

Key

- *Italic text signifies objectives which do not appear in the single-age version of this unit but have been added to create a coherent mixed-age unit*
- Smaller font indicates objectives which do appear in the single-age version of this unit, but which are addressed elsewhere within the mixed-age units
- **Bold font indicates 'End-of-year' objectives and Early Learning Goals**

Block D: Calculating, measuring and understanding shape

Unit 1 – 10 days

Foundation Stage (Suggested objectives tracked back from Year 1)	Year 1	Year 2
Use developing mathematical ideas and methods to solve practical problems	Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'	Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence
Know that numbers identify how many objects are in a set. Count reliably up to 10 everyday objects.	Count reliably at least 20 objects, recognising that when they are rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting	
Begin to relate addition to combining two groups of objects and subtraction as 'taking away'	<i>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</i>	Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers
Use everyday words to describe position	Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board	Follow and give instructions involving position, direction and movement
Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities	Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)	Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and

Use everyday language related to time; order and sequence familiar events and measure short periods of time

Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour

measure lines to the nearest centimetre

Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour

Block D: Calculating, measuring and understanding shape
Unit 2 – 10 days

Foundation Stage (Suggested objectives tracked back from Year 1)	Year 1	Year 2
Use developing mathematical ideas and methods to solve practical problems	Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'	Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence
Begin to relate addition to combining two groups of objects and subtraction to 'taking away'	<p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one-digit or two-digit number and a multiple of 10 from a two-digit number</p>	Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers
Use everyday words to describe position	<p>Identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half and quarter turns</p> <p>Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board</p>	<p>Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn</p> <p>Follow and give instructions involving position, direction and movement</p>
Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities	Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)	<p>Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments</p> <p>Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimetre</p>
Use everyday language related to time; order and sequence familiar events and measure short periods of	Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour	Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the

time

**time to the quarter hour; identify time intervals,
including those that cross the hour**

Block D: Calculating, measuring and understanding shape
Unit 3 – 10 days

Foundation Stage (Suggested objectives tracked back from Year 1)	Year 1	Year 2
Use developing mathematical ideas and methods to solve practical problems	Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'	Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence
Begin to relate addition to combining two groups of objects and subtraction to 'taking away'	<p>Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number</p> <p>Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from one-digit or two-digit number and a multiple of 10 from a two-digit number</p>	Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers
Use everyday words to describe position	<p>Identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half and quarter turns</p> <p>Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board</p>	Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn
Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities	Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)	<p>Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments</p> <p>Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimetre</p>

Use everyday language related to time; order and sequence familiar events and measure short periods of time

Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour

Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour
