

1stClass@Number 2 and the Ready to progress criteria
 (Non- statutory guidance for the national curriculum in England, June 2020)

Topic 1 All about Number	Lesson Mathematical Focus	Associated Ready to Progress Criteria
Lesson 1	Order numbers to 100.	<i>Building towards..</i> 1NPV-1 Count within 100, forwards and backwards, starting with any number.
Lesson 2	Compare two-digit numbers using the values of the tens and ones digits.	2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.
Lesson 3	Order numbers from smallest to largest. Compare two-digit numbers using the values of the tens and ones digits.	<i>Building towards..</i> 2NPV-2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.
Lesson 4	Compare numbers and quantities using the signs =, < and >.	1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =
Lesson 5	Locate and position numbers on a number line (0-10 blank number line and 0-50 number line marked in ones).	<i>Building towards..</i> 2NPV-2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.
Topic 2 Exploring Place Value	Lesson Mathematical Focus	Associated Ready to Progress Criteria
Lesson 1	Make and write two-digit numbers in tens and ones using the associated vocabulary. Explore the effect of adding ten more/one more to a number.	2NPV-2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.
Lesson 2	Make and write two-digit numbers in tens and ones using the associated vocabulary. Be able to identify and describe two-and three-digit numbers.	<i>Building towards..</i> 3NPV-2 Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning.
Lesson 3	Make two-digit numbers to find the larger number. Count on from a two-digit number in tens and ones.	2NPV-2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.
Lesson 4	Use Place Value Cards to partition numbers into tens and ones. Begin to make three-digit numbers.	<i>Building towards..</i> 3NPV-2 Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning.
Lesson 5	Use Place Value Cards to partition three-digit numbers into hundreds, tens and ones.	<i>Building towards..</i>

		3NPV-2 Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning.
Topic 3 Addition & Subtraction 1	Lesson Mathematical Focus	Associated Ready to Progress Criteria
Lesson 1	Recall number pairs that total 10. Use these number facts to find the total of three small numbers.	2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice. 2AS-1 Add and subtract across 10.
Lesson 2	Use number pairs that total 10 to derive new facts. Find multiples of 10 that total 100.	<i>Building towards..</i> 2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.
Lesson 3	Use knowledge of addition and subtraction facts to solve number problems with an empty box.	2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".
Lesson 4	Work out the difference between two small numbers by comparing towers of cubes.	2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".
Lesson 5	Work out the difference between two numbers by counting on.	2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".
Topic 4 Addition & Subtraction 2	Lesson Mathematical Focus	Associated Ready to Progress Criteria
Lesson 1	Use number pairs that total 10 to derive number pairs that total 20. Explore and explain patterns in calculations using subtraction facts for 10 and 20.	2AS-1 Add and subtract across 10. <i>Building towards..</i> 3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
Lesson 2	Use knowledge of addition and subtraction facts for 20 to solve number sentences with an empty box.	2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". <i>Building towards..</i> 3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
Lesson 3	Add a single-digit number to a two-digit number by counting on from the larger number.	2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.
Lesson 4	Use a blank number line to jump in steps of ten. Explore the inverse relationship between addition and subtraction.	2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.
Lesson 5	Use knowledge of place value to add 2 two-digit numbers.	2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.

		<i>Building towards..</i> 3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
Topic 5 Multiplication & Division	Lesson Mathematical Focus	Associated Ready to Progress Criteria
Lesson 1	Develop an understanding of multiplication and division by multiplying and dividing by 2. Link this understanding to halving and doubling.	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
Lesson 2	Use arrays to explore the relationship between multiplication and division. Multiply and divide by 5.	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
Lesson 3	Use arrays to explore the relationship between multiplication and division. Understand that multiplication can be done in any order (commutative law).	2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).
Lesson 4	Use arrays to explore the relationship between multiplication and division. Understand that multiplication can be done in any order (commutative law).	2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). <i>Building towards..</i> 3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number
Lesson 5	Reflect upon 1 st Class@Number 2 and evaluate progress.	