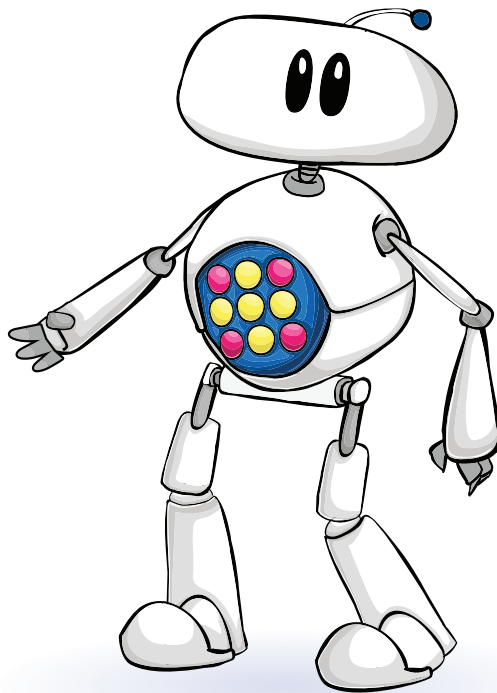


MyMaths

Supporting the National Curriculum in England (2014) for mathematics



Key Stage 1



MyMaths.co.uk

OXFORD



How MyMaths can help you deliver the curriculum at Key Stage 1.

MyMaths is a fully interactive online teaching resource that engages pupils with maths. It can be used for whole class teaching, teaching in small groups, independent work or as a tool for setting homework. The breadth of content available means that MyMaths can be used to help boost those who are struggling and to stretch high achievers.

MyMaths homework activities give pupils the chance to develop their fluency and become confident solving problems across all areas of the maths curriculum. The random number generation in the homework tasks offers almost limitless practice opportunities and the corresponding lessons offer an invaluable resource for revision. The MyMaths website also offers a wide variety of games, investigations and tools to allow children to improve their skills in a fun way.

This guide offers a clear overview of how the primary MyMaths content addresses the Programme of Study for the National Curriculum in England 2014. The objectives are laid out, as in the curriculum, by topic within each year and then matched with the lessons which best cover that objective. The table gives the title of the relevant MyMaths content, which you should then be able to locate easily using the topic headings on the site. MyMaths also offers a simple search function.

For unlimited access to all these resources, visit www.mymaths.co.uk. A year's primary subscription includes challenges for pupils of all abilities. Join the millions already using MyMaths around the world and bring maths alive in your school!



Year 1

Programme of Study

Children should be taught to:		MyMaths Lesson
NUMBER – number and place value	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Counting 1
	count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	Odds, evens, multiples
	given a number, identify one more and one less	Place value to 30
	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	Sorting
	read and write numbers from 1 to 20 in numerals and words	Place value to 30
NUMBER – addition and subtraction	read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	Counting on and back
	represent and use number bonds and related subtraction facts within 20	Number bonds
	add and subtract one-digit and two-digit numbers to 20, including zero	Counting on over 10 and 20
	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	Number facts and doubles 1
NUMBER – multiplication and division	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	Multiplying; Dividing
NUMBER – fractions	recognise, find and name a half as one of two equal parts of an object, shape or quantity	Introducing fractions
	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Introducing fractions
MEASUREMENT	compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half), mass or weight (e.g. heavy/light, heavier than, lighter than), capacity/volume (full/empty, more than, less than, quarter), and time (quicker, slower, earlier, later)	Comparing measures
	measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, and time (hours, minutes, seconds)	Measures
	recognise and know the value of different denominations of coins and notes	Recognising coins

Children should be taught to:		MyMaths Lesson
MEASUREMENT <i>Continued</i>	sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	NEW: Sequencing events
	recognise and use language relating to dates, including days of the week, weeks, months and years	Understanding time
	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Introducing clocks
GEOMETRY – 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) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres)	Describing shapes
		NEW: Introducing 2D shapes; Introducing 3D shapes
GEOMETRY – position and direction	describe position, directions and movements, including half, quarter and three-quarter turns	NEW: Position, direction and movement

Year 2

Programme of Study

Children should be taught to:		MyMaths Lesson
NUMBER – number and place value	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	Counting 2
	recognise the place value of each digit in a two-digit number (tens, ones)	Place value tens and units
	identify, represent and estimate numbers using different representations, including the number line	Simple estimates
	compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs	Counting 3
	read and write numbers to at least 100 in numerals and in words	Place value tens and units
	use place value and number facts to solve problems	Number facts and doubles 2
NUMBER – addition and subtraction	solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, and applying their increasing knowledge of mental and written methods	NEW: Introducing written methods
	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Sums crossing 10s
	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, and adding three one-digit numbers	Mixed sums 10s and 100s
	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	NEW: Commutativity: addition
	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems	NEW: Estimates and inverse operations
NUMBER – multiplication and division	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	2 times tables; 5 times tables; 10 times tables; Mixed tables 2,5,10
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs	Sharing; Multiplying; Dividing
	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	NEW: Commutativity: multiplication

Children should be taught to:		MyMaths Lesson
NUMBER - multiplication and division <i>Continued</i>	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Multiplying; Dividing; Sharing
NUMBER - fractions	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	Simple Fractions
	write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	Fractions of amounts
MEASUREMENT	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	* (See end of table)
	compare and order lengths, mass, volume/capacity and record the results using >, < and =	* (See end of table)
	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	Using coins
	find different combinations of coins that equal the same amounts of money	Using coins
	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Using coins
	compare and sequence intervals of time	Time between
	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	Time calculations
	GEOMETRY – properties of shapes	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		2D and 3D shapes
identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid		2D and 3D shapes
compare and sort common 2-D and 3-D shapes and everyday objects		2D and 3D shapes
GEOMETRY - position and direction	order and arrange combinations of mathematical objects in patterns	NEW: Patterns and sequences
	use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line	Position and turning

Children should be taught to:		MyMaths Lesson
STATISTICS	interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Lists and tables 1; Lists and tables 2; Introducing data
	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Introducing data
	ask and answer questions about totalling and comparing categorical data	Introducing data

* We think these objectives may be best assessed through the practical work you do with your children in class. However, if you would like MyMaths to provide assessment opportunities for these, let us know! We'd love to hear from you: mail@mymaths.co.uk