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| **Autumn Term** |
| Text  Description automatically generated | **Week 1**  | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Block 1: Place Value within 10** | **Block 2: Addition and subtraction within 10** |
| **Small Steps** | * Sort up to 10 objects
* Count objects to 10
* Count objects from a group of 10
* Represent up to 10 objects
* Represent numbers to 10
 | * Count forwards to 10
* Count backwards from 10
* Count one more within 10
* Count one less within 10
 | * One to one correspondence
* Compare up to 10 objects
* Introduce <,> and =
* Compare numbers within 10
 | * Order up to 10 objects
* Order numbers up to 10
* Ordinal numbers
* The number line from 0 to 10
 | * Introduce parts and wholes (single object)
* Parts and whole (groups of objects)
* Part whole model
* Introduce the addition symbol
 | * Fact families - addition facts
* Find number bonds within 10
* Number bonds to 10
* Compare number bonds
 |
| **National Curriculum** | * Count to ten forwards and backwards beginning with 0, or 1 or from any given number.
* Count, read and write numbers to 10 in numerals and in words.
* Identify and represent numbers using objects and pictorial representation including the number line.
 | * Count to ten forwards and backwards beginning with 0, or 1 or from any given number.
* Count, read and write numbers to 10 in numerals and in words.
* Given a number, identify one more or one less.
 | * Identify and represent numbers using objects and pictorial representation including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
 | * Identify and represent numbers using objects and pictorial representation including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
 | * Read, write and interpret mathematical statements involving addition, subtraction and equals signs.
* Add and subtract one-digit numbers to 10, including zero.
 | * Represent and use number bonds and related subtraction facts within 10.
 |
| **Ready-to -Progress Criteria** | **1NPV-1** Count within 100 forwards and backwards, starting with any number**Previous experience:** Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10. | **1NPV-2** Reason about the location of numbers to 20 within the linear number systems, including comparing using <, > and =**Future applications**: Compare and order numbers**Previous Experience:** Play games that involve moving along numbers tracker, and understand that larger numbers are further along the track | **1AS- 1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts.**Previous experience** Understand the cardinal value of number words.**Future applications:** Add and subtract within 10**1AS-2** Read, write and interpret equations containing addition, subtraction and equal symbols and related additive expressions to real-life contexts.**Previous experience:** Devise and record number stories, using pictures, numbers and symbols. | **1NF-1** Develop fluency in addition and subtraction facts within 10**Previous experience:**Begin to experience partitioning and combining numbers within 10**1AS- 1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts.**Previous experience:** Understand the cardinal value of number words.**Future applications:**Add and subtract within 10 |
| **TAF****Statements** | **Working Towards**: Read and write numbers in numerals**Working At**: Read scales in division of ones**Greater Depth:** * Read scales where not all numbers on the scale and shown and estimate points in between
* Solve unfamiliar word problems that involve more than one step
* Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.
 | **Working Towards**: Add and subtract (one-digit numbers) explaining their method verbally in pictures or using apparatus | **Working Towards**: Recall At least four of the six number bonds for 10 and reason about associated facts**Working At:** Recall all the number bonds to and within 10 and use these to reason with |

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| **Autumn Term** |
| Text  Description automatically generated | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| **Block 2: Addition and subtraction within 10** | **Block 3: Geometry: shape** | **Block 4: Place Value within 20** |
| **Small Steps** | * Add together
* Add more
* Add using number bonds
* Find a part
 | * Subtract by taking away and crossing out
* Subtract by taking away using the symbol
* Subtract by finding a part
* Fact families of 8 facts
* Subtract by counting back
 | * Subtract by finding the difference
* Compare addition and subtraction statements
 | * Recognise and name 3D shapes
* Sort 3D shapes
* Recognise and name 2D shapes
* Sort 2D shapes
* Patterns with 3D & 2D shapes
 | * Count and write numbers to 20
* Represent numbers from 11 to 20
* Tens and ones
* Count one more and one less
 | * Compare groups of objects
* Compare numbers
* Order groups of objects
* Order numbers
 |
| **National Curriculum** | * Read, write and interpret mathematical statements involving addition, subtraction and equals signs.
* Add and subtract one-digit numbers to 10, including zero.
* Solve one-step problems that involve addition and subtraction using concrete objects, pictorial representation and missing number problems.
 | * Read, write and interpret mathematical statements involving addition, subtraction and equals signs.
* Add and subtract one-digit numbers to 10, including zero.
 | * Read, write and interpret mathematical statements involving addition, subtraction and equals signs.
* Add and subtract one-digit numbers to 10, including zero.
* Solve one-step problems that involve addition and subtraction using concrete objects, pictorial representation and missing number problems.
 | * Recognise and name common 2D shapes including: rectangles, squares, circles and triangles.
* Recognise and name common 3D shapes including cuboids, cubes, pyramids and spheres.
 | * Count to 20 forwards and backwards beginning with 0, or 1 or from any given number.
* Count, read and write numbers to 20 in numerals and in words.
* Identify and represent numbers using objects and pictorial representation including the number line.
* Given a number, identify one more or one less.
 | * Identify and represent numbers using objects and pictorial representation including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
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| **Ready-to -Progress Criteria** | **1NF-1** Develop fluency in addition and subtraction facts within 10**Previous experience:** Begin to experience partitioning and combining numbers within 10**1AS-2** Read, write and interpret equations containing addition, subtraction and equal symbols and related additive expressions to real-life contexts.**Previous experience:** Devise and record number stories, using pictures, numbers and symbols. | **1G- 1** Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another**.****Previous experience:** See, explore and discuss models on common 2D and 3D shapes with varied dimensions and presented in different orientations.**Future applications**: * Describe properties of shapes
* Categorise shapes
* Identify similar shapes.
 | **1NPV-1** Countwithin 100 forwards and backwards, starting with any number**Previous experience:** Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10. | **1NPV-2** Reason about the location of numbers to 20 within the linear number systems, including comparing using <, > and =**Future applications:** Compare and order numbers**Previous Experience:** Play games that involve moving along numbered track, and understand that larger numbers are further along the track |
| **TAF****Statements** |  **Working Towards**: * Add and subtract (one-digit numbers) explaining their method verbally in pictures or using apparatus
* Recall at least four of the six number bonds for 10 and reason about associated facts

**Working At:** * Recall all the number bonds to and within 10 and use these to reason with

 **Greater depth**: * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking
* Solve unfamiliar word problems that involve more than one step.
 |  **Working Towards:** * Name some common 2D & 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.

**Working At**: * Name and describe properties of 2D and 3D shapes

**Greater Depth:** * Describe the similarities and differences of 2D and 3D shapes using their properties.
 |  **Working Towards**: * Read and write numbers in numerals
* Partition a two-digit number into tens and ones and demonstrate an understanding of place value, though they may use structured resources to support them.

**Working At**: * Read scales in division of ones
* Partition two-digit numbers into different combinations of tens and ones, explaining their things verbally, in pictures, or using apparatus.

**Greater Depth:*** Use reasoning about numbers and relationships to solve more complex problems and explain their thinking
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| **Spring Term** |
| Text  Description automatically generated | **Wk 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Consolidation Week** | **Block 1: Addition and subtraction within 20** | **Block 2: Place value within 50** |
| **Small Steps** | * Add by counting on within 20
* Add ones using number bonds
* Make number bonds to 20
 | * Add by making ten
* Subtract (not crossing ten)
* Subtract by counting back (not crossing ten)
* Subtract by counting back (crossing ten)
 | * Subtract crossing ten
* Subtract crossing ten (problem solving)
* Find related facts
* Compare number sentences
 | * Count to 50 by making tens
* Count forwards and backwards within 50
* Tens and ones
* Represent numbers to 50
 | * Find one more and one less within 50
* Compare objects within 50
* Compare numbers within 50
* Order numbers within 50
 |
| **National Curriculum** | * Represent and use number bonds and related subtraction facts within 20.
* Add and subtract one-digit and two-digit numbers to 20, including zero.
* 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.
* Read, write and interpret mathematical statements involving addition, subtraction and equals signs.
 | * Read, write and interpret mathematical statements involving addition, subtraction & equals signs.
* Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representation, and missing number problems.
* Identify and represent numbers using objects and pictorial representation including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
 | * Count in multiples of twos, fives and tens.
* Count to 50 forwards and backwards beginning with 0, or 1 or from any given number.
* Count, read and write numbers to 50 in numerals and in words.
* Identify and represent numbers using objects and pictorial representation including the number line.
 | * Given a number, identify one more or one less.
* Identify and represent numbers using objects and pictorial representation including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
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| **Ready-to -Progress Criteria** | **1NF-1** Develop fluency in addition and subtraction facts within 10**Previous experience:** Begin to experience partitioning and combining numbers within 10**1AS-2** Read, write and interpret equations containing addition, subtraction and equal symbols and related additive expressions to real-life contexts.**Previous experience:** Devise and record number stories, using pictures, numbers and symbols | **1AS- 1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts.**Previous experience:** Understand the cardinal value of number words.**Future applications:** Add and subtract within 10**1AS-2** Read, write and interpret equations containing addition, subtraction and equal symbols and related additive expressions to real-life contexts.**Previous experience:** Devise and record number stories, using pictures, numbers and symbols | **1NPV-1** Count within 100 forwards and backwards, starting with any number**Previous experience:** Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10.**Future applications:** * Count through the number system.
* Place value within 100.

**1NPV-2** Reason about the location of numbers to 20 within the linear number systems, including comparing using <, > and =**Previous Experience:** Play games that involve moving along a numbered track, and understand that larger numbers are further along the track**Future applications*** Compare and order numbers
* Reason about the location of larger numbers within the linear number system.
 |
| **TAF****Statements** | **Working Towards:** * Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus
* Recall at least four of the six number bonds for 10 and reason about associated facts

**Working At:** * Add/ and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus
* Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships

**Greater Depth:*** Use reasoning about numbers and relationships to solve more complex problems and explain their thinking
* Solve unfamiliar word problems that involve more than one step.
 | **Working Towards**: * Read and write numbers in numerals
* Partition a two-digit number into tens and ones and demonstrate an understanding of place value, though they may use structured resources to support them.

**Working At**: * Read scales in division of ones, twos fives, and tens
* Partition two-digit numbers into different combinations of tens and ones, explaining their things verbally, in pictures, or using apparatus

**Greater Depth:*** Read scales where not all numbers on the scale are given and estimate points in between
* Use reasoning about numbers and relationships to solve more complex problems and explain their thinking
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| **Spring Term** |
| Text  Description automatically generated | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Wk 12** |
| **Block 2: Place value within 50** | **Block 3: Measurement: length and height** | **Block 4: Measurement: weight and volume** | **Consolidation Week** |
| **Small Steps** | * Count in 2s
* Count in 5s
 | * Compare lengths
* Compare heights
* Compare lengths and heights
* Measure lengths (using non-standard units)
 | * Use a ruler
* Measure length (standard units)
* Adding length problems
* Subtracting length problems
 | * Introduce weight and mass
* Measure mass
* Compare mass
* Solving problems with weight and mass
 | * Introduce capacity and volume
* Measure capacity
* Compare capacity
 |
| **National Curriculum** | * Count in multiples of twos, fives and tens.
 | * Measure and begin to record lengths and heights.
* Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter. tall/short).
 | * Measure and begin to record lengths and heights.
* Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter. tall/short).
* Begin to use measuring tools such as a ruler.
* Solve one-step problems that involve addition and subtraction.
 | * Measure and begin to record mass/weight.
* Compare, describe and solve practical problems for mass weight (for example, heavy/light, heavier than, lighter than).
* Begin to use measuring tools such as balance scales.
 | * Measure and begin to record capacity and volume.
* Compare, describe and solve practical problems for capacity and volume (for example, full/empty, more than, less than).
* Begin to use measuring tools such as containers.
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| **Ready-to -Progress Criteria** | **1NF-2** Count forwards and backwards in multiples of 2 and 5, and 10 up to 10 multiples, beginning with any multiple.**Prior experience:** * Distribute items fairly
* Recognise when items are distributed unfairly..
 | **1NPV-2** Reason about the location of numbers to 20 within the linear number system, including comparing using greater than, less than and equal to**Future applications:** Compare and order numbers. | **1NPV-2** Reason about the location of numbers to 20 within the linear number system, including comparing using greater than, less than and equal to**Future applications:** * Compare and order numbers.
* Read scales

**1AS-2** Read, write and interpret equations containing addition, subtraction and equals symbols and relate additive expression and equations to real life contexts. | **1NPV-2** Reason about the location of numbers to 20 within the linear number system, including comparing using greater than, less than and equal to**Future applications:** Compare and order numbers. **1AS-2** Read, write and interpret equations containing addition, subtraction and equals symbols and relate additive expression and equations to real life contexts. |
| **TAF****Statements** |  **Working Towards:** * Count in twos, fives and tens from 0 and use this to solve problems

**Working At:** * Read scales in divisions of ones, twos, fives and tens.

**Greater Depth:** * Read scales where not all numbers on the scale are given and estimate points in between.
 |  **Working Towards:*** Read and write numbers in numerals up to 100
 | **Working Towards:** Count in twos, fives and tens from 0 and use this to solve problems**Working At:** Read scales in divisions of ones, twos, fives and tens.**Greater Depth:*** Use reasoning about numbers and relationships to solve more complex problems and explain their thinking
* Solve unfamiliar word problems that involve more than one step
 | **Working At:*** Solve unfamiliar word problems that involve more than one step

**Greater Depth:*** Use reasoning about numbers and relationships to solve more complex problems and explain their thinking
* Solve unfamiliar word problems that involve more than one step
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| **Summer Term** |
| Text  Description automatically generated | **Wk 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Consolidation Week** | **Block 1: Multiplication and division** | **Block 2: Fractions** |
| **Small Steps** | * Count in 2s
* Count in 5s
* Count in 10s
 | * Make equal groups
* Add equal groups
* Make arrays
* Make doubles
 | * Make equal groups by grouping
* Make equal groups by sharing
 | * Make a half
* Make a whole
* Find a half of a shape
* Find a half of a quantity
 | * Make a quarter
* Find a quarter of a shape
* Find a quarter of a quantity
 |
| **National Curriculum** | * Count in multiples of twos, fives
* and tens
 | * 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 one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
 | * Recognise, find and name a half as one of two equal parts of an object, shape or quantity
* Compare, describe and solve practical problems for:

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] |
| **Ready-to -Progress Criteria** | **1NF-2** Count forwards and backwards in multiples of 2 and 5, and 10 up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. | **1NF-2** Count forwards and backwards in multiples of 2 and 5, and 10 up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.**Prior experience:** * + Distribute items fairly
	+ Recognise when items are distributed unfairly.

**Future applications:** Carry out repeated addition and multiplication of 2,5, and 10, and divide by 2, 5, and 10**1AS-2** Read, write and interpret equations containing addition and equal symbols, and related additive expressions and equations to real life contexts. | **1AS- 1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers**Previous experience:** Understand the cardinal value of number words.**Future applications:** Add and subtract within 10 |
| **TAF****Statements** |  **Working Towards:** * Count in twos, fives and tens from 0 and use this to solve problems

**Working At:** * Read scales in divisions of ones, twos, fives and tens.

**Greater Depth:** * Read scales where not all numbers on the scale are given and estimate points in between.
 |  **Working Towards:** * Count in twos, fives and tens from 0 and use this to solve problems

**Greater Depth:** * + Use reasoning about numbers and relationships to solve more complex problems and explain their thinking
 |  **Working Towards:** * Count in twos, fives and tens from 0 and use this to solve problems

**Greater Depth:** * + Use reasoning about numbers and relationships to solve more complex problems and explain their thinking
 | **Working At:** * Identify ½, ¼ of a number or shape, and know that all parts must be equal parts of the whole

**Greater Depth:** * + Use reasoning about numbers and relationships to solve more complex problems and explain their thinking
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| **Summer Term** |
| Text  Description automatically generated | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| **Block 3 Geometry: Position and direction** | **Block 4 Place value within 100** | **Block 5 Measurement: Money** | **Block 6 Measurement: Time** |
| **Small Steps** | * Describe turns
* Describe position
 | * Count to 100 by making tens
* Count to 100
* Count forwards and backwards within 100
* Introduce the 100 square
* Partition numbers
 | * Compare numbers
* Order numbers
* One more and one less
 | * Recognise coins
* Count in coins
 | * Before and after
* Dates
* Tell time to the hour
 | * Tell time to the half hour
* Write time
* Compare time
 |
| **National Curriculum** | * Describe position, direction and movement, including whole, half, quarter and three quarter turns.
 | * 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
 | * Given a number, identify one more and one less
* 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
 | * Recognise and know the value of different denominations of coins and notes
 | * Sequence events in chronological order using language [for example, 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.
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| **Ready-to -Progress Criteria** | **1G-2** Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.**Previous experience:** Select, rotate and manipulate shapes for a particular purpose**Future applications:** Rotate, translate, and reflect 2D shapes | **1NPV-1** Count within 100 forwards and backwards, starting with any number**Previous experience:** Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10.**Future applications:** * Count through the number system.
* Place value within 100.
 | **1NPV-2** Reason about the location of numbers to 20 within the linear number systems, including comparing using <, > and =**Future application:** Compare and order numbers**Previous Experience:** Play games that involve moving along numbered track, and understand that larger numbers are further along the track | **1NF-2** Count forwards and backwards in multiples of 2 and 5, and 10 up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.**Prior experience:** * + Distribute items fairly
	+ Recognise when items are distributed unfairly.

**Future applications:** Carry out repeated addition and multiplication of 2,5, and 10, and divide by 2, 5, and 10 | **1NPV-2** Reason about the location of numbers to 20 within the linear number systems, including comparing using <, > and =**Future applications:** Compare and order numbers |
| **TAF****Statements** | **Working Towards**:* Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes

**Working At:*** Name and describe properties of 2-D and 3-D shapes
 | **Working Towards:*** Read and write numbers in numerals up to 100
* Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources1 to support them

**Working At:*** Read scales in divisions of ones, twos, fives and tens
* Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus

**Greater Depth:** * Read scales where not all numbers on the scale are given and estimate points in between.
 |  **Working Towards:*** Know the value of different coins

**Working At:*** Use different coins to make the same amount

**Greater Depth:*** Use reasoning about numbers and relationships to solve more complex problems and explain their thinking
* Solve unfamiliar word problems that involve more than one step
 |  **Working Towards:*** Read and write numbers in numerals up to 100

**Working At:*** Read the time on a clock to the nearest 15 minutes
 |