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|  | Term One | Term Two | Term Three |
| N  U  M  B  E  R | Count forwards in 1’s from different starting points within 20.  Count backwards in 1’s from different starting points within 20.  Count forwards in 2’s from 0 to 20  Count backwards in 2’s from 20 to 0  Recognise spoken numerals within 20.  Read numerals within 20.  Write numerals within 20.  Find missing number is a sequence of consecutive numbers, within 20.  Order a set of consecutive numbers within 20 (increasing and decreasing)  Touch count sets of objects within 20.  Make a variety of sets for a given number within 20.  Match numerals to sets within 20.  Order sets of up to 20 objects.  Partition sets into subsets, within 20  Combine two sets to find a total, within 20.  Combine more than two sets to find a total, within 20.  Add two numbers. practically, answers within 20  Mentally add 1 to any number, answers within 20.  Mentally add 2 to any number, answers within 20.  Mentally add 0 to any number, answers within 20.  Practically subtract an amount from a set , within 10, as “take away”  Subtract practically within 10.  Recognise 1p, 2p, 5p, 10p, 20p coins.  Use 1p coins in shopping activities – buy 2 items at a time (total within 20). | Count forwards in 2’s from an even number within 20.  Count backwards in 2’s from an even number within 20  Count forwards in 2’s from any number within 20.  Count backwards in 2’s from any number within 20.  Know the number “after” within 20.  Know the number “before” within 20  Know the number “between” within 20,  Order a set of non-consecutive numbers within 20 (increasing and decreasing).  Compare the size of two sets by counting and matching, within 20, saying which has more / less; how many more/less.  Investigate and talk about addition patterns within 20.  Use number line to count on for addition within 20, recording calculations horizontally.  Know doubles to 5 + 5.  Understand the commutative property of addition.  Know 3+2 and 2+3 to complete addition facts to 5.  Practically subtract an amount from a set , within 20, as “take away”  Subtract practically within 20.  Find the “difference” between two numbers within 10 practically.  Mentally subtract 1 from any number, answers within 10.  Mentally subtract 2 from any number, answers within 10.  Mentally subtract 0 from any number, answers within 10.  Exchange higher value coins (up to 10p) for 1p’s.  Calculate change required when buying items at the class shop, from 5p, from 10p. | Count forwards in 10’s from 0, answers within 50  Count forwards in 10’s from any number, answers within 50  Count backwards in 10’s from 0, answers within 50  Count backwards in 10’s from any number, answers within 50  Show that numbers between 10 and 20 can be made up of a “ten” and so many “ones” (or “units”), e.g. using Cuisenaire rods, Base 10 material, blank 20 grids.  Subitise within 10.  Estimate the number of objects in a set (e.g. more or less than 5 or 10 or 15) within 20p.  Add more than two numbers practically, answers within 20.  Use complementary addition to work out “how many more” to make a given total.  Make a given total within 10, in a variety of ways, using Cuisenaire e.g. 5 different ways of making “6”, recording calculations.  Use numberline to count back for subtraction within 20, recording calculations horizontally..  Find the “difference” between two numbers within 20 practically.  Solve problems using addition and subtraction skills, selecting the operation required.  Mentally subtract 1 from any number, answers within 20.  Mentally subtract 2 from any number, answers within 20.  Mentally subtract 0 from any number, answers within 20.  Investigate different combinations of 1p and 2p coins to make a particular amount within 10p.  Investigate different combinations of all coins up to 20p to make a particular amount within 20p. |
| PROCESSES | Select, with help from the teacher, materials and equipment for a task. Use, with teacher support, mathematical materials. Solve everyday problems in the classroom or in role play. Solve problems based on stories.Begin to select with help from the teacher, materials and equipment to use in a task by understanding their special characteristics. Understand and use mathematical language, when talking about their work. Explore, through discussion, simple open-ended questions. Talk about and/or record in own way, how a simple investigation was carried out. Talk about how a task might be approached. Recognise simple patterns and say what comes next. Make simple predictions, giving reasons for them. | | |
| M  E  A  S  U  R  E  S | Use more refined mathematical language when comparing objects for length: e.g. a little bit longer (shorter) than, a lot longer (shorter) than.  Use more refined mathematical language when comparing objects for weight: e.g. a little bit heavier (lighter) than, a lot heavier (lighter) than.  Use more refined mathematical language when comparing containers for capacity: e.g. holds a little bit more (less) than, holds a lot more (less) than.  Use more refined mathematical language when comparing surfaces for area: e.g. a little bit larger (smaller) area than, a lot larger (smaller) area than.  Develop an understanding of the passing of time through practical activities.  Use simple timers (non-standard units) where the time is fixed and the output is measured, and where the task is fixed and the time is measured. | Talk about and order three objects of different length.  Talk about and order three objects of different weight.  Talk about and order three containers of different capacity.  Talk about and order three surfaces of different area.  Understand and use analogue time: o’clock only.  Understand and use digital time: o’clock only. | Given one object, find a second object which is longer (or taller) and a third object which is shorter; and prove their choice is correct by direct comparison, using comparative language.  Given one object, find a second object which is heavier and a third object which is lighter; and prove their choice is correct by using balance scales, using comparative language.  Given one container, find a second container which holds more and a third container which holds less; and prove their choice is correct by filling one container and pouring into the other, using comparative language.  Given one surface, find a second surface which has a greater area and a third container which has a smaller area; and prove their choice is correct by placing one area on top of the others.  Understand and use analogue time: half-past.  Understand and use digital time: half-past. |
| S S  H P  A & A  P C  E E | Use one criterion sorting diagrams (e.g. Tree, Venn, Carroll) to sort and group 2D shapes, 3D shapes and mixed sets of 2D and 3D shapes according to their properties.  Use everyday language to describe position, direction and movement (e.g. under, beside, towards, away from, quickly, slowly etc). | Recognise and use mathematical names for 2D shapes:  square, rectangle , triangle and circle – using given shapes, and also where they occur in the environment  Talk about things that turn.  Recognise and describe turning movements using appropriate terms (e.g. left, right, turn towards / away from) | Compare two different 2D shapes and say how they are similar / different.  Select an appropriate Attribute Block when one criterion is given (e.g. find a thin shape).  Select an appropriate Attribute Block when more than one criterion is given (e.g. find a thin, red, square shape).  Key in instructions for a controlled device (e.g. Beebot) to  move from one specific location to another, estimating distances and using trial and improvement strategy (e.g. if the beebot went too far, re-try with a smaller number of distance steps; if it didn’t go far enough, re-try with a larger number of distance steps). |
| H  A  N D  D A  L T  I A  N  G | Use given one criterion Tree and Venn Diagrams to sort for negation, explaining completed diagram (e.g. stating how many toy animals ***did not*** have horns).  Contribute towards simple class pictographs (e.g. by placing own picture to indicate how they come to school), explaining why they placed their picture in a particular place.  Interpret completed pictograph. | Use given one criterion Carroll Diagrams to sort for negation, explaining completed diagram (e.g. stating how many toy vehicles ***did not*** have 4 wheels).  Contribute towards simple class block graphs (e.g. by placing own square to indicate how many brothers or sisters they have), explaining why they placed their picture in a particular place.  Interpret completed block graph. | Record results of sorting on Tree, Venn and Carroll Diagrams using own drawings. Explain what their drawing represents.  Talk about possible areas for data collection, and represent this data using pictographs or block graphs (including ICT generated).  Talk about the representation and draw some conclusions (e.g. using a simple pictograph, say which is the favourite or least favourite flavour of ice-cream). |