

National Curriculum for England 2014

Which National Curriculum attainment targets are covered in each Abacus week?



Key for attainment target column: * first time attainment target is covered ** consolidation ↓ NC objective in a year below ↑ NC objective in a year above '(S)' covered in starter activities

Abacus always covers the content of the National Curriculum within the paired age range (i.e. Y1/2, Y3/4, 5/6). Very occasionally Abacus postpones something from the first year of a range e.g. Year 3 and teaches it in Year 4. This is to ensure a rigorous progression in terms of children's acquisition of mathematical skills. Less occasionally Abacus teaches something from the second year of an age range in the first year. This is to ensure that the building blocks are in place for more challenging topics and to allow critical and challenging skills to be consolidated and revisited.

Abacus			National Curriculum in England		
Wk	Strands	Weekly Summary	Yr	Domain	Attainment target
1	Number and place value (NPV); Mental addition and subtraction (MAS)	Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays to 6 without counting; identify a number 1 more (next number in count)	1	Number - number and place value	* Y1.NPV.1 count to and across 100 (20), forwards and backwards, beginning with 0 or 1, or from any given number
			1	Number - number and place value	*Y1.NPV.2 count, read and write numbers to 100 (20), in numerals; count in multiples of twos, fives and tens
			1	Number - number and place value	*Y1.NPV.5 read and write numbers from 1 to 20 in numerals and words
			1	Number - number and place value	*Y1.NPV.4 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
			1	Number - number and place value	*Y1.NPV.3 given a number, identify one more and one less
2	Mental addition and subtraction (MAS)	Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences	1	Number - addition and subtraction	*Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
			1	Number - addition and subtraction	*Y1.NAS.2 represent and use number bonds and related subtraction facts within 20
			1	Number - addition and subtraction	*Y1.NAS.4 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
			1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (S)
			1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (S)
			1	Number - number and place value	**Y1.NPV.3 given a number, identify one more and one less (S)
			1	Number - number and place value	**Y1.NPV.5 read and write numbers from 1 to 20 in numerals and words (S)
3	Mental multiplication and division (MMD); Mental addition and	Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less	1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20

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Wk	Strands	Weekly Summary	Yr	Domain	Attainment target
	subtraction (MAS); Number and place value (NPV)		1	Number - addition and subtraction	*Y1.NAS.3 add and subtract one-digit and two-digit numbers to 20, including zero
			1	Number - number and place value	**Y1.NPV.3 given a number, identify one more and one less
			1	Number - number and place value	**Y1.NPV.1 count to and across 100 (20), forwards and backwards, beginning with 0 or 1, or from any given number (S)
4	Geometry: properties of shapes (GPS); Statistics (STA)	Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams	1	Geometry - properties of shapes	*Y1.GPS.1 recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
			2	Geometry - properties of shapes	↑*Y2.GPS.1 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
			2	Geometry - properties of shapes	↑*Y2.GPS.4 compare and sort common 2-D and 3-D shapes and everyday objects
			2	Statistics	↑*Y2.S.2 ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
			1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (S)
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20 (S)
			2	Number - addition and subtraction	↑*Y2.NMD.2 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs (S)
5	Number and place value (NPV); Mental addition and subtraction (MAS)	Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set	1	Number - number and place value	**Y1.NPV.5 read and write numbers from 1 to 20 in numerals and words
			1	Number - number and place value	**Y1.NPV.4 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
			1	Number - number and place value	**Y1.NPV.3 given a number, identify one more and one less
			1	Number - number and place value	**Y1.NPV.1 count to and across 100 (20), forwards and backwards, beginning with 0 or 1, or from any given number
			1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
			2	Number - number and place value	↑*Y2.NPV.4 compare and order numbers from 0 up to 100; use <, > and = signs (S)

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6	Number and place value (NPV)	Understand and make teen numbers (10 and some 1s); compare and order numbers to 20, then 30; find the number between two numbers with a difference of 2; understand and use ordinal numbers	1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
			1	Number - number and place value	**Y1.NPV.4 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
			1	Number - number and place value	**Y1.NPV.1 count to and across 100 (20), forwards and backwards, beginning with 0 or 1, or from any given number (S)
			2	Number – Multiplication and Division	↑**Y2.NMD.2 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs (S)
			1	Number - number and place value	**Y1.NPV.3 given a number, identify one more and one less (S)
7	Mental addition and subtraction (MAS)	Revise bonds to 5, 6 and 10; find pairs which make 7; use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems	1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20
			1	Number - addition and subtraction	**Y1.NAS.4 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
			2	Number – Multiplication and Division	↑**Y2.NMD.2 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs (S)
8	Geometry: position and direction (GPD); Measurement (MEA)	Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units	1	Geometry - position and direction	*Y1.GPD.1 describe position, direction and movement, including whole, half, quarter and three-quarter turns
			1	Measurement	*Y1.M.1 compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]

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Wk	Strands	Weekly Summary	Yr	Domain	Attainment target
			1	Measurement	*Y1.M.2 measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)
			1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (S)
			2	Number - number and place value	↑**Y2.NPV.2 recognise the place value of each digit in a two-digit number (tens, ones) (S)
			2	Number - number and place value	↑*Y2.NPV.3 identify, represent and estimate numbers using different representations, including the number line (S)
			2	Number - number and place value	↑**Y2.NPV.4 compare and order numbers from 0 up to 100; use <, > and = signs (S)
			1	Geometry - properties of shapes	**Y1.GPS.1 recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] (S)
9	Mental addition and subtraction (MAS); Mental multiplication and division (MMD)	Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting back; begin to add three small numbers by spotting bonds to 10 or doubles (1–6)	1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
			1	Number - addition and subtraction	**Y1.NAS.3 add and subtract one-digit and two-digit numbers to 20, including zero
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20
			1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (S)
			1	Number - number and place value	**Y1.NPV.3 given a number, identify one more and one less (S)
			1	Number - number and place value	**Y1.NPV.4 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 (S)
			2	Number – Multiplication and Division	↑**Y2.NMD.2 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs (S)

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Abacus Year 1



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Abacus			National Curriculum in England		
Wk	Strands	Weekly Summary	Yr	Domain	Attainment target
10	Number and place value (NPV); Measurement (MEA)	Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s	1	Number - number and place value	**Y1.NPV.4 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
			1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (S)
			1	Measurement	*Y1.M.3 recognise and know the value of different denominations of coins and notes
11	Number and place value (NPV); Mental addition and subtraction (MAS)	Say the number one more or less and two more or less using a number line or a 100-square; locate 2-digit numbers on a 100-square and a 1-100 bead string; read, write and say 2-digit numbers and understand them as some tens and some ones	1	Number - number and place value	**Y1.NPV.3 given a number, identify one more and one less
			1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
			1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
			1	Number - number and place value	**Y1.NPV.4 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
12	Mental addition and subtraction (MAS); Mental multiplication and division (MMD)	Revise pairs to 5, 6, 7, 10 and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown; use number facts to solve simple addition and subtraction word problems; find pairs of numbers with a total of 8	1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20
			1	Number - addition and subtraction	**Y1.NAS.4 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
			1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (S)
			2	Number – Multiplication and Division	↑**Y2.NMD.2 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs (S)
13	Mental addition and subtraction (MAS)	Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers;	1	Number - addition and subtraction	**Y1.NAS.3 add and subtract one-digit and two-digit numbers to 20, including zero
			1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

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		add a 1-digit number to a 2-digit number	2	Number - addition and subtraction	↑*Y2.NAS.3 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers
			1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (S)
			2	Number - addition and subtraction	↑*Y2.NAS.1 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 (S)
14	Geometry: properties of shapes (GPS) ; Measurement (MEA)	Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons	1	Geometry- properties of shapes	**Y1.GPS.1 recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
			2	Geometry- properties of shapes	↑**Y2.GPS.4 compare and sort common 2-D and 3-D shapes and everyday objects
			1	Measurement	*Y1.M.5 recognise and use language relating to dates, including days of the week, weeks, months and years
			1	Measurement	*Y1.M.4 sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
			2	Geometry- properties of shapes	↑*Y2.GPS.2 identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces (S)
			1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (S)
15	Number and place value (NPV) ; Mental multiplication and division (MMD)	Count on and back in tens from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; chn begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s	1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
			1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (S)
			1	Measurement	**Y1.M.5 recognise and use language relating to dates, including days of the week, weeks, months and years (S)
16	Number and place value (NPV) ; Mental	Recognise odd and even numbers; count objects in 2s, 5s	1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

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Wk	Strands	Weekly Summary	Yr	Domain	Attainment target
	multiplication and division (MMD); Fractions, ratio and proportion (FRP)	and 10s and begin to say 2, 5 and 10 lots; find half, quarter and three-quarters of shapes; begin to know that two halves and four-quarters are a whole and that two-quarters is a half	1	Number-multiplication and division	*Y1.NMD.1 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
			1	Number-fractions	*Y1.NF.1 recognise, find and name a half as one of two equal parts of an object, shape or quantity
			1	Number-fractions	*Y1.NF.2 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
			2	Number-multiplication and division	↑*Y2.NMD.1 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (S)
			2	Number-multiplication and division	↑**Y2.NMD.2 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs (S)
			2	Number - number and place value	↑*Y2.NPV.1 count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (S)
			1	Number - number and place value	**Y1.NPV.1 count to and across 100 (20), forwards and backwards, beginning with 0 or 1, or from any given number (S)
17	Mental addition and subtraction (MAS); Mental multiplication and division (MMD); Number and place value (NPV)	Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to 20; use number facts to solve word problems	1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20
			1	Number - addition and subtraction	**Y1.NAS.4 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
			1	Number-multiplication and division	**Y1.NMD.1 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
			1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 (20), in numerals; count in multiples of twos, fives and tens (S)
18	Measurement (MEA)	Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o'clock &	1	Measurement	**Y1.M.5 recognise and use language relating to dates, including days of the week, weeks, months and years
			1	Measurement	**Y1.M.4 sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
			1	Measurement	*Y1.M.6 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

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		half past) on analogue and digital clocks; measure using uniform units (cubes and rulers)	1	Measurement	**Y1.M.2 measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)
			1	Measurement	**Y1.M.1 compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]
			2	Measurement	↑*Y2.M.8 know the number of minutes in an hour and the number of hours in a day (S)
19	Mental addition and subtraction (MAS)	Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s) and from multiples of 10	1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
			2	Number - addition and subtraction	↑**Y2.NAS.3 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers
			1	Number - addition and subtraction	**Y1.NAS.3 add and subtract one-digit and two-digit numbers to 20, including zero
			1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20 (S)
20	Mental addition and subtraction (MAS); Number and place value (NPV); Measurement	Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some 10s and 1s; make 2-digit numbers using 10p and smaller coins; find 1 more or	1	Number - number and place value	**Y1.NPV.4 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
			1	Number - number and place value	**Y1.NPV.3 given a number, identify one more and one less

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	(MEA)	1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100	2	Number - addition and subtraction	↑**Y2.NAS.3 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers
			1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (S)
			1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (S)
			2	Number - addition and subtraction	↑**Y2.NAS.1 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 (S)
			2	Number - number and place value	↑**Y2.NPV.1 count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (S)
21	Number and place value (NPV)	Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify 10s and 1s	1	Number - number and place value	**Y1.NPV.3 given a number, identify one more and one less
			2	Number - addition and subtraction	↑**Y2.NAS.3 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers
			1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
			2	Number - number and place value	↑**Y2.NPV.2 recognise the place value of each digit in a two-digit number (tens, ones)
			1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (S)
			1	Number - number and place value	**Y1.NPV.4 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 (S)
			2	Number - number and place value	↑**Y2.NPV.1 count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (S)

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22	Mental addition and subtraction (MAS)	Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers; add pairs of 1-digit numbers with totals above 10; sort out additions into those you 'just know' and those you need to work out	2	Number - addition and subtraction	↑**Y2.NAS.3 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers
			1	Number - addition and subtraction	**Y1.NAS.3 add and subtract one-digit and two-digit numbers to 20, including zero
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20
			1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (S)
			1	Measurement	**Y1.M.6 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times (S)
			1	Measurement	**Y1.M.2 measure and begin to record the following: <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) (S)
			2	Number - addition and subtraction	↑**Y2.NAS.1 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 (S)
23	Mental addition and subtraction (MAS)	Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers	2	Number - addition and subtraction	↑**Y2.NAS.3 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers
			1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (S)
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20 (S)
			1	Number - addition and subtraction	**Y1.NAS.4 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

National Curriculum for England 2014
Which National Curriculum attainment targets are covered in each Abacus week?



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Abacus			National Curriculum in England		
Wk	Strands	Weekly Summary	Yr	Domain	Attainment target
			2	Number-multiplication and division	↑**Y2.NMD.2 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs (S)
24	Measurement (MEA); Statistics (STA)	Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity	1	Measurement	**Y1.M.1 compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]
			1	Measurement	**Y1.M.2 measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)
			1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (S)
			2	Number - number and place value	↑**Y2.NPV.4 compare and order numbers from 0 up to 100; use <, > and = signs (S)
25	Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP); Measurement (MEA); Number and place value (NPV)	Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes and begin to know $2/2=1$, $4/4=1$ and $2/4=1/2$; recognise, name and know value of coins 1p-£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins	1	Number-fractions	**Y1.NF.1 recognise, find and name a half as one of two equal parts of an object, shape or quantity
			1	Measurement	**Y1.M.3 recognise and know the value of different denominations of coins and notes
			1	Number-multiplication and division	**Y1.NMD.1 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
			1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
			1	Number-fractions	**Y1.NF.2 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (S)
			1	Geometry - properties of shapes	**Y1.GPS.1 recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] (S)
			2	Number - number and place value	↑*Y2.NPV.5 read and write numbers to at least 100 in numerals and in words (S)

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Wk	Strands	Weekly Summary	Yr	Domain	Attainment target
			2	Number - number and place value	↑**Y2.NPV.1 count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (S)
26	Number and place value (NPV)	Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between two numbers; identify 10s and 1s in 2-digit numbers and solve place-value additions	1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
			1	Number - number and place value	**Y1.NPV.4 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
			2	Number - number and place value	↑**Y2.NPV.4 compare and order numbers from 0 up to 100; use <, > and = signs
			2	Number - number and place value	↑**Y2.NPV.2 recognise the place value of each digit in a two-digit number (tens, ones)
			1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (S)
			2	Number-multiplication and division	↑**Y2.NMD.1 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (S)
27	Mental multiplication and division (MMD); Number and place value (NPV); Fractions, ratio and proportion (FRP)	Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10	1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
			2	Number-multiplication and division	↑**Y2.NMD.1 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
			1	Number-multiplication and division	**Y1.NMD.1 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
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20
			1	Number-fractions	**Y1.NF.1 recognise, find and name a half as one of two equal parts of an object, shape or quantity
			2	Number-multiplication and division	↑**Y2.NMD.2 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs (S)
28	Measurement (MEA); Statistics (STA); Geometry: properties of	Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks; revise months of the	1	Measurement	**Y1.M.6 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
			2	Measurement	↑*Y2.M.7 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

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Wk	Strands	Weekly Summary	Yr	Domain	Attainment target
	shapes (GPS); Geometry: position and direction (GPD)	year; read, interpret and create a pictogram; begin to recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and name simple 2D shapes and continue repeating patterns	1	Measurement	**Y1.M.5 recognise and use language relating to dates, including days of the week, weeks, months and years
			2	Statistics	↑*Y2.S.1 interpret and construct simple pictograms, tally charts, block diagrams and simple tables
			1	Measurement	**Y1.M.2 measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)
			1	Geometry- properties of shapes	**Y1.GPS.1 recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
			2	Geometry- position and direction	↑*Y2.GPD.1 order and arrange combinations of mathematical objects in patterns and sequences
29	Mental addition and subtraction (MAS)	Use number facts to add and subtract 1-digit numbers to and from 2-digit numbers; find change from 10p and from 20p	2	Number - addition and subtraction	↑**Y2.NAS.3 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers
			1	Number - addition and subtraction	**Y1.NAS.2 represent and use number bonds and related subtraction facts within 20
			2	Measurement	↑*Y2.M.5 solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
			1	Number - addition and subtraction	**Y1.NAS.1 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (S)
			2	Number - addition and subtraction	↑**Y2.NAS.1 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 (S)
30	Number and place value (NPV); Mental multiplication and division (MMD)	Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify 10s and 1s in 2-digit numbers; say or write 1 more and 1 less and 10 more	1	Number - number and place value	**Y1.NPV.2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
			1	Number - number and place value	**Y1.NPV.4 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

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		and 10 less than any number to 100; explore patterns in 10s, 5s and 2s on a 9x9 grid; count in tens from any given number	2	Number - number and place value	↑**Y2.NPV.2 recognise the place value of each digit in a two-digit number (tens, ones)
			1	Number - number and place value	**Y1.NPV.3 given a number, identify one more and one less
			2	Number - addition and subtraction	↑**Y2.NAS.3 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers
			2	Number - number and place value	↑**Y2.NPV.3 identify, represent and estimate numbers using different representations, including the number line (S)
			2	Number-multiplication and division	↑**Y2.NMD.1 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (S)
			2	Number - number and place value	↑**Y2.NPV.4 compare and order numbers from 0 up to 100; use <, > and = signs (S)
			1	Number - number and place value	**Y1.NPV.1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (S)
			1	Number - number and place value	**Y1.NPV.5 read and write numbers from 1 to 20 in numerals and words (S)