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|  | **Term 1** | **Term 2** | **Term 3** |
| **Understanding Number** | Make, order sets and match numbers to 10.Understand in counting activities that ‘none’ is represented by zero.Explore the number that comes after, before, between a given number to 10.Carry out simple mental calculation eg.1/2more/less to 10.Explore the number stories to 10.Use number line to count on for addition within 10. | Use number-line to count on for addition within 20.Explore number stories to 15/20.Use number-line to count back for subtraction within 10.Identify missing number when adding.Know ordinal number.Recognise Odd and Even Numbers. | Show that numbers between 10 and 20 can be made up of a '10' and so many units.Know , write and order numbers to 50/100.Children will recognise the number of objects within 10 without the need to count. |
| **Counting and Number Recognition**  | Count forwards and backwards in ones and twos from different starting points to 10/20. Recognise, read and write numbers to 10/20.State without counting quantities within 5.Estimate a sensible guess a quantity within 10.Identify missing numbers in a consecutive sequence increasing/decreasing within 10. Know that 2+3 and 3+2 is the same. (Commutative property of addition) | Count forwards and backwards in 2s (even and odd) to 20. Count forwards in 5s to 60. Know number after, before and between within 20Identify missing numbers in a consecutive sequenceincreasing / decreasing within 20Sequence consecutive numbers, increasing / decreasing within 20Sequence non-consecutive numbers, increasing / decreasing within 20Mentally add/subtract 1, or 0 to/from any number within 20.  | Count forwards and backwards in 5s and 10’s from 0 to 100.Count forwards and backwards in 5s and 10’s from a given number within 100.Mentally add/subtract 1,2 from any number within 30. |
| **Measures**  | Can understand and use the language of comparison heaviest/lightestOrder 3 objects according to weight (by “feel” and using pan balance).Order 3 objects according to size. (practical)Explore time patterns: morning, afternoon, evening. Know days of the weekRecognise months of the year and four seasons. | Can understand and use the language of comparison longest/shortest; less than more thanOrder 3 objects according to capacity.Can estimate the length/capacity of an object using arbitrary units. (cubes, handspans) Explore taller container may not hold more than shorter.Can prove that their ordering of objects is correct (according to capacity).Can recognise o’clock and past times on the analogue/digital clocksCan relate o'clock times to specific events in the day. | Give the time one hour before or after a given o’clock time. (some children two hours or using digital times). State the time to the ½ hour. |
| **Shape and Space** | Explore shapes in the environment.Make models using 3D shapes Talk about the properties and sort shapes eg roll/not roll, straight/curved edgesDescribe and name common 3d and 2d shapes. Discuss differences holding 2 shapes.Create pictures and patterns of 2d shapesUnderstand and use a range of positional words. Can follow spatial directions in P.E. | Talk about things that turnRecognise and describe turning movements using appropriate terms (left, right, turn towards/turn away from) | Recall and name 2D and 3D shapes and give examples of properties. Discuss similarities and differences.Key in Beebot instructions to go from one place to another: estimate the distance and using trial and improvement strategy (e.g. if the beebot went too far, re-try with a smaller number of steps; if it didn’t go far enough re-try with a larger number of distance steps.)Be able to state the direction N,S,E, W |
| **Money** |  | Talk about things that they want to spend money on. Introduce 1p, 2p, 5p, 10p, 20p, 50p £1 coinsShop, using pennies, to buy 2 objects within 10p. ( some using 1p,2p, 5p,10p)Exchange higher value, coins (to 10p) for pennies. Calculate change required when buying items.  | Investigate different combinations of all coins up to 20p to make a particular amount within 20p/50p. |
| **Sorting /****(Handling Data)** | Use one criterion sorting Venn diagram and tree diagram.Compile pictograms and block graphs.Can interpret simple graphs. | Introduce Carroll diagram.Knows where to place own sticker on a class block graph / pictograph. Identify own choice on a pictograph in graph (variety of graphs). | Can explain why specific objects belong to a certain part of the Carroll, Venn and Tree diagrams. Can understand and explain what a given pictograph / block graph represents.Can use Tree and Venn and diagrams (1 criterion, then 2 and then overlap) and sort a given set of objects. |
| **Patterns and relationships** | Talk about pattern in the environmentsCopy a simple repeating patternDevise a simple repeating pattern. Explore pattern in number eg. Setting out a number of objects in twosInvestigate different ways of partitioning into subsets, discuss outcome eg. Make 10 is 6+4 or 3+3+4Understand the concept of addition by combining sets to find ‘how many’Match objects in real contexts, knife to fork | Investigate the relationships between addition and subtraction.Add 2 sets of objects within 15. Record with number, extending to 20.Practical subtraction as “take away” within 15, record with number extending to 20Find “difference” between two sets within 10 by comparison | Combine sets to make totals within 20Extend practical addition to 20, record with numberUnderstand and use simple function machines. |
| **Mental Maths**  | Demonstrate understanding that when adding, answer will be larger. Count in 1’s and 2’s forwards/backwards from zero, within 10 then 20 , 10’s – break or pause at 10Recognise, read, write numbers to 10Know number before, after, between within 10Order set of consecutive and random numbers within 10Identify missing numbers in a sequence within 10Add 1, 2, 0 to any number, answers within 10Know doubles to 5 + 5Know number stories up to 5/10. |  Demonstrate that when subtracting, answer will be smaller Count orally in 1’s, 2’s and 10’s forwards/backwards from/to zero, within 20 Recognise, read, write numbers to 20Know number before, after, between within 20Order a set of consecutive and random numbers within 20Identify missing numbers in a sequence within 20 Add 1, 2, 0 to any number, answers within 20Know doubles to 10 +10Subtract 1, 2, 0 from any number, answers within 10 20  | Demonstrate understanding that when adding; when subtracting, answer will be smaller Count orally in 1’s, 2’s, 5s and 10’s forwards/backwards from/to zero, within 50 (100) Count orally in 1’s, 2’s forwards or backwards from a any number within 30Recognise, read, write number to 50/100Know number before, after, between within 50 Order set of consecutive and random numbers within 20/ 50 Identify missing numbers in a sequence within 20/50Add 1, 2, 0 to any number to 30Know halves from 20 down. |