

**NYCC - APP Grid Curriculum 2014 Year 1 and 2 (page 1 of 2)**

<b>Strand</b>	<b>Yr1</b>	<b>Yr2</b>
<b><u>NUMBER: Number and place value</u></b>		
Counting	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 twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
Read and write numbers	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
Comparing and ordering numbers	given a number, identify one more and one less  use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs
Place value <i>(see also fractions, decimals &amp; percentage)</i>		recognise the place value of each digit in a two-digit number (tens, ones)
Identify, represent, estimate and round	identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line
Solve problems		use place value and number facts to solve problems
<b><u>NUMBER: Addition, Subtraction, Multiplication and Division</u></b>		
Addition, subtraction, multiplication and division	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 zero	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: -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  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 two numbers can be done in any order (commutative) and division of one number by another cannot
Derive and recall +×÷		recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
Solving problems	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$  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	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  solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Checking		recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
<b><u>NUMBER: Fractions (including decimals and percentages)</u></b>		
Recognise and find fractions	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	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 e.g. $\frac{1}{2}$ of 6 = 3
Equivalence		recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

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Strand	Yr1	Yr2
<b>MEASUREMENT</b>		
Estimate, measure, weigh, compare and convert units	compare, describe and solve practical problems for: - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) - mass / weight (e.g. heavy/light, heavier than, lighter than) - capacity and volume (e.g. full/empty, more than, less than, half. Half full, quarter) - time (e.g. quicker, slower, earlier, later)  measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds)	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 =
Money	recognise and know the value of different denominations of coins and notes	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
Time	sequence events in chronological order using language (e.g. 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	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
<b>GEOMETRY: Properties of shapes; position and direction</b>		
Properties of shapes	recognise and name common 2-D and 3-D shapes, including: - 2-D shapes (e.g. rectangles (including squares), circles and triangles) - 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	identify and describe the properties of 2-D shapes, including the number of sides and 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
Position, direction, motion	describe position, direction and movement, including whole, half, quarter and three-quarter turns	order and arrange combinations of mathematical objects in patterns  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)
<b>STATISTICS</b>		
		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 & answer questions about totalling & comparing categorical data

Strand	Emerging	Meeting Expectations	Exceeding Expectations
NUMBER: Number & place value			
NUMBER: Addition, Subtraction, Multiplication & Division			
NUMBER: Fractions (including decimals and percentages)			
MEASUREMENT			
GEOMETRY: Properties of shapes; position and direction			
STATISTICS			
<b>Overall</b>	Y1 emerging; 11 points	Y1 expecting; 12 points	Y1 exceeding; 13 points
	Y2 emerging; 14 points	Y2 expecting; 15 points	Y2 exceeding; 16 points