



Week	Objectives	Small Learning Steps
1	Place Value - Count in multiples of twos, fives and tens - 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	- Count up in 10's to 100 - Count back in 10s from 100 to 0 - Count up in 10p to 100 (10 tens) - Count back in 10p from 10 tens - Count up in 5s from 0 to 20, 30, 40 and then 50 - Count back in 5's from 20 to 0, then from 30,40, 50 - Linking 10s and 2s. - Practical problem solving with above Count up in 2s from 0 to 10,20,20,40,50 - Count back in 2's from 20 to 0, from 30 to 0, from 40 to 0 - Count up in 2p pieces to 30p - Count back in 2p coins from 30p to 0 - Count and back with objects in sets of 2 to 30 / on a number line/hundred square - Extend to 50p/ £1 - Counting in 2s for sets of objects e.g. I have 4 bikes how many wheels - Counting in 2s – will I say a certain number when I start from 0, what if I start from 1?
2/3	Multiplication and Division - 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. - Recognise odd and even numbers	- Double all even numbers to 10 (extend to 20 for MA) - Double all odd numbers to 10 (extend to 20 for MA) - Make arrays for 2 x table - Link doubling to 2 x table - Doubling word problems with pictures - Doubling word problems with no pictures
4	Fractions - Recognise, find and name a half as one of two equal parts of an object, shape or quantity - Describe position, direction and movement, including whole, half, - Halving linked to practical measure	- Estimate what half of a given object might be. Explore how to find half of a range of objects e.g. piece of string, apple, jug of water, group of counters. - Estimate what half of a given shape might be. Explore how to find half of different shapes – folding, cutting - Use practical apparatus to show half of a given number of objects. Explore with set of counters, then mixed counters. - Understand that halves are two equal parts. - Sorting pictures /practical measures into more than and less than $\frac{1}{2}$ - Practical revisit of length and height – more and less than $\frac{1}{2}$ metre. - Explore word problems for halving to 10 and then extend to 20. - Understand what $\frac{1}{2}$ a turn means and demonstrate through PE/Computing/moving hands on a clock – $\frac{1}{2}$ past
5	Geometry - Recognise and name common 2-D - Describe position, direction and movement, including whole, half, quarter and three-quarter turns	- Name and recognise square, rectangle, triangle, circle, pentagon and hexagon - Sorting shapes into sets - Know some properties – sides, corners - Recognise shapes in different orientations and in the environment - Describe the position of shapes in pictures & Make pictures using set shapes - Make repeating patterns with shapes
6	Addition and Subtraction	- Recall addition and subtraction bonds for 10 and within 10 - Addition bonds for 20



	- 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 one-digit and two-digit numbers to 20, including zero - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems $7 = \square - 9.$	- Subtraction bonds for 20 - Addition and subtraction bonds for 11,12,13,14,15,16,17,18 and 19 - Use of = sign in different positions - Empty Box problems within 20 - Applying the above to a range of contexts
7	Measures – Time - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - Recognise and use language relating to dates, including days of the week, weeks, months and years - Tell the time to the hour	- Knowing morning, afternoon evening , today, tomorrow and yesterday - Ordering a set of events - Revise naming and ordering the days of the week - Knowing the day before and the day after - Naming and ordering the months of the year - Knowing the month before and month after - Making times on the hour on a clock - Reading o'clock on a clock - Ordering times – knowing that 2 o'clock is 1 more hour than 1 o'clock