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|  | **Term 1** | **Term 2** | **Term 3** |
| **Understanding Number**  **Counting and Number Recognition** | Count forwards and backwards in 1’s and 2’s within 20 to/from 0, then from any number  Recognise, read, write and order whole numbers from 1 to 20  Know number after, before and between within 20  Identify missing numbers in a sequence of consecutive numbers within 10, 15 and 20.  To add/subtract 2 quantities to total up to 10, 15 and 20 using a variety of mathematical language.  Solve simple word problems to 20.  Use correct signs to solve number sentences to 20.  Recognise ordinal numbers and number names to 12.  To identify the difference between an even and odd number and recognise patterns to 50.  Introduce greater than (>)/ less than (<) signs. | Recognise, read and write numbers to 50 and then 100  Know number after, before and between within 50 and then 100.  Identify missing numbers in a sequence of consecutive numbers within 50 and then 100.  Order a set of consecutive numbers within 50 and then 100 increasing and decreasing.  Add/subtract 10’s to multiples of 10  Add/subtract 10 to a given number.  Add/subtract a multiple of 10 to a 2-digit number.  Adding doubles.  Add a 2 digit number to a single digit with bridging (for e.g. 48 + 6) and then a 2 digit number to a 2 digit number.  Group and record numbers of objects in tens and units.  Appreciate that the position of the digit indicates its value.  Read and record single and 2 digit numbers on abaci. | Be able to add 11 and 21 and 9 and 19 to any given number in the 100 square using a pattern.  Explore and use addition and subtraction patterns within 100. (4+9=/14+9=/24+9=)  Use and apply addition strategies when adding a 2-digit number to a 2-digit number.  Use and apply subtraction strategies to taking a 2 digit number from a 2 digit number.  Carry out addition tasks using tens and units practically. |
| **Fractions** |  | Explore the concept of halves using whole shapes and sets of objects.  Colour/draw half of a shape and find half of a given number.  Explore the concept of quarters using whole shapes.  Colour/draw quarter of a shape and find a quarter of a given number |  |
| **Measures** |  | Length  To estimate and then measure length using non-standard units.  To recognise the need for a standard measure.  To measure length of objects using a centimetre and a metre ruler.  Weight  Measure using non-standard units.  To recognise the need for a standard unit of weight ( g and kg)  Capacity /Volume  Understand the language associated with capacity, e.g, empty, holds more/less and holds the same as.  Develop an awareness of a litre and recognise that different shapes hold the same capacity. | Time  Tell the time in hours on the analogue clock.  Be able to record times one hour before and one hour later using digital and analogue clocks.  Be able to read time in half hour intervals.  Be able to recognise the half hour times as 30 minutes past on digital clocks.  Be able to recognise quarter past/quarter to on the analogue clock.  Know the sequence of the days of the week, the months of the year and the seasons.  To be able to read and interpret dates on the calendar. |
| **Shape and Space** |  | To match, name and sort 2d shapes and 3d shapes and their properties.  To examine the cube in detail and its six square faces.  To introduce the notion of area.  To copy and continue a simple pattern.  Recognise turning movements- left, right, forwards, backwards, full, half and right angle turns.  To develop the use of Beebot. |  |
| **Money** | Recognise coins in everyday use and their value.  Investigate ways of making different amounts of money up to 10p/15p/20p. |  | Explore ways of paying an exact amount of money using different coins within 20p and then 50p then £1.  Give change out of 20p and then up to £1.  Explain the use of the decimal point in money. |
| **Handling Data** | Sort a group into sets practically and explain reasons for sets.  Use Carroll/Venn diagrams to sort, and classify objects.  To record data using tally charts, picture-graphs and tables and interpret its meaning.  To construct a bar graph using specific data and write about it. |  |  |
| **Mental Maths** | Count orally in 1’s and 2’s, 5’s and 10’s forwards and backwards from 0 to 50 and then from different starting points. Count in 5s and 10s to 100.  Identify missing numbers in a sequence within 30.  Order a set of consecutive/random numbers to 30.  Know the number before, after and between to 30  Add/Subtract 1, 2, and 0 from any number within 20.  Be able to recall the number bonds to 10/12/15/20.  To add/subtract two single digit numbers within 20 using a variety of mathematical language.  To know by heart the doubles of all numbers to 10.  To find the total value of 2 coins using 1p, 2p, 5p and 10p.  To find change from 10p, 15p and 20p. | Count orally in 1’s, 2’s, 5’s, and 10’s forwards/backwards from/to 0 within 100.  Recognise, read, and write numbers to 100.  Know doubles and halves of numbers to 10.  Know number “before”, “after”, “between”, within 100.  Identify missing numbers in a sequence within 50, then 100.  Add/subtract 10 to/from a 2-digit number, using 100 square columns, e.g., 32 +10, 41-10.  Add/subtract a multiple of 10 to/from a multiple 10, e.g. 20+20, 50-40.  Add/subtract a multiple of 10 to/from any 2 digit number, e.g. 12+30, 43-30. | Solve word problems involving money- find the total of 2 coins, how much change will I get from……  Find totals, give change and work out which coins to pay for items on the shopping list and to continue spending and doing change activities to 50p/£1.  Encourage pupils to give quick accurate responses to word problems which involves repeated addition tasks. Eg How many days in 3 weeks?  How many months in 2 years?  How many minutes in 2hours?  How many hours in 2 days?  How many legs does 3 boys have?  Ask pupils to explain their answers. |