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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Number  Place Value-within 10 | Number  Addition and Subtraction-within 10 | Number  Place Value-within 20 | Number  Place Value-within 50 | Number  Multiplication and Division | Number  Place Value-within 100 |
| Measurement  Length and Height |
| Number  Addition and Subtraction-within 20 | Number  Fractions | Measurement  Money |
| Measurement  Money |
| Measurement  Mass and Volume |
| Geometry  Shape |
| Number  Addition and Subtraction-within 10 | Assess and Review | Number  Place Value-within 50 | Assess and Review | Geometry  Position and Direction | Assess and Review |

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| **Topic** | **End of Year Expectation** |
| Number and Place Value | * Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number * Count in multiples of twos, fives and tens * Read and write numbers to 100 in numerals * Read and write numbers from 1 to 20 in numerals and words * Begin to recognise the place value of numbers beyond 20 (tens and ones) * Identify and represent numbers using objects and pictorial representations including the number line * Use the language of: equal to, more than, less than (fewer), most, least * Given a number, identify one more and one less * Given a number identify ten more or less * Order numbers to 50 * Recognise and create repeating patterns with numbers * Identify odd and even numbers linked to counting in twos from 0 and 1 * Solve problems and practical problems involving all of the above |
| Addition and Subtraction | * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs * Represent and use number bonds and related subtraction facts within 20 * Add and subtract onedigit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations) * Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ≤ - 9 |
| Multiplication and Division | * Recall and use doubles of all numbers to 10 and corresponding halves * 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 |
| Number – Fractions | * Understand that a fraction can describe part of a whole * Understand that a unit fraction represents one equal part of a whole * Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure) * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure) |
| Geometry – Properties of Shapes | * Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles * Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres |
| Geometry – Position and Direction | * Describe movement, including whole, half, quarter and three-quarter turns * Describe position and direction * Recognise and create repeating patterns with objects and shapes |
| Statistics | * Sort objects, numbers and shapes to a given criterion and their own * Present and interpret data in block diagrams using concrete materials * Ask and answer simple questions by counting the number of objects in each category * Ask and answer questions by comparing categorical data |
| Measurement | * Measure and begin to record: - lengths and heights, using non-standard and then manageable standard units (m/cm) - mass/weight, using non-standard and then manageable standard units (kg/g) - capacity and volume using non-standard and then manageable standard units (litres/ml) - time (hours/ minutes/seconds) within children’s range of counting competence * Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer /shorter, tall/short, double/half) - mass/weight (for example, heavy/ light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later) * Recognise and use language relating to dates, including days of the week, weeks, months and years * Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening * Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times * Recognise and know the value of different denominations of coins and notes |