

Mathematics Curriculum Overview – Progression in skills 25-26

Nursery

	<u>Term</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<u>Autumn 1</u>	Singing a range of number songs.	To say number names to 5 in order. (included in number rhymes)	To know that time can be measured using days.	To say number names to 5 in order. (included in number rhymes)	To know that the last number said represents the total number of objects	To show an awareness and name some 2d shapes in the environment	
<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<u>Autumn 2</u>	Singing a range of number songs.	To be able to say number names forwards and backwards to 5	To know number order beyond 5 when counting to 10).	To know that a group of objects can also be represented by a number	To know that the last number said represents the total number of objects	To show an awareness and name some 2d shapes in the environment	

<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>								
<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>Spring 1</p>	<p>To create and repeat simple patterns.</p>	<p>To subitise to 3.</p>	<p>To say number names to 10 in order.</p>	<p>To be able to say number names forwards and backwards within 10</p>	<p>To know that each object should only be counted once</p>	<p>Explore 2D shapes</p> <p>Singing a range of number songs.</p>	
<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Spring 2</p>	<p>To subitise to 4.</p>	<p>To know number order beyond 5 when counting.</p>	<p>To know number order beyond 5 when counting.</p>	<p>To use the language of more and less to compare amounts</p>	<p>To be able to demonstrate through games and role play an understanding of positional language</p>	<p>To show an awareness and name some 3d shapes in the environment</p>	

<p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone</p>			<p>To know that numbers can be ordered.</p> <p>Singing a range of number songs.</p>	<p>To know that numbers can be ordered.</p> <p>Singing a range of number songs.</p>				
<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Summer <u>1</u></p>	<p>To subitise to 5.</p>	<p>To remember the order in which things happen.</p>	<p>To say number names to 10 forwards and backwards</p>	<p>To know that subtraction means taking an amount away from a group.</p>	<p>To know that some shapes more appropriate than others when building.</p>	<p>Explore 3D shapes</p>	

<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>								
<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Summer <u>2</u></p>	<p>To subitise to 5.</p>	<p>To know that subtraction means taking an amount away from a group.</p>	<p>To be able to say number names forwards and backwards to 15.</p>	<p>To remember the order in which things happen.</p> <p>To learn vocabulary linked to describing size and distance.</p>	<p>To count 1 to 10 objects accurately to 10</p>	<p>Compare 2 quantities (use language such as more than ,less than)</p>	

Reception

Topic		Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>ELG: Number</u> <u>ELG: Numerical Patterns</u>	- Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) - Explore and represent patterns within numbers up to 10 <u>Development Matters</u> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Autumn 1	To count up to 5 objects with 1:1 correspondence	To match quantities to numerals	To begin to recognise numbers automatically on a dice/card to 5.	To recognise number to 5. To write numbers to 5, forming them correctly.	To say the number names to 10 in order.	To identify 2D Shapes.
<u>ELG: Number</u> <u>ELG: Numerical Patterns</u>	<u>ELG: Number</u> - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) <u>ELG: Numerical Patterns</u> - Compare quantities up to 10 in different contexts, recognising when one	Autumn 2	To be able to touch count to 10 independently. To order numbers to 5.	To find the total of 2 groups of objects. To write numbers to 5, forming them correctly.	To know that money can be used to buy items. To use money during role play activities to buy items.	To know that patterns are repeated designs.	To know that length, capacity and weight can all be measured.	Compare numbers, group of objects To know that the word 'more' indicates that the group is getting larger. To know that the word 'less' indicates that a group is getting smaller.

	<p>quantity is greater than, less than or the same as the other quantity;</p> <ul style="list-style-type: none"> -Continue, copy and create repeating patterns. -Compare length, weight and capacity. 							
<p><u>ELG: Number</u> <u>ELG: Numerical Patterns</u></p>	<p><u>ELG: Number</u></p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 <p><u>ELG: Numerical Patterns</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore and represent patterns within numbers up to 10 <p><u>Development Matters</u></p> <ul style="list-style-type: none"> -Select, rotate and manipulate shapes in order to develop spatial reasoning skills. -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	Spring 1	<p>To be able to count to 15 independently</p> <p>To order numbers to 10.</p>	<p>To begin to explore number bonds to 5.</p>	<p>.Add and subtract 1 (1 more/less)</p>	<p>To know the names of basic 2D shapes.</p> <p>To know that 2D shapes can have corners and side.</p>	<p>To know the names of basic 3D shapes.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills. and use shapes-make models</p>	<p>To understand and use a range of prepositions in everyday contexts.</p> <p>To know that patterns are repeated designs.</p>
<p><u>ELG: Number</u> <u>ELG: Numerical Patterns</u></p>	<p><u>ELG: Number</u></p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; 	Spring 2	<p>To be able to count to 15 Independently</p> <p>To identify odd and even numbers</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To read addition number</p>	<p>To explore number bonds between 5-10</p>	<p>To know that subtraction involves removing an object from a group.</p>	<p>To share objects between a group of people equally.</p>	<p>To identify 3D Shapes.</p> <p>To describe 3D Shapes</p>

	<ul style="list-style-type: none"> - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 <p><u>ELG: Numerical Patterns</u></p> <ul style="list-style-type: none"> - Explore and represent patterns within numbers up to 10, including evens and odds and how quantities can be distributed equally. <p><u>Development Matters</u></p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>			<p>sentences.</p> <p>To explore number bonds within 5.</p>				
<p><u>ELG: Number</u></p> <p><u>ELG: Numerical Patterns</u></p>	<p><u>ELG: Number</u></p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>ELG: Numerical Patterns</u></p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one 	Summer 1	<p>To be able to count, order, compare and recognise numbers to 20.</p> <p>To recognise odd and even numbers</p>	<p>To explore number bonds to 5 and 10.</p> <p>To know that addition involves combining groups of objects.</p> <p>To explore doubling numbers</p>	<p>To explore number bonds to 10.</p>	<p>To count forwards and backwards to 20.</p>	<p>To use a number line to help solve simple addition and subtraction number problems</p>	<p>To know that length, weight and capacity can be measured using standard units.</p>

	<p>quantity is greater than, less than or the same as the other quantity;</p> <ul style="list-style-type: none"> - Explore and represent patterns within numbers up to 10 including evens and odds and double facts <p><u>Development Matters</u></p> <ul style="list-style-type: none"> - Compare length, weight and capacity. 							
<p><u>ELG: Number</u></p> <p><u>ELG: Numerical Patterns</u></p>	<p><u>ELG: Number</u></p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>ELG: Numerical Patterns</u></p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p><u>Development Matters</u></p>	Summer 2	<p>To be able to count, order, recognise and compare numbers to 20 and above.</p> <p>To recall number bonds to 5 and 10.</p>	<p>To know that subtraction involves removing an object from a group.</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p>	<p>To recall number bonds to 5 and 10.</p> <p>To recognise doubles</p>	<p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes can have faces, vertices and edges</p>	<p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity</p>

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. -Compare length, weight and capacity.								
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Year 1

Topic	National Curriculum	Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Week 1 & 2</u> Number - number and place value – numbers to 10 and within 10 <u>Week 3</u> Numbers to 20 <u>Week 4 & 5</u> Addition and subtraction within 10 & 20 <u>Week 6</u> Geometry - properties of shape	-count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -given a number, identify 1 more and 1 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 -read and write numbers from 1 to 20 in numerals -recognise and name common 2-D and 3-D shapes	Autumn 1	-Sorting and counting objects to 10 -Writing numbers to 10 -Counting backwards from 10 to 0 -Counting one more to 10	-Counting one less from 10 -Comparing numbers using greater than, less than symbols -Ordering objects and numbers -Ordinal numbers, using the number line	-Counting and writing numbers to 20 -Partitioning tens and ones (10 and 4) -Counting one more and less to and from 20 -Comparing and ordering numbers up to 20	-Part Part whole within 10 – related facts number bonds to 10 - Finding number bonds within of numbers up to 10 including 10 - Comparing number bonds -Finding and Making number bonds to 10 (Recognising the communicative law - addition can be done in any order)	-Finding addition within 20 using objects -Finding addition to 20 using picture -Solving addition to 20 using numbers -Solving addition to 20 using number line	-Naming 2D shapes -Describing properties of 2D shapes -Exploring 2D shapes within the environment and recognising them in everyday objects -Making Patterns with 2D shapes
<u>Week 1</u> Addition word problems <u>Week 2 & 3</u>	-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Autumn 2	-Solving simple addition word problems with 10 (How to solve a word problem)	-Subtraction, how many are left? Using objects within 10 -Subtraction, how many are	-Subtraction counting back using a number line to 10 -Subtraction counting back	-Solving simple subtraction word problems with 10 (How to solve a word problem)	-Comparing addition & subtraction by sorting number problems	-Naming 3D shapes -Describing properties of 3D shapes

<p>Subtraction within 10 & 20</p> <p><u>Week 4</u></p> <p>Subtraction word problems</p> <p><u>Week 5</u></p> <p>Addition and Subtraction within 20</p> <p><u>Week 6</u></p> <p>Geometry - properties of shape</p>	<p>-represent and use number bonds and related subtraction facts within 20</p> <p>-add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>-solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations,</p> <p>-recognise and name common 2-D and 3-D shapes</p>		<p>-Solving simple addition word problems within 10 by recording the addition number sentence</p> <p>-Solving simple addition word problems within 10 using a number line</p> <p>-Solving simple addition word problems within 10 using a number line</p>	<p>left? Crossing out pictures within 10</p> <p>-Subtraction, how many are left? Using objects within 20</p> <p>-Subtraction, how many are left? Crossing out pictures within 20</p>	<p>using a number line to 20</p> <p>-Recording subtraction facts to 10/20</p> <p>-Recording subtraction facts to 10/20</p>	<p>-Solving simple subtraction word problems within 10 by recording the addition number sentence</p> <p>-Solving simple subtraction word problems within 10 using a number line</p> <p>-Solving simple subtraction word problems within 10 using a number line</p>	<p>-Solving mixed addition and subtraction problems practically</p> <p>-Solving mixed addition and subtraction problems using a number line</p> <p>-Select their preferred resource to solve missed addition and subtraction problems</p> <p>(Recognise the difference between addition and subtraction)</p>	<p>-Exploring 3D shapes within the environment and recognising them in everyday objects</p> <p>-Making Patterns with 3D shapes</p>
<p><u>Week 1</u></p> <p>Money</p> <p><u>Week 2, 3 & 4</u></p> <p>Number and Place Value</p> <p><u>Week 5</u></p> <p>Measurement - length and height</p> <p><u>Week 6</u></p> <p>Geometry - properties of shape</p>	<p>-Recognise and know the value of different denominations of coins and notes</p> <p>-count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>-count, read and write numbers to 100 in numerals;</p> <p>- given a number, identify 1 more and 1 less</p> <p>-identify and represent numbers using objects and pictorial representations including the number line,</p>	<p>Spring 1</p>	<p>-Naming coins and notes</p> <p>-Recognising coins by shapes, colours and size</p> <p>-Know the value of coins inc £1=100p</p> <p>-Sorting real and non-real coins</p>	<p>-Understanding the value of 0 when making 10 using different objects and making numbers up to 20 using numicon</p> <p>-Partition teen numbers into 10s and 1s using numicon on Part Part Whole x2 sessions</p> <p>- Given partition to 20 and</p>	<p>-Counting reliably to 50 using 100 square</p> <p>-Partition numbers to 50 into 10s and 1s using numicon on Part Part Whole x2 sessions</p> <p>- Given partition to 50 and identify the number</p>	<p>-Investigate 100 square discussing the placing and values of the numbers</p> <p>- Finding numbers on a 100 square</p> <p>-Using their knowledge of a 100 square and place value to find missing numbers to 50 on a 100 square</p>	<p>-Comparing and ordering lengths using shorter, longer, shortest, longest</p> <p>-Comparing and ordering heights using tall, short, taller than, tallest, shorter than and shortest</p> <p>-Measuring and recording length and height in non-standard</p>	<p>-Sorting 2D and 3D shapes</p> <p>-Making patterns with 2D and 3D shapes</p> <p>-Begin to describe the properties of 3D shapes</p> <p>-Begin to describe and compare the properties of 2D & 3D shapes (discuss different</p>

	representations, and missing number problems such as $7 = ? - 9$ compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]							
<u>Week 1 & 2</u> Division <u>Week 3</u> Finding Fractions of a shape <u>Week 4</u> Finding half of a number <u>Week 5</u> Finding a quarter of a number <u>Week 6</u> Turns & positions	-Solve one-step problems involving and division, by calculating the answer using concrete objects, pictorial representations with the support of the teacher -Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of a quantity -Describe position, direction and movement, including whole, half, quarter and three-quarter turns	Summer 1	Division -Sharing between 2 practically -Share practically into 2 groups -Share between 2 using jottings -Sharing practically between 5	Division -Share practically into 5 groups -Share between 5 using jottings -Practically dividing 10 using numicon -How many 10s are in a multiple of 10? For example how many tens are in 20, there are 2 tens in 20. $20 \div 10 = 2$	-Introducing whole and parts , understanding a whole and part & making equal parts of a shape -Recognising a half, and finding a half of a shape -Recognising a quarter and finding a quarter of a shape (Discuss throughout equivalence of half and 2 quarters) -Sorting halves & quarters of shapes	-Practically finding $\frac{1}{2}$ of a number using objects (splitting cubes) (recap same as sharing between 2) Understanding that the groups have to be equal/same - Practically sharing between 4 to find $\frac{1}{4}$ -Practically find and record $\frac{1}{2}$ of a number x2	-Practically finding $\frac{1}{4}$ of a number using objects (splitting cubes) Understanding that the groups have to be equal/same - Practically sharing between 4 to find $\frac{1}{4}$ -Practically find and record $\frac{1}{4}$ of a number x2	-Describing movements forwards, backwards, side, left and right -Describing turns full turn, half an turn & quarter turn -Moving objects by movement and through turns practically -Identifying a full, half and quarter turn
<u>Week 1</u> Count in multiples and write numbers in words	-Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s -Solve one-step problems involving multiplication and	Summer 2	-Count in multiplies of 2 & write numbers in words 0-5 -Count in - multiplies of 5 &	-To make lots of 2 number sentences practically - To show multiplication of	-To make lots of 5 number sentences practically using numicon	- To show multiplication of 10 as repeated addition -To make lots of 10 number	-Comparing and ordering volume using full, half full, empty, half empty, more and less	Number bonds & mental maths -Mentally recall number bonds to 20

<p><u>Week 2 & 3 & 4</u> Multiplication including doubles</p> <p><u>Week 5</u> Capacity and Volume</p> <p><u>Week 6</u> Number bonds to 20 and Mental maths</p>	<p>division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>-Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>-Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>read and write numbers from 1 to 20 in numerals and words</p>		<p>write numbers in words 5-10</p> <p>-Count in multiples of 10 & write numbers in words 11-15</p> <p>-Count in multiples of 2, 5 and 10 & write numbers in words 16-20</p>	<p>2 as repeated addition</p> <p>-To make lots of 2 number sentences using objects as arrays (linking repeated addition) and counting in multiples of 2 to find the total</p> <p>- To recognise 2 lots of is a double and find doubles to 20</p>	<p>- To show multiplication of 5 as repeated addition</p> <p>-To make lots of 5 number sentences using objects as arrays (linking repeated addition) and counting in multiples of 5 to find the total</p> <p>--To make lots of 10 number sentences practically using numicon</p>	<p>sentences using objects as arrays (linking repeated addition) and counting in multiples of 10 to find the total</p> <p>- Mixed lots of 2, 5 and 10 multiplication problems to solve x2</p>	<p>-Measuring and recording volume in non-standard units (using cups)</p> <p>-reading total volume on scales and begin to show an understanding of millilitres and litres</p> <p>-recording the volume on a scale beginning to show an understanding of millilitres and litres</p>	<p>-filling in missing number bonds quickly</p> <p>-showing subtraction facts to check their answer</p> <p>-True & False facts</p>
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Year 2

Topic	National Curriculum	Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Week 1</u> Counting & Writing numbers to 100 <u>Week 2</u> Place value <u>Week 3</u> Ordering and Comparing Numbers <u>Week 4</u> Retrieval Number bonds <u>Week 5</u> Number bonds to 100 <u>Week 6</u> Geometry - properties of shape	-recognise the place value of each digit in a two-digit number (10s, 1s) -identify, represent and estimate numbers using different representations, including the number line -compare and order numbers from 0 up to 100; use <, > and = signs -read and write numbers to at least 100 in numerals -recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 -add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers -recognise and use the inverse relationship between addition and subtraction and use this to check calculations	Autumn 1	-counting to 100 -counting backwards within 100 -using 100 square -completing a 100square	-Representing numbers to 100 (making a 2digit number with dienes) -Partitioning - tens and ones on a Part Part Whole -Representing numbers on a place value Grid -Identifying a number that has been partitioned using dienes	-Ordering numbers within 100 -Place numbers on a missing number line -comparing numbers within 100 < > = x2	-Recalling number bonds to 20 -Missing numbers bonds to 20 -Inverse of number bonds to 20 -Adding 3 numbers by finding the number bond	-Number bonds to 100 (using number bonds to 10) practically on a Part Part whole with dienes -Recording number bonds to 100 -Missing number bonds to 100 using dienes to support -Making the relation subtraction facts	-Compare and sort 2D and 3D shapes -Describing the properties of 2D and 3D shapes -Faces of 2D shapes on a 3D shape -Assessment session on Autumn 1

	<p>and solve missing number problems</p> <ul style="list-style-type: none"> -identify and describe the properties of 2-D shapes, including the number of sides -identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces -identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] -compare and sort common 2-D and 3-D shapes and everyday objects 							
<p><u>Week 1 & 2</u> Addition <u>Week 3 & 4</u> Subtraction <u>Week 5</u> Word Problems <u>Week 6</u> Statistics</p>	<ul style="list-style-type: none"> -add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers -show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot -recognise and use the inverse relationship between addition and subtraction and use this to check calculations -interpret and construct simple pictograms, tally 	Autumn 2	<ul style="list-style-type: none"> -Adding a 2-digit and 1-digit number using dienes x2 -Adding a 2-digit and 1-digit number using jottings x2 (In session 2 & 4 use the communicative law) 	<ul style="list-style-type: none"> -Adding 10 more using dienes -Adding 10 more on a 100square -Adding 10 more using jottings -Adding 10 more mentally using place value 	<ul style="list-style-type: none"> -Subtracting a 1-digit from a 2-digit (not crossing the 10's) using dienes x2 -Subtracting a 1-digit from a 2-digit (not crossing the 10's using jottings x2 (In session 2 & 4 use addition to check) 	<ul style="list-style-type: none"> -Subtract 10 less using dienes -Subtracting 10 less on a 100square -Subtracting 10 less using jottings -Subtracting 10 less mentally using place value 	<ul style="list-style-type: none"> -Addition word problems x2 -Subtraction word problems x 2 	<ul style="list-style-type: none"> -Making tally charts -Creating pictograms -Interpreting pictograms -Assessment session on Autumn 2

	charts, block diagrams and tables -ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity -ask-and-answer questions about totalling and comparing categorical data							
<u>Week 1</u> Money <u>Week 2 & 3</u> Division <u>Week 4 & 5</u> Fractions <u>Week 6</u> Turns and Direction	-recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value -find different combinations of coins that equal the same amounts of money -solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change -recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs -solve problems involving multiplication and division,	Spring 1	-Recap on recognising coins and notes using symbols for £ and p, addition money problems -Subtraction money problems (giving change) practically -Combine amounts to make a value and find different combinations to equal that value practically using real money x2	Division -Sharing between 2 practically -sharing between 2 groups using jottings x2 -Finding halves of a number by sharing between 2	Division -Share between 5 using jottings x -Share between 10 becomes how many 10s are in a number E.G how many 10s are in 50, there are 5 tens in 50, $50 \div 10 = 5 \times 2$	Fractions -Recap halves and quarters of a shape -Fraction wall -Finding $\frac{1}{2}$ of a number using jottings and knowledge of division by 2 -Finding $\frac{1}{4}$ of a number using jottings	Fractions -Understanding $\frac{2}{4} = \frac{1}{2}$ -Finding $\frac{1}{3}$ of a number using jottings -Finding $\frac{3}{4}$ of a number x2	Turns & Direction -Recap on full, half and quarter turns introducing $\frac{3}{4}$ turns, clockwise and anticlockwise practically -Identify turns of an objects -Recognise right angles in relation to quarter turns -Assessment on Spring 1

	<p>using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>-recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>-write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>-order and arrange combinations of mathematical objects in patterns and sequences</p> <p>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>							
<p><u>Week 1</u> Number facts</p> <p><u>Week 2</u> Time</p> <p><u>Week 3 & 4</u> Multiplication & doubles</p> <p><u>Week 5</u> Word Problems</p> <p><u>Week 6</u></p>	<p>-solve problems with addition and subtraction:</p> <p>-using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>-applying their increasing knowledge of mental and written methods</p>	Spring 2	<p>-Recap on odd and even numbers</p> <p>-Place value in different ways (moving the 10)</p> <p>-Addition recap</p> <p>-Subtraction recap & teaching crossing the 10s</p>	<p>-To know what you can do in a minute, hour, day, week and order</p> <p>-Recap o'clock & half past. Teach quarter past & quarter to</p> <p>-Reading times</p>	<p>-Make groups of 2 linking repeated addition</p> <p>-Draw the array for groups of 2 x2</p> <p>-Understand the communicative law</p>	<p>-Drawing arrays for groups of 5 x2</p> <p>-Count in groups of 10 using dienes to find groups of 10</p> <p>-Count in 10s mentally to find groups of 10</p>	<p>-Division word problems x2</p> <p>-Multiplication word problems x2</p>	<p>-Measuring in centimetres and metres</p> <p>-Comparing and ordering lengths</p> <p>-Solving word problems - length</p>

<p>Measure - length & height</p>	<ul style="list-style-type: none"> -recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 -recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -calculate mathematical statements for multiplication and division within the multiplication tables and -write them using the multiplication (\times), division (\div) and equals (=) signs -show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot -solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts -compare and sequence intervals of time -tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times -know the number of minutes in an hour and the number of hours in a day 			<p>-Drawing times</p>				<p>Assessment Spring 2</p>
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	<p>-choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>-compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>							
<p><u>Week 1</u> Addition & Subtraction & Numbers in words</p> <p><u>Week 2</u> Measure mass & weight</p> <p><u>Week 3</u> 2 step word problems</p> <p><u>Week 4 & 5</u> 4 Operations retrieval</p> <p><u>Week 6</u> SATS Maths</p>	<p>-applying their increasing knowledge of mental and written methods</p> <p>-recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>-read and write numbers to at least 100 in numerals and in words</p> <p>-choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>	Summer 1	<p>-Recapping addition using jottings to 100</p> <p>-Recapping subtraction using jottings to 100 including crossing the 10s. Inverse to check x2</p> <p>-Numbers in words</p>	<p>-Measuring weight/mass in grams and Kg practically (reading only)</p> <p>-Label the weight/mass</p> <p>-Compare and order weight/mass using < > = x2</p>	<p>-Identifying language, numbers and operations in a 2 step word problem (addition) x2</p> <p>-Identifying language, numbers and operations in a 2 step word problem (subtraction) x2</p>	<p>recap 4 operations by sorting the problems</p> <p>-Solving 4 operation number equations</p> <p>-Word Problems addition and Subtraction</p> <p>-Word Problems Division and Multiplication</p>	<p>recap 4 operations by sorting the problems</p> <p>-Solving 4 operation number equations</p> <p>-Word Problems addition and Subtraction</p> <p>-Word Problems Division and Multiplication</p>	<p>SAT Maths Paper 1 Maths practise</p> <p>-recap 4 operations by sorting the problems</p> <p>-Solving 4 operation number equations</p> <p>-Word Problems addition and Subtraction</p> <p>-Word Problems Division and Multiplication</p>

	<p>identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</p> <p>-identify, represent and estimate numbers using different representations, including the number line</p>							
<p><u>Week 1</u> SATS Maths</p> <p><u>Week 2</u> Interim Assessments</p> <p><u>Week 3</u> Symmetry</p> <p><u>Week 4</u> Measure Capacity/Volume</p> <p><u>Week 5</u> Estimation and number sequences</p> <p><u>Week 6 & any additional weeks</u> Timetables Money Statistics</p>	<p>-solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>-applying their increasing knowledge of mental and written methods</p> <p>-recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>-add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers</p> <p>-adding 3 one-digit numbers show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot recognise and use the inverse relationship between</p>	<p>Summer 2</p>	<p>SAT Maths Paper 2 Maths practise</p> <p>-recap 4 operations by sorting the problems</p> <p>-Solving 4 operation number equations</p> <p>-Word Problems addition and Subtraction</p> <p>-Word Problems Division and Multiplication</p>	<p>Interim Assessments</p>	<p>-Understanding the line of symmetry using reflection</p> <p>-Drawing the line of symmetry</p> <p>-Sorting shapes into symmetrical and non-symmetrical shapes</p> <p>-Creating patterns using mathematical shapes</p>	<p>-Measuring volume in millilitres and litres (read only)</p> <p>-Label the capacity/volume</p> <p>-Compare and Order capacity/Volume using < > =</p> <p>-Measuring temperature using a thermometer and Reading thermometers</p>	<p>-Comparing numbers</p> <p>-Ordering numbers, missing number sequences using number lines</p> <p>-Representing numbers on a number line e.g. 0-10 what is in the middle? X2</p>	<p>-Learning 2 times tables</p> <p>-learning 3 times tables</p> <p>-Learning 5 times table</p> <p>-learning 10 times table</p> <p>-Use coins to make different amounts x3</p> <p>-Money word problems</p> <p>-Making tally charts</p> <p>-Creating pictograms</p> <p>-Interpreting pictograms</p> <p>-Interpreting Block diagrams</p>

	<p>addition and subtraction and use this to check calculations and solve missing number problems</p> <ul style="list-style-type: none">-recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value-find different combinations of coins that equal the same amounts of money-solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change-interpret and construct simple pictograms, tally charts, block diagrams and tables-ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity-ask-and-answer questions about totalling and comparing categorical data							
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