Half Term 1 (8 weeks)	Number		Geometry/Measurement/Statistics N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
Mental/Oral – on-going skills needed (approx. 15/20 minutes daily)	On-going skills	Half-termly focus	
• Count to numbers up to 100 (and beyond for those ready) starting from 0 or 1 forwards and backwards (use counter, counting sticks, number lines etc) • Count, read and write numbers to 100 in numerals	• Knowing number bonds to 10, then 20 (n.b Pupils memorise and reason with number bonds to 10 and 20 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9). They should realise the effect of adding or subtracting zero) • Represent and use number bonds to 20 and related subtraction facts within 10 • Solve one-step problems that involve + and -, using concrete objects and pictorial representations • Investigations/	• Read and write numbers from 1-20 in numerals and words • 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 (fewer), most, least	• Recognise and name common 2D shapes e.g. rectangles (including squares), circles and triangles • Compare, describe and solve practical problems for: Length and heights e.g. long/short, longer/shorter, tall/short, double/half • Measure and begin to record lengths and heights • Recognise and use language relating to dates, including days of the week, weeks, months and years

	Problems that involve the above skills		

Half Term 2 (7 weeks) Mental/Oral – on-going skills needed	Number		Geometry/Measurement/Statistics N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
	On-going skills	Half-termly focus	
• Count to numbers up to 100 (and beyond for those ready) starting from different numbers forwards and backwards (use counter, counting sticks, number lines etc) • Count, read and write numbers to 100 in numerals	• Knowing number bonds to 10, then 20 (n.b Pupils memorise and reason with number bonds to 10 and 20 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9). They should realise the effect of adding or subtracting zero) • Represent and use number bonds and related subtraction facts within 10 • Solve one-step problems that involve + and -, using concrete objects and pictorial representations • Investigations/	• Read, write and interpret mathematical statements involving + and – and = signs • begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. • Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	• Recognise and know the value of different denominations of coins and notes • Describe position, direction and movement including whole, half, quarter and three quarter turns • Sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) – daily when referring to timetable, date, activities etc. **Then to become an on-going skill used regularly as appropriate**

	• Problems that involve the above skills • Read and write numbers from 1-20 in numerals and words		

Half Term 3 (6 weeks) Mental/Oral – on-going skills needed	Number		Geometry/Measurement/Statistics N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
	On-going skills	Half-termly focus	
• Count to numbers up to 100 starting from 0 or 1, or from any given number forwards and backwards (use counter, counting sticks, number lines etc). Look at patterns in the number e.g. odd numbers end in…even numbers end in… • Count, read and write numbers to 100 in numerals. Count in multiples of 2s,5s and 10s (use 100 square to look at patterns) • Given a number, identify one more and one less	• Knowing number bonds to 20 (n.b Pupils memorise and reason with number bonds to 10 and 20 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9). They should realise the effect of adding or subtracting zero) • Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve + and -, using concrete objects and pictorial representations. Include missing	• 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 • Add and subtract 1 digit and 2 digit numbers to 20, including zero	• Recognise and name common 3D shapes (for example, cuboids (including cubes), pyramids and spheres • Compare, describe and solve practical problems for: Mass/weight (for example heavy/light, heavier than, lighter than) • Measure and begin to record mass/weight

	number problems such as 7 = ▣ - 9. • Investigations/ Problems that involve the above skills • Read and write numbers from 1-20 in numerals and words		

Half Term 4 (5 weeks) Mental/Oral – on-going skills needed	Number		Geometry/Measurement/Statistics N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
	On-going skills	Half-termly focus	
• Count to numbers up to 100 starting from 0 or 1, or from any given number forwards and backwards (use counter, counting sticks, number lines etc). Look at patterns in the number e.g. odd numbers end in…even numbers end in… • Count, read and write numbers to 100 in numerals. Count in multiples of 2s,5s and 10s (use 100 square to look at patterns) • Given a number, identify one more and one less	• Knowing number bonds to 20 (n.b Pupils memorise and reason with number bonds to 10 and 20 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9). They should realise the effect of adding or subtracting zero) • Represent and use number bonds and related subtraction facts within 20 • Investigations/ Problems that involve the above skills • Read and write numbers from 1-20 in numerals and words	• 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, find and name a half as one of two equal parts of an object, shape or quantity	• Recognise and know the value of different denominations of coins and notes • Describe position, direction and movement including whole, half, quarter and three quarter turns

Half Term 5 (6 weeks) Mental/Oral – on-going skills needed	Number		Geometry/Measurement/Statistics N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
	On-going skills	Half-termly focus	
• Count to numbers up to 100 starting from 0 or 1, or from any given number forwards and backwards (use counter, counting sticks, number lines etc). Look at patterns in the number e.g. odd numbers end in…even numbers end in… • Count, read and write numbers to 100 in numerals. Count in multiples of 2s,5s and 10s (use 100 square to look at patterns) • Given a number, identify one more and one less	• Knowing number bonds to 20 (n.b Pupils memorise and reason with number bonds to 10 and 20 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9). They should realise the effect of adding or subtracting zero) • Represent and use number bonds and related subtraction facts within 20 • Investigations/ Problems that involve the above skills • Read and write numbers from 1-20 in numerals and words	• 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 • Consolidate adding and subtracting 1 digit and 2 digit numbers to 20, including zero • Read, write and interpret mathematical statements involving + and – and = signs	• Compare, describe and solve practical problems for: Capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter) • Measure and begin to record capacity and volume • Consolidate understanding of shape from previous terms

	Number		Geometry/Measurement/Statistics
Half Term 6 (8 weeks) Mental/Oral – on-going skills needed			N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
	On-going skills	Half-termly focus	
• Count to numbers up to 100 starting from 0 or 1, or from any given number forwards and backwards (use counter, counting sticks, number lines etc). Look at patterns in the number e.g. odd numbers end in…even numbers end in… • Count, read and write numbers to 100 in numerals. Count in multiples of 2s,5s and 10s (use 100 square to look at patterns) • Given a number, identify one more and one less	• Knowing number bonds to 20 (n.b Pupils memorise and reason with number bonds to 10 and 20 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9). They should realise the effect of adding or subtracting zero) • Represent and use number bonds and related subtraction facts within 20 • Investigations/ Problems that involve the above skills	• 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, 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 (link to it being half of a half)	• Compare, describe and solve practical problems for: Time e.g. quicker, slower, earlier, later • Measure and begin to record time in hours, minutes and seconds • Tell the time to the hour and half past and draw the hands on a clock face to show these times • Consolidate understanding of position, direction and movement