

Week	Objectives	Small Learning Steps
1	<b>Place Value</b> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>Given a number, identify one more and one less</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul>	<ul style="list-style-type: none"> <li>Counting in sequences of 1,2,5 or 10 to and across 100</li> <li>Counting in 1p,2p,5p,10p to and across 100</li> <li>Use of pictograms for counting</li> <li>Counting in ones from any starting number to and across 100</li> <li>Counting backwards in ones from any starting number to/across 100</li> <li>1 more/1 less than any number to and across 100 (focus on numbers above 50to 120) on a number line/with image</li> <li>1 more/1 less than any number to across 100 (focus on numbers above 50 to120) on a number line/with image</li> <li>Use of pictograms/tally charts/bar charts for 1 more and 1 less than</li> <li>Practical problem solving with above.</li> <li>Compare and order numbers to 100 using &lt;&gt; signs.</li> </ul>
2/3	<b>Addition and subtraction linked with measures</b> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul> $7 = \square - 9.$	<ul style="list-style-type: none"> <li>Recall addition and subtraction bonds for 10 and within 10 in context of length/height as starters</li> <li>Addition bonds for 20 using 3 single digits</li> <li>Addition bonds for 20 using 3 single digits in the context of length/height</li> <li>Subtraction bonds for 20 using 20 s the starter e.g. <math>20 = 10 + ?</math>, extend to 3 single digit numbers</li> <li>Subtraction bonds for 20 as above in context f length/height</li> <li>Addition and subtraction bonds for 11,12,13,14,15,16,17,18 and 19</li> <li>Use of = sign in different positions</li> <li>Extend to 2 digits add 1 digit within 20 and then extend to within 30,40</li> <li>Explore adding 9 and subtracting 9</li> <li>Explore near doubles</li> <li>Applying the above to a range of contexts</li> </ul>
4	<b>Capacity and volume</b> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] measure and begin to record the following:             <ul style="list-style-type: none"> <li>Capacity and volume</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Practical exploration of more than/less than litre, 1/2 litre, ¼ litre including ordering and comparing</li> <li>Adding own scales to measure and explain why</li> <li>Reading scales on measuring cylinders in scales of 1,2,5 and 10</li> <li>1 more/1 less than readings on scales for capacity</li> <li>Explain the volume of different boxes including ordering and comparing</li> <li>1 more/1 less than volume problems</li> <li>Addition and subtraction problems within 20 for capacity and volume</li> </ul>
5	<b>Geometry</b> <ul style="list-style-type: none"> <li>Recognise and name common 3-D</li> </ul>	<ul style="list-style-type: none"> <li>Name and recognise cube, cuboid, cone, cylinder, and sphere</li> <li>Sorting shapes into sets</li> <li>Know some properties – faces, edges, vertices</li> <li>Recognise shapes in different orientations and in the environment</li> <li>Describe the position of shapes in pictures</li> <li>Make pictures using set shapes</li> <li>Make repeating patterns with shapes</li> <li>Recognise 2-D shapes on 3-D shapes</li> </ul>

7	<p><b>Measures – Time</b>          Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>• Time [for example, quicker, slower, earlier, later] measure and begin to record the following:</li> <li>• Time (hours, minutes, seconds)</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical measuring of events – what can you do in a minute, 30 seconds etc</li> <li>• Practical measures comparing events – this could be done through P.E – races, Science – measuring of time</li> <li>• Ordering events based on length of time</li> <li>• Tell time o'clock through context and drawing hour hand on given minute hand or vice versa.</li> <li>• Introduce ½ past for those ready.</li> </ul>
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