

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Place Value to 10			Time Sequencing	Addition and Subtraction to 10			Place Value	Measurement: height (non-standard)	Measurement: Weight (non-standard)	Consolidate	
Vocabulary	ones tens digit the same number as, as many as more, larger bigger greater fewer smaller less fewest smallest least most biggest largest greatest one more ten more			Days of the week First next Months of the year Seasons Bedtime/ dinner time Date Year Today Yesterday tomorrow Before After	Add Whole Part Equal Plus More Bigger Altogether Subtract subtraction Minus Less Equal How many Smaller Difference Forwards Backwards Total Jumps of 1			ones tens digit the same number as, as many as more, larger bigger greater fewer smaller less fewest smallest least most biggest largest greatest one more ten more	Taller tallest Height Size Longer Longest Shorter Shortest Compare size	Weight Scales Heavy Heavier heaviest Light Lighter lightest Heavier than lighter than	Consolidate learning from previous 12 weeks and focus on areas children require more work on.	
KIRFS	I can read and write numbers to 10						I know number bonds within 10					
EYFS	<ul style="list-style-type: none"> → Recognises numerals 1-5 → Recognises numerals of personal significance → Counts up to 3 or 4 objects by saying one number name for each item → Counts actions or objects that cannot be moved → Counts objects to 10 and beginning to count beyond 10 → Counts out up to 6 objects from a larger group → Selects the correct numeral to represent 1-5, the 1- 10 objects → Counts an irregular arrangement of up to 10 objects → Uses the language of “more” and “fewer” to compare two sets of objects → Says the number that is one more than a given number → Finds one more or one less from a group of up to 5 objects then 10 objects 			<ul style="list-style-type: none"> → Use everyday language related to time → Orders and sequences familiar events → Measures short periods of times in simple ways → Children use everyday language to talk about size, weight capacity, position, direction, time and money to compare, quantities and objects and to solve problems → They recognize, create and describe patterns. 		<ul style="list-style-type: none"> → Finds the total number of items in two group by counting all of them → In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting → Records, using marks that they can interpret and explain → Using quantities or objects, they add or subtract 2 single-digit numbers and count on or back to find the answers → Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. → Add and subtract one digit numbers to 10, including zero. → Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. → Add and subtract one digit numbers to 10, including zero. → Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. 			See Place Value weeks 1-3	<ul style="list-style-type: none"> → Orders 2 or 3 items by length of height → They solve problems, including doubling, halving and sharing → Children use everyday language to talk about size, weight capacity, position, direction, time and money to compare, quantities and objects and to solve problems 		<ul style="list-style-type: none"> → Children use everyday language to talk about size, weight capacity, position, direction, time and money to compare, quantities and objects and to solve problems
NC	<ul style="list-style-type: none"> → Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. → Count, read and write numbers to 100 in numerals. → Given a number, identify one more and one less. → Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. 			<ul style="list-style-type: none"> → 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. 		<ul style="list-style-type: none"> → Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. → Add and subtract one digit numbers to 10, including zero. 			See Place Value weeks 1-3	<ul style="list-style-type: none"> → Measurement: Length and Height Measure and begin to record lengths and heights. → Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). 		<ul style="list-style-type: none"> → Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. → Compare, describe and solve practical problems for 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]
Small Steps	<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, some → Less than, greater than, equal to → Introduce = , > and < symbols. 			<ul style="list-style-type: none"> → Before and after. → Dates. 		<ul style="list-style-type: none"> → Introduce part-part-whole → Part whole model. → Write number sentences → Fact families – addition facts → Number bonds within 10 → Systematic number bonds within 10 → Number bonds to 10 1NF–1 Develop fluency in addition and subtraction facts within 10. 1AS–2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts. → Addition – add together → Addition – add more → Addition problems → Find a part → Fact families- the eight facts → Subtraction: Taking away, how many left? → Crossing out. 			<ul style="list-style-type: none"> → Introduce = , > and < symbols. → Compare numbers. → Order objects and numbers → Number line 	<ul style="list-style-type: none"> → Compare lengths and heights. → Measure length (1). 		<ul style="list-style-type: none"> → Introduce weight and mass. → Measure mass. → Compare mass.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Place Value to 20				Addition and Subtraction to 20			Measurement: capacity (non-standard)	Geometry 3D Shape	Geometry 2D Shape	Fraction: (shape)	Time: O'clock half past
Vocabulary	Smallest Largest Digit Sequence				addition add more and make sum total altogether number bonds systematic			full empty half full holds container nearly full/empty full capacity units non- standard measure predict estimate bottle measuring cylinder cup jug beaker most / least	Curved straight round hollow solid sort make build draw size faces flat fat dimensional sphere cylinder cube cuboid pyramid cone prism roll	Flat Curved Straight Round Equal sides Side Corner Edge	Fraction equal part equal grouping equal sharing parts of a whole half one of two equal parts quarter one of four equal parts	hour o'clock half past quarter past quarter to clock clock face watch hands hour hand minute hand hours minutes
KIRFS	Compare numbers using <, > and = with numbers to 20						Know doubles and halves to 10					
EYFS	→ secure previous				→ secure previous			→ Children use everyday language to talk about size, weight capacity, position, direction, time and money to compare, quantities and objects and to solve problems	→ Select a particular named shape → They recognize, create and describe patterns.	→ They recognize, create and describe patterns.	→ They recognize, create and describe patterns.	→ Use everyday language related to time → Orders and sequences familiar events → Measures short periods of times in simple ways → Children use everyday language to talk about size, weight capacity, position, direction, time and money to compare, quantities and objects and to solve problems
NC	→ Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. → 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.				→ Represent and use number bonds and related subtraction facts within 10. → Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.			→ Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. → Compare, describe and solve practical problems for 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]	→ Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres)	→ Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles).	→ Recognise, find and name a half as one of two equal parts of an object, shape or quantity. → Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	→ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Small Steps	→ Recognise numbers as words → Count on from any number → 1 more → Count backwards within 20 → 1 less → Compare groups by matching → Fewer, more, some → Less than, greater than, equal to → Use =, > and < symbols. → Order numbers → Order groups of objects. → Count forwards and backwards and write numbers to 20 in numerals and words.				1NF-1 Develop fluency in addition and subtraction facts within 10. 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. Within 20: → Addition – add together → Addition – add more → Addition problems → Find a part → Fact families- the eight facts → Subtraction: Taking away, how many left? → Crossing out. → Subtraction: Taking away, how many left? → Introducing the subtraction symbol. → Subtraction on a number line → Add or subtract 1 or 2			→ Introduce capacity. → Measure capacity. → Compare capacity.	→ Recognise and name 3D shapes. 1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. → Sort 3D shapes.	→ Recognise and name 2D shapes. 1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. → Beginning to use mathematical names for "solid" 3D shapes and "flat" 2D shapes, and mathematical terms to describe shapes → Select a particular named shape → Select a particular named shape → Uses familiar objects and common shapes to create and recreate patterns and build models 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. → Sort 2D shapes.	→ Halving shapes or objects. → Find a quarter of a shape or object.	→ Time to the hour. → Time to the half hour.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Place Value to 50		Geometry: 2D and 3D shape patterns	Multiplication and Division			Place Value to 100		Fractions: (of Quantity)	Position and direction:	Measurement: Standard across measures	Money
Vocabulary	ones tens digit the same number as as many as more larger bigger greater fewer smaller less fewest smallest least most biggest largest greatest one more ten more		2-D shape corner Side Point pointed rectangle (including square) circle triangle 3-D shape face edge vertex vertices cube cuboid pyramid sphere cone cylinder	Place value multiple skip counting twos fives tens odd number even number pattern equal group arrays doubles multiples multiply times groups of multiplication multiply multiplied by multiple			ones tens digit the same number as, as many as more, larger bigger greater fewer smaller less fewest smallest least most biggest largest greatest one more ten more		fraction equal part equal grouping equal sharing parts of a whole half one of two equal parts quarter one of four equal parts	Position and direction position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn	Length centimetre, metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, near, close ruler metre stick, weight kilogram, half kilogram weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales Capacity and volume litre, half litre capacity volume full empty more than less than half full quarter full holds container	Money coin penny pence notes value amount pound price cost buy sell spend spent pay
KIRFS	Count Forwards and Backwards						Count in twos					
EYFS	→ secure previous		→ Uses familiar objects and common shapes to create and recreate patterns and build models → They recognize, create and describe patterns.	→ secure previous → They solve problems, including doubling, halving and sharing			→ secure previous		→ secure previous	→ Can describe their relative position such as “behind” or “next to	→ Children use everyday language to talk about size, weight capacity, position, direction, time and money to compare, quantities and objects and to solve problems	→ Children use everyday language to talk about size, weight capacity, position, direction, time and money to compare, quantities and objects and to solve problems
NC	→ Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. → Count, read and write numbers to 50 in numerals. → Given a number, identify one more or one less. → 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.		→ Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). → Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	→ 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 in multiples of twos, fives and tens. → Count in multiples of twos, fives and tens. → 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			→ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. → Count, read and write numbers to 100 in numerals. → Given a number, identify one more and one less. → Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.		→ Recognise, find and name a half as one of two equal parts of an object, shape or quantity. → Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	→ Describe position, direction and movement, including whole, half, quarter and three quarter turns	→ Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) → Compare, describe and solve practical problems for: 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]	→ Recognise and know the value of different denominations of coins and notes.
Small Steps	→ Numbers to 50. → Tens and ones. → Represent numbers to 50. → One more one less. → Compare objects within 50.		→ Patterns with 3D and 2D shapes. 1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	→ Count in 2s and 5s 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. → Make equal groups. → Add equal groups. → Make arrays 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. → Make doubles → Make equal groups – grouping			→ Compare numbers within 50. → Order numbers within 50. → Counting to 100. 1NPV-1 Count within 100, forwards and backwards, starting with any number. Partitioning numbers. 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. → Ordering numbers. One more, one less.		→ Halving a quantity. → Find a quarter of a quantity.	→ Describe turns. → Describe Position (1). → Describe Position (2).	→ Measure length (2).	→ Recognising coins. → Recognising notes. → Counting in coins.