of time <i>KMI: Duration, Ordering, Standard units</i>	Measurement 7	Telling the time and adding and subtracting with units of time <i>KMI: Time duration, Ordering, Equivalence</i>
Measurement 6	Telling the time <i>KMI: Telling the time, Ordering, Standard units, Equivalence</i>		
Geometry 5	Position, direction and movement <i>KMI: Translating and rotating, Direction and orientation in movement, Equivalence</i>	Geometry 5	Investigating and describing rotation <i>KMI: Rotation, Reflection, Equivalence</i>