

Autumn Term

Duration		
5 weeks	<p>Number - Place Value (within 10)</p> <p><i>The first place value block is now 5 weeks (previously 4) in order to ensure a deep understanding of this crucial aspect of the children's learning.</i></p> <p><i>Emphasis on mathematical 'language' during this block.</i></p> <p><i>Steps on counting forwards are now next to each other, before the steps on counting backwards.</i></p>	<ul style="list-style-type: none"> • Sort objects • Count objects • Count objects from a larger group • Represent objects • Recognise numbers as words • Count on from any number • 1 more • Count backwards within 10 • 1 less • Compare groups by matching • Fewer, more, same • Less than, greater than, equal to • Compare numbers • Order objects and numbers • The number line
1 week	<p>Time</p> <p><i>Extra steps have been added to explore the names of the days of the week and units of time.</i></p>	<ul style="list-style-type: none"> • Before and after • Days of the week • Months of the year
5 weeks	<p>Number - Addition and subtraction (within 10)</p> <p><i>Emphasis on the ideas of parts and wholes.</i></p> <p><i>The pace of learning has been slowed down with the symbols for addition and subtraction introduced slightly later to keep the earlier focus on the structure and understanding of the operations.</i></p> <p><i>Greater emphasis placed on problem solving with addition.</i></p> <p><i>A small step on adding or subtracting 1 or 2 has been added.</i></p>	<ul style="list-style-type: none"> • Introduce parts and wholes • Part-whole model • Write number sentences • Fact families - addition facts • Number bonds within 10 • Systematic number bonds within 10 • Number bonds to 10 • Addition - add together • Addition - add more • Addition problems • Find a part • Subtraction - find a part • Fact families - the eight facts • Subtraction - take away/crossing out (How many left?) • Subtraction - take away (How many left?) • Subtraction on a number line • Add or subtract 1 or 2

1 week	Geometry - Shape	<ul style="list-style-type: none">• Recognise and name 3-D shapes• Sort 3-D shapes• Recognise and name 2-D shapes• Sort 2-D shapes• Patterns with 2-D and 3-D shapes
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SPRING TERM

Duration		
3 weeks	<p style="text-align: center;">Number - Place Value (within 20)</p> <p><i>This block is now 3 weeks (previously 2)</i></p> <p><i>Greater emphasis has been placed on the use of the number line.</i></p> <p><i>The steps have been broken down further to allow greater exploration of the difficult 'teen' numbers.</i></p> <p><i>The learning builds on the understanding of 10, with numbers to 20 seen as one ten and some more. 20 is seen both as one more than 19 and as two tens.</i></p>	<ul style="list-style-type: none"> • Count within 20 • Understand 10 • Understand 11, 12 and 13 • Understand 14, 15, 16 • Understand 17, 18, 19 • Understand 20 • 1 more and 1 less • The number line to 20 • Use a number line to 20 • Estimate on a number line to 20 • Compare numbers to 20 • Order numbers to 20
3 days	<p>Time</p>	<ul style="list-style-type: none"> • Refer to 'Visual and core representations linked to time' document.
3 weeks	<p style="text-align: center;">Number - Addition and Subtraction (within 20)</p> <p><i>The use of doubles and near doubles has been made explicit.</i></p> <p><i>The concept of the difference between two numbers is introduced for the first time, this had previously been in the autumn term.</i></p>	<ul style="list-style-type: none"> • Add by counting on within 20 • Add ones using number bonds • Find and make number bonds to 20 • Doubles • Near doubles • Subtract ones using number bonds • Subtraction - counting back • Subtraction - finding the difference • Related facts • Missing number problems
1 week	<p style="text-align: center;">Number - Place Value (within 50)</p> <p><i>Groups of 10 have been given more prominence to support the idea of partitioning.</i></p> <p>Note: Do not teach steps 6,7 and 8</p>	<ul style="list-style-type: none"> • Count from 20 to 50 • 20, 30, 40 and 50 • Count by making groups of tens • Groups of tens and ones • Partition into tens and ones • The number line to 50 • Estimate on a number line to 50 • 1 more, 1 less
2 weeks	<p>Measurement - Length and Height</p>	<ul style="list-style-type: none"> • Compare lengths and heights • Measure length using objects • Measure length in centimetres
2 weeks	<p style="text-align: center;">Measurement -Mass and Volume</p> <p><i>The block has been renamed Mass and Volume (from Weight and Volume) to emphasise correct language.</i></p> <p><i>An extra step has been added on the ideas of full and empty (including nearly full and nearly empty) to support comprehension of capacity.</i></p>	<ul style="list-style-type: none"> • Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity

SUMMER TERM

Duration		
3 days	Time	<ul style="list-style-type: none"> • Tell the time to the hour
3 weeks	Multiplication and Division	<ul style="list-style-type: none"> • Count in 2s • Count in 10s • Count in 5s • Recognise equal groups • Add equal groups • Make arrays • Make doubles • Make equal groups - grouping • Make equal groups - sharing
2 weeks	Fractions <i>The pace of learning has been slowed down with more steps added.</i> <i>There is more emphasis on equal parts that may be visually different e.g. three counters in a line are the same as three counters separated.</i>	<ul style="list-style-type: none"> • Recognise a half of an object or a shape • Find a half of an object or a shape • Recognise a half of a quantity • Find a half of a quantity • Recognise a quarter of an object or a shape • Find a quarter of an object or a shape • Recognise a quarter of a quantity • Find a quarter of a quantity
3 days	Time	<ul style="list-style-type: none"> • Tell the time to the half hour
1 week	Position and Direction <i>The steps have been broken down further to make progression easier.</i>	<ul style="list-style-type: none"> • Describe turns • Describe position - left and right • Describe position - forwards and backwards • Describe position - above and below • Ordinal numbers
2 weeks	Place Value - up to 100 <i>The steps have been broken down further to allow greater exploration of multiples of 10.</i> <i>An extra step has been added on the use of the number line.</i>	<ul style="list-style-type: none"> • Count from 50 to 100 • Tens to 100 • Partition into tens and ones • The number line to 100 • 1 more, 1 less (Range within 20) • Compare numbers with the same number of tens • Compare any two numbers
2 weeks	Measurement - Money <i>An extra step has been added to introduce the idea of unitising before looking at the values of coins.</i> <i>This is supported using pre-money counters.</i>	<ul style="list-style-type: none"> • Unitising • Recognise coins • Recognise notes • Count in coins
CONSOLIDATION		