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| TERM | WEEK | STRAND | Key objectives |  | |
| **Autumn A** | 1 | Skills week |  | | |
| 2 | Number: Place Value | To count to and across 20 forwards and backwards, beginning with 0 or 1, or from any given number.  To count, read and write numbers to 20 in numerals:  To write numbers from 1 to 20 in numerals and 1- 10 in words.  To identify and represent numbers using objects and pictorial representations, including the number line.  To identify one more and one less than a given number.  To compare and order groups of objects. | | |
| 3 | Number: Place Value |
| 4 | Number: Place Value |
| 5 | Number: Place Value |
| 6 | Number: Addition and Subtraction (within 10) | To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  To represent and use number bonds and related subtraction facts within 10.  To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as ◊ - 9 = 7 | | |
| 7 | Number: Addition and Subtraction (within 10) |
| **Autumn B** | 1 | **Assessment week** |  | | |
| 2 | Number: Addition and Subtraction (within 10) | To represent and use number bonds and related subtraction facts within 10. | | |
| 3 | Geometry: 2D and 3D Shapes | To recognise and name common 2-D and 3-D shapes, including:  2-D shapes (for example, rectangles including squares, circles and triangles).  3-D shapes (for example, cuboids [including cubes], pyramids and spheres). | | |
| 4 | Geometry: 2D and 3D Shapes |
| 5 | Number: Place Value | To recognise the value of tens and ones in teen and numbers to 30.  To write numbers from 1 to 30 in numerals and 1- 20 in words.  To use the language of: equal to, more than, less than(fewer), most and least  To compare and order numbers to 30 using ><= | | |
| 6 | Number: Place Value |
| 7 | Number: Addition and Subtraction (within 20) | To represent and use number bonds and related subtraction facts within 20 | | |
| **Spring A** | 1 | STEAM week |  | | |
| 2 | Number: Addition and Subtraction (within 20) | To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  To represent and use number bonds and related subtraction facts within 20.  To add and subtract one-digit and two-digit numbers to 20, including zero  To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as ◊ - 9 = 7 | | |
| 3 | Number: Addition and Subtraction (within 20) |
| 4 | Number: Addition and Subtraction (within 20) |
| 5 | Number: Place Value with 100 (multiples of 2 5 10 included) | To count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number.  To count, read and write numbers to 100 in numerals:  Count in multiples of twos, fives and tens.  To identify one more and one less than a given number.  To write numbers from 1 to 20 in numerals and in words.  To identify and represent numbers using objects and pictorial representations, including the number line.  To use the language of: equal to, more than, less than(fewer), most and least  Compare groups of objects using <>= | | |
| 6 | Number: Place Value with 100 (multiples of 2 5 10 included) |
| 7 | Number: Place Value with 100 (multiples of 2 5 10 included) |
| **Spring B**  **Summer A** | 1 | **Reading week** |  | | |
| 2 | **Assessment Week** |  | | |
| 3 | Measurement: Length and Height | To compare, describe and solve practical problems for  To measure and begin to record Length and heights**,**  Lengths and heights (for example, longer/shorter, tall/short, double/half) | |  |
| 4 | Measurement: Length and Height |
| 5 | Measurement: Weight and Volume | To compare, describe and solve practical problems for  Mass/weight (for example, heavy/ light, heavier than, lighter than);  To measure and begin to record Mass and weight | | |
| 6 | Measurement: Weight and Volume |
| 1 | Number: Multiplication | To 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.  Make and add equal groups  Count arrays of 2s 5s and 10s.  Make and add 2 equal groups to double.  Introduce x sign. | | |
| 2 | Number: Multiplication |
| 3 | Number: Division | Make and share into equal groups.  Introduce the division sign | | |
| 4 | Number: Fractions | To recognise, find and name a half as one of two equal parts of an object, shape or quantity.  To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | | |
| 5 | Number: Fractions |
| **Summer B** | 1 | **Assessment Week** |  | | |
| 2 | Geometry – Position and direction | To describe position, direction and movement including whole, half, quarter and three-quarter turns. | | |
| 3 | Measurement - Money | To recognise and know the value of different denominations of coins and notes.  To count groups of coins of the same denomination. | | |
| 4 | Measurement: Time | To sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).  To solve practical problems and compare using language related to time (for example, quicker, slower, earlier, later);  To recognise and use language relating to dates, including days of the week, weeks, months and years.  To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | | |
| 5 | Measurement: Time |
| 6 | Number: Place Value within 100 | To identify and represent numbers using objects and pictorial representations, including the number line.  To use the language of: equal to, more than, less than(fewer), most and least  Compare groups of objects using <>=  To recognise the value of tens and ones in numbers to 100. | | |
| 7 | Number: Place Value within 100 |