

	Autumn Term	Spring Term	Summer Term
	Emerging	Developing	Secure
Number and Place Value	<ul style="list-style-type: none"> Count forwards within the number sequence to 20 Count backwards within the number sequence to 20 Place numerals in sequence to 20 forwards Place numerals in sequence to 20 backwards Use ordinal numbers - first, second, third etc Sort objects into groups of 2s Sort objects into groups of 5s. Sort objects into groups of 10s. Count forwards in 2s. Count forwards in 5s Count forwards in 10s Say the number that comes before a given number to 20. Say the number that comes after a given number within 20 Identify and represent numbers using objects 20 Identify and represent numbers using pictorial representations to 20 Identify and represent numbers to 20 on a number line Use language of equal to within 20 Use language of more than within 20 Use language of less than within 20 Use language of fewer than within 20 Use language of most within 20. Use language of least within 20. 	<ul style="list-style-type: none"> Count forwards within the number sequence to 50. Count backwards within the number sequence to 50. Place numerals in sequence to 50 forwards Place numerals in sequence to 50 backwards Read to 50 in numerals Write to 50 in numerals Count forward in groups of 2 to 50 Count forward in sets of 5 to 50. Count forwards in sets of 10 to 50. Say the number that comes before a given number to 50. Say the number that comes after a given number to 50. Identify and represent numbers using objects to 50. Identify and represent numbers using pictorial representations to 50 Identify and represent numbers to 50 on a number line. Use ordinal numbers in a range of contexts Use language of equal to, more than, less than, fewer, most, least within 50. Read numbers from 1 to 20 in numerals Write numbers from one to 20 in words 	<ul style="list-style-type: none"> Count to 100 forwards. Count within 100 backwards. Count across 100 forwards Count across 100 backwards. Count on from any given number Count back from any given number Read numbers to 100 in numerals Write numbers to 100 in numerals. Count in multiples of 2 - link to 2x table Count in multiples of 5 - link to 5x table Count in multiples of 10- link to 10x table. From a given number within 100 identify 1 more and 1 less. Identify and represent numbers to 100 using objects. Identify and represent numbers to 100 using pictorial representations. Identify and represent numbers to 100 on a number line. Read numbers to 20 in words Write numbers to 20 in numerals

Addition and Subtraction	<ul style="list-style-type: none"> • Recognise addition bonds within 10 • Recognise subtraction bonds within 10 • Represent addition bonds within 10 using + and = • Represent subtraction bonds within 10 using - and = • Add one digit numbers to 10 • Add zero to a given number within 10. • Subtract one digit numbers within 10 • Subtract zero from a given number within 10. • Use signs to show addition . • Use signs to show subtraction • Solve one step problems that involve addition using concrete objects • Solve one step problems that involve subtraction using concrete objects 	<ul style="list-style-type: none"> • Recognise addition bonds to 20 • Recognise subtraction bonds to 20. • Represent addition bonds to 20 using + and = • Represent subtraction bonds to 20 using - and = • Add two one digit numbers within 20 • Add a one digit number to a 2 digit number within 20. • Subtract a one digit number from a two digit number to 20. • Add zero to a number within 20. • Subtract zero from a number within 20 • Use mathematical language associated with addition - add, plus, altogether • Use mathematical language associated with subtraction - take away, subtract, minus • Use mathematical language associated with equals - total, equals 	<ul style="list-style-type: none"> • Represent and use addition bonds to 20 and link these to related subtraction bonds. • Add one digit and two digit numbers to 20. • Subtract one digit and two digit numbers within 20. • Add and subtract zero to a one or two digit number within 20. • Solve one step problems involving addition to 20 - recording on a number line • Solve one step problems involving subtraction within 20.- recording on a number line. • Solve problems involving missing numbers i.e $2 + _ = 7$, $7 = 2 + _$,
Multiplication and Division	<ul style="list-style-type: none"> • Double small quantities within 10 • Share into 2 groups small quantities within 10. • Double numbers to 10 • Half numbers within 10 	<ul style="list-style-type: none"> • Solve one step problems involving multiplication by finding the answer using concrete materials • Solve one step problems involving multiplications using pictorial representations. • Solve one step problems involving division using concrete materials. • Solve one step problems involving division using pictorial representations. 	<ul style="list-style-type: none"> • Solve one step problems involving multiplication by finding the answer using concrete materials • Solve one step problems involving multiplications using pictorial representations. • Solve one step problems involving division using concrete materials. • Solve one step problems involving division using pictorial representations. • Solve one step problems involving multiplication and division using arrays
Fractions	<ul style="list-style-type: none"> • Find and name half as one of two equal parts of an shape 	<ul style="list-style-type: none"> • Find and name half as one of two equal parts of an object or shape. • Find halves of quantities to 20. • Recognise quarter as one of four equal parts of an object or a shape. • 	<ul style="list-style-type: none"> • Recognise, find and name half as one of two equal parts of an object, shape or quantity. • Find quarter as one of four equal parts of a shape, object or quantity.

Measures	<ul style="list-style-type: none"> • Compare length and height using long/ short/ longer/ shorter • Record length and height using non-standard units i.e. hand spans, paces, cubes • Begin to measure length using a ruler • Recognise different coins and notes. • Recognise the value of different coins • Sequence events in chronological order. • Order the days of the week • Tell the time to the hour - o' clock 	<p>Describe and solve simple practical problems related to:</p> <ul style="list-style-type: none"> • lengths and heights (longer/ shorter/ taller/ double/ half. • Mass/ weight (heavier/ lighter, heavier than/ lighter than) • Capacity/volume(full/ empty/ more than/ less than/ half full/ quarter full) • Time (quicker/ slower/ earlier/ later • Measure length using a ruler • Measure weight using weighing scales with manageable common standard units • Measure capacity using containers with manageable common standard scales • Measure time - investigate hours , minutes and seconds • Recognise and know the denominations of coins and notes. • Sequence events in chronological order using language ie before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening. • Recognise and use language associated with dates i.e. days of the week, months • Read the time to the hour and half past • Record the time to the hour with hands on a clock face. • Record the time to half past with hands on a clock face. 	<ul style="list-style-type: none"> • <u>Compare</u>, <u>describe</u> ,<u>measure</u> and solve practical problems for : • Length and height- long/short, longer/ shorter, double/ half, tall/ short • Mass / weight- heavy/ light, heavier than/ lighter than. • Capacity/ volume- full/ empty, more than/ less than, half, half full, quarter full • Time- o' clock, half past, hours , minutes, seconds • Recognise and know the value of different coins and notes. • Sequencing events in chronological order- e.g. before, after, next, first, last, today, yesterday, tomorrow, morning, afternoon, evening. • Use language associated with dates- order days of the week - spell days of the week. • Use language associated with months of the year - order the months/ name the seasons and months associated with the seasons. • Tell time to the hour and half past. • Record times of the hour and half past on a clock face. • Associate an hour with 60 minutes • Associate half past with 30 minutes • Record comparisons and measurements
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<p style="text-align: center;">Geometry Properties of Shape</p>	<ul style="list-style-type: none"> • Use mathematical names for 2D flat shapes- triangle, square, circle, rectangle pentagon, hexagon, octagon • Describe 2D shapes • Recognise 2D shapes indifferent orientations 	<ul style="list-style-type: none"> • Use mathematical names for 3D solid shapes- cube, cuboid, sphere, pyramid, prism. • Use mathematical names for 2D flat shapes- triangle, square, circle, rectangle, pentagon, hexagon, octagon. • Recognise shapes in different orientations. • Recognise how triangles, rectangles and cuboids are not always similar to each other. 	<ul style="list-style-type: none"> • Recognise and name 3D shapes. • Recognise and name 2D shapes. • Describe properties of 2D shapes. • Describe properties of 3D shapes.
<p style="text-align: center;">Geometry Position and Direction</p>		<ul style="list-style-type: none"> • Understand, follow and use positional vocabulary such as: • Position, grid, outside, next to, front, back, between, centre, underneath, below, halfway, near, far. • Understand and follow directional language such as forwards, backwards, sideways, turn, half turn, quarter turn, right, left 	<ul style="list-style-type: none"> • Describe position. • Describes direction. • Describe movement. • Recognise and describe whole turns. • Recognise and describe half turns. • Recognise and describe quarter turns. • Recognise and describe three quarter turns.