Autumn Term

	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

Autumn Term

	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** 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 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	

Spring Term

	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.
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	

Spring Term

	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.	
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		

Summer Term

	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	

Summer Term

	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.	
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	