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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. |
| **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** | | | | | | |
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| **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. |
| **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** | | | | | | |
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| **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. |
| **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** | | | | | | |
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| **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** | | | | | | |
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| **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. | |
| **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 | |