

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	On-going skills	
<p>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</p> <p>Compare and order numbers from 0 up to 100; use 100; use &lt;, &gt; and = signs</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p>	<p>Read and write numbers to at least 100 in numerals and words</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Pupils should be taught to:</p> <p>Solve problems with addition and subtraction: Using concrete objects and pictorial representations including those involving numbers, quantities and measures</p>	<p>Pupils should be taught to:</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes, (for example a circle on a cylinder and a triangle on a pyramid)</p> <p>Compare and sort common 2-D and 3-D Shapes and everyday objects.</p>

Half Term 2 (7 weeks)	Number		Geometry/Measurement/Statistics
	On-going skills	Half-termly focus	N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
<p>Mental/Oral – on-going skills needed</p> <p>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</p> <p>Compare and order numbers from 0 up to 100; use 100; use &lt;, &gt; and = signs</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Read and write numbers to at least 100 in numerals and words</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Pupils should be taught to:</p> <p>Solve problems with addition and subtraction:</p> <p>Using concrete objects and pictorial representations including those involving numbers, quantities and measures</p>	<p>Add and subtract numbers using concrete objects, pictorial representations and mentally, including</p> <p>A two digit number and ones,</p> <p>A two digit number and tens,</p> <p>A two digit numbers</p> <p>Adding three one digit numbers</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>Pupils should be taught to:</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data</p>

Half Term 3 (6 weeks)	Number		Geometry/Measurement/Statistics
	On-going skills	Half-termly focus	N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
<p>Mental/Oral – on-going skills needed</p> <p>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</p> <p>Compare and order numbers from 0 up to 100; use 100; use &lt;, &gt; and = signs</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Read and write numbers to at least 100 in numerals and words</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Pupils should be taught to: Solve problems with addition and subtraction: Using concrete objects and pictorial representations including those involving numbers, quantities and measures</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p>	<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>	<p>Pupils should be taught to Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for a quarter, half, three quarter turns (clockwise and anti-clockwise)</p>

Half Term 4 (5 weeks)	Number		Geometry/Measurement/Statistics
	On-going skills	Half-termly focus	N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
<p>Mental/Oral – on-going skills needed</p> <p>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</p> <p>Compare and order numbers from 0 up to 100; use 100; use &lt;, &gt; and = signs</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Read and write numbers to at least 100 in numerals and words</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Pupils should be taught to: Solve problems with addition and subtraction: Using concrete objects and pictorial representations including those involving numbers, quantities and measures</p>	<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>	<p>Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Pupils should be taught to: Choose and use appropriate standard units to estimate and measure length/height in any direction m/cm mass kg/g to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using &gt; &lt; and =</p>

Half Term 5 (6 weeks)	Number		Geometry/Measurement/Statistics
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<p>Mental/Oral – on-going skills needed</p> <p>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</p> <p>Compare and order numbers from 0 up to 100; use 100; use &lt;, &gt; and = signs</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Read and write numbers to at least 100 in numerals and words</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Pupils should be taught to: Solve problems with addition and subtraction: Using concrete objects and pictorial representations including those involving numbers, quantities and measures</p>	<p>Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p>Recognise, find, name, and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p>	<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including given change</p>

<p><b>Half Term 6 (8 weeks)</b></p> <p>Mental/Oral – on-going skills needed</p>	Number		Geometry/Measurement/Statistics
	On-going skills	Half-termly focus	N.B Where possible link data handling to cross-curricular learning e.g. Science/Geography/PE
	<p>Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p>Recognise, find, name, and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p>	<p>Compare and sequence intervals of time</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>Know the number of minutes in an hour and the numbers of hours in a day</p>