

Medium term Plans for Autumn Years 1/2

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
1	<p>Number and place value</p> <p>Day 1: Recite numbers to at least 20: Count reliably up to 20 objects, recognising that rearranged number of objects stays the same; Make a sensible estimate up to 20;</p> <p>Day 2: Recognise and estimate numbers more and less than 10; Order numbers to 20 on a track; say number before/ after any given number to 20;</p> <p>Day 3: Use the landmarks of 5s to help place other numbers on a washing line or bead bar; say number before/ after any given number to 20;</p> <p>Day 4: Make each 'teens' number by adding more to 10 (e.g. using cubes or beads); Partition each 'teens' number into 10 and the rest</p> <p>Day 5: Make each 'teens' number by adding more to 10 (e.g. using cubes or beads); Partition each 'teens' number into 10 and the rest</p>	<p>Day 1: 1. Counting reliably to 20 2. Recognising that the rearranged order of objects has the same value</p> <p>Day 2: 1. Knowing whether a number is more or less than 10. 2. Using the landmarks of multiples of 5 to help children place other numbers on a line or bead bar.</p> <p>Day 3: 1. Knowing whether a number is more or less than 10 2. Using the landmarks of multiples of 5 to help children place other numbers on a line or bead bar</p> <p>1. Recognise missing numbers from a 1-20 number washing line</p> <p>Day 4: 1. Use knowledge of other numbers to place numbers on a line 2. Find amounts more, less and in between numbers 3. Recognise a teen number adding more to 10. 4. Make teen numbers showing partitioning</p> <p>Day 5: 1. Understand 'teen' numbers as partitioning into 10 and 'a bit' 2. Begin to record in additions</p> <p>HAT Outcomes 1 (counting to 20), 4 (up to 20), 5, 6 (nos to 20)</p>	<p>Number and place value</p> <p>Day 1: Mark two-digit numbers on a beaded line, then on a landmarked line (labelled in tens); order and compare numbers to 100; say which is more or less; say a number in between any given pairs of multiples of ten.</p> <p>Day 2: Count in tens from 1- and 2-digit numbers and back again;</p> <p>Day 3: Estimate a quantity up to 100, then count in tens</p> <p>Day 4: Write place value additions and subtractions for 2-digit numbers</p> <p>Day 5: Perform place value additions and subtractions; show 2-digit numbers on a bead string and write the corresponding addition, e.g. $56 = 50 + 6$; Partition two-digit numbers into multiples of ten and one;</p>	<p>Day 1: 1. Counting reliably to 10 2. Write place value related additions</p> <p>Day 2: 1. Count in tens from a single-digit number marking jumps on a beaded line.</p> <p>Day 3: 1. Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100).</p> <p>Day 4: 1. Show two-digit numbers on a bead string and write the place value addition (e.g. $26 = 20 + 6$).</p> <p>Day 5: 1. Partition two-digit numbers into multiples of ten and one. 2. Use place value to add and subtract (e.g. $30 + 4$, $53 - 3$).</p> <p>HAT Outcomes 2 (forward), 3 (place value), 4 (beaded line) and 6</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
2	<p>Addition</p> <p>Day 1: Understanding addition as combining two sets; partition 5 into two sets and record the related addition sentences;</p> <p>Day 2: Relate counting on to addition; add a small number by counting on;</p> <p>Day 3: Relate counting on to addition; add 1, 2, 3, 4, and 5 to 5 by counting on;</p> <p>Day 4: Relate counting on to addition; add one or two numbers to 6 by counting on;</p> <p>Day 5: Relate counting on to addition; add one or two numbers to 10 by counting on;</p>	<p>Day 1: 1. Partition 5 into pairs 2. Record in addition sentences</p> <p>Day 2: 1. Add small numbers to 5 to create addition sentences 2. Count on from 5.</p> <p>Day 3: 1. Add 1, 2, 3, 4 or 5 to 5 by counting on 2. Record as addition sentences</p> <p>Day 4: 1. Add 1 or 2 to numbers to 6 by counting on</p> <p>Day 5: 1. Add 1 or 2 to numbers to 10 and some to 15 by counting on</p> <p>HAT Outcomes 8 (pairs to 5), 10 and 11 (counting on)</p>	<p>Addition and subtraction</p> <p>Day 1: Know pairs to ten then to 7, 8 and 9; record related addition sentences and find corresponding subtraction facts; see the = sign to represent equality (e.g. $6 + 4 = 7 + 3$);</p> <p>Day 2: Know pairs to ten then to 20; record related addition sentences; find corresponding subtraction facts; use = sign to represent equality ($6 + 4 = 7 + 3$);</p> <p>Day 3: Know pairs to 20; recognise use of a symbol such as ■ to represent an unknown;</p> <p>Day 4: Add/subtract ten using spider; count on/back in 10s from any single-digit number then any number;</p> <p>Day 5: Add and subtract ten using coins; relate counting on/back in tens to finding 10 more/less</p>	<p>Day 1: 1. Use the = sign to represent equality 2. Understand how □ can represent an unknown</p> <p>Day 2: 1. Partition 10 and 20 into pairs and write related addition and subtraction facts.</p> <p>Day 3: 1. Begin to know by heart pairs to 20</p> <p>Day 4: 1. Add/subtract 10 to/from 2-digit numbers by counting back in 10s (not 1s).</p> <p>Day 5: 1. Find 10p more/less than amounts up to 89p</p> <p>HAT Outcomes 14 (missing nos), 7 (7, 8, 9, 10, 20), 2 and 3</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
3	<p>Money and measures</p> <p>Day 1: Recognise 1p, 2p, 5p and 10p coins; know how much each coin to 10p is worth;</p> <p>Day 2: Add 1p and 2p coins up to 10p</p> <p>Day 3: Find ways of making amounts up to 10p; find totals of two coins from 1p, 2p, 5p and 10p</p> <p>Day 4: Tell the time to the hour; use vocabulary related to time;</p> <p>Day 5: Know the times of key events in the day; read the time to the hour and half past; use vocabulary related to time;</p>	<p>Day 1: 1. Know how much each coin to 10p is worth. 2. Begin to find the total of two coins.</p> <p>Day 2: 1. Add 1p and 2p to coins up to 10p and write the addition.</p> <p>Day 3: 1. Find ways to pay amounts to 10p.</p> <p>Day 4: 1. Tell the time to the hour. 2. Show o'clock times on small clocks. 3. Begin to show half past times</p> <p>Day 5: 1. Tell time to the nearest half hour.</p> <p>HAT Outcomes 11 (counting on), 19 (to the hour), 21 and 22 (coins <20p)</p>	<p>Money and measures</p> <p>Day 1: Recognise coins; find the total value of two coins; make amounts, finding totals up to 20p;</p> <p>Day 2: Find totals, including adding more than two amounts using number facts to help; investigate amounts to be made using coins; find all possibilities by making an ordered list;</p> <p>Day 3: Use coins to buy objects up to 20p and find change from 10p and 20p.</p> <p>Day 4: Read time on digital/analogue clocks to nearest half an hour</p> <p>Day 5: Read time on digital/analogue clocks to nearest quarter of an hour; begin to identify time intervals</p>	<p>Day 1: 1. Recognise all coins. 2. Add the values of 2 coins.</p> <p>Day 2: 1. Use ordered lists to find all possibilities</p> <p>Day 3: 1. Find the total of 2 times (total less than 20p). 2. Find change from 20p.</p> <p>Day 4: 1. Read the time to the half hour on digital and analogue clocks.</p> <p>Day 5: 1. Read the time to the ¼ hour on analogue clocks. 2. Begin to identify time intervals</p> <p>HAT Outcomes 27 (combine amounts), 28 (pence only) and 29</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
4	<p>Measures and shape</p> <p>Day 1: Measure length using a non-standard, uniform unit;</p> <p>Day 2: Estimate and measure length using a non-standard, uniform unit;</p> <p>Day 3: Estimate, measure and compare objects, choosing and using suitable uniform non-standard or standard units, including metre sticks.</p> <p>Day 4: Understand and create symmetrical patterns;</p> <p>Day 5: Spot whether a pattern/object is symmetrical;</p>	<p>Day 1: 1. Measure length with non-standard units. 2. Make sensible estimations, stating whether something is shorter or longer</p> <p>Day 2: 1. Measure length with non-standard units. 2. Order different lengths</p> <p>Day 3: 1. Begin to have a sense of how long a metre is. 2. Estimate using metres and find items longer and shorter than 1m</p> <p>Day 4: 1. Understand the term 'symmetry'. 2. Create symmetrical patterns</p> <p>Day 5: 1. Recognise whether a pattern or object is symmetrical. 2. Find a line of symmetry</p> <p>HAT Outcomes 17 (length) and 18 (length)</p>	<p>Measures and shape</p> <p>Day 1: Estimate and measure lengths using standard units, i.e. decimetres.</p> <p>Day 2: Estimate and measure lengths using standard units, i.e. centimetres; know that there are 10cm in a decimetre.</p> <p>Day 3: Measure using rulers marked in centimetres and metres.</p> <p>Day 4: Find change from 20p.</p> <p>Day 5: Add and subtract 10, 11 and 20 in the context of money;</p>	<p>Day 1: 1. Use a uniform unit to measure to the length to the nearest unit 2. Sort and describe 3D shapes, referring to their properties.</p> <p>Day 2: 1. Measure length to the nearest centimetre.</p> <p>Day 3: 1. Choose from a range to estimate the lengths of objects. 2. Measure length to the nearest centimetre.</p> <p>Day 4: 1. Find change from 20p and totals of two amounts up to 20p. 2. Solve and write simple number stories involving money.</p> <p>Day 5: 1. Add and subtract 10, 11 and 20 in the context of money</p> <p>HAT Outcomes 25 (length), 26 (length), 28 (pence only) and 10</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
5	<p>Addition and subtraction</p> <p>Day 1: Understand subtraction as ‘taking away’; count what’s left and record the related subtraction sentences;</p> <p>Day 2: Begin to count back to subtract; record the related subtraction sentences;</p> <p>Day 3: See how subtraction ‘undoes’ addition; relate counting on to addition and counting back to subtraction.</p> <p>Day 4: Add or subtract 1 or 2 by counting on or counting back;</p> <p>Day 5: Decide whether to add or subtract to solve a word problem</p>	<p>Day 1: 1. Understand subtraction as ‘take away’. 2. Count what’s left and record the related subtraction sentences.</p> <p>Day 2: 1. Begin to count back to subtract.</p> <p>Day 3: 1. See how subtraction ‘undoes’ addition. 2. Add and subtract numbers up to 15.</p> <p>Day 4: 1. Add and subtract 1 or 2. 2. Read the signs + and –.</p> <p>Day 5: 1. Decide whether to add or subtract to solve a word problem. 2. Represent objects in a word problem with cubes or fingers.</p> <p>HAT Outcomes 1 (one less), 10, 11 (counting back) and 12</p>	<p>Addition and subtraction / Money</p> <p>Day 1: Use pairs to ten to find the complement to the next multiple of ten;</p> <p>Day 2: Use pairs to ten to find the complement to the next multiple of ten;</p> <p>Day 3: Use pairs to ten to find the complement to the next multiple of ten;</p> <p>Day 4: Add 10, 20, 11 and 21</p> <p>Day 5: Subtract 10, 20, 11 and 21</p>	<p>Day 1: 1. Use pairs to 10 and the image of the 100-beaded string to find what needs to be added to a 2-digit number to make the next multiple of 10.</p> <p>Day 2: 1. Use pairs to 10 and the image of the 1–100 grid to find what needs to be added to a 2-digit number to make the next multiple of 10</p> <p>Day 3: 1. Use pairs to 10 to find what needs to be added to a 2-digit number to make next multiple of 10.</p> <p>Day 4: 1. Add 10, 20, 11 and 21 to two-digit numbers less than 80</p> <p>Day 5: 1. Subtract 10, 20, 11 and 21 from two-digit numbers.</p> <p>HAT Outcomes 6 (next 10), 7 (10), 12 (next 10) , 14 (missing nos), 10 and 11 (1st part)</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
6	<p>Number and fractions</p> <p>Day 1: Order numbers 1-20 on a track; mark numbers on a 0-20 beaded line including marking numbers just before/after 5, 10, 15, 20;</p> <p>Day 2: Compare two numbers less than 20, say which is more or less; Count on or back starting from any number up to 20;</p> <p>Day 3: Count in ones and tens from 1 to 100; count on or back;</p> <p>Day 4: Find halves of shapes; recognise fractions ($\frac{1}{2}$) of shapes;</p> <p>Day 5: Recognise and find quarters ($\frac{1}{4}$) of shapes</p>	<p>Day 1: 1. Order numbers on a track. 2. Mark numbers on a beaded line using the 'landmarks' of 5, 10, 15 and 20 to help</p> <p>Day 2: 1. Compare 2 numbers less than 20.</p> <p>Day 3: 1. Count from 1 to 100. 2. Count in 10s from 10, matching multiples on their fingers.</p> <p>Day 4: 1. Recognise $\frac{1}{2}$ of shapes. 2. Divide regular shapes in.</p> <p>Day 5: 1. Recognise quarters of shapes.</p> <p>HAT Outcomes 4 (to 20), 5, 1, 2 (10s), 15 (shapes) and 16 (shapes)</p>	<p>Number and fractions</p> <p>Day 1: Recognise odd and even numbers; count in twos;</p> <p>Day 2: Count in tens and twos, spotting patterns;</p> <p>Day 3: Count in tens and begin to use multiplication; recognise multiples of ten;</p> <p>Day 4: Find halves and quarters of shapes by folding; recognise fractions ($\frac{1}{2}$) of shapes;</p> <p>Day 5: Find halves ($\frac{1}{2}$) and quarters ($\frac{1}{4}$) of shapes, including three quarters ($\frac{3}{4}$);</p>	<p>Day 1: 1 Recognise odd and even numbers to at least 20.</p> <p>Day 2: 1. Describe and continue patterns. 2. Count in 2s and 10s. 3. Recognise multiples of 2 and 10.</p> <p>Day 3: 1. Understand multiplication as repeated addition. 2. Count in 10s.</p> <p>Day 4: 1. . Find halves and quarters of shapes by folding. 2. Recognise which shapes are divided in halves/quarters and which are not.</p> <p>Day 5: 1. Colour $\frac{1}{4}$ or $\frac{3}{4}$ of shapes.</p> <p>HAT Outcomes 1 (2s and 10s), 18 (odds/evens), 36, 21, 23 and 24 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$)</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
7	<p><i>Doubling and halving and measures</i></p> <p>Day 1: Find doubles to double 5;</p> <p>Day 2: Share numbers to 10 to find which are even and odd;</p> <p>Day 3: Find odd and even numbers on a 1-20 track; Count in 2s to find odd and even numbers to 20;</p> <p>Day 4: Order the days of the week; use vocabulary related to time;</p> <p>Day 5: Order the months of the year; use vocabulary related to time;</p>	<p>Day 1: 1. Understand that a double is two of the same number added together. 2. Begin to know doubles 1 to 5. 3. Find doubles to double 10.</p> <p>Day 2: 1. Try to share numbers to 10 to find which are even and which are odd. 2. Begin to recognise which numbers are odd and even without sharing.</p> <p>Day 3: 1. Find odd and even numbers on a 1–20 track. 2. Count in twos from 1 and 2 to find odd and even numbers to 20.</p> <p>Day 4: 1. Order days of the week. 2. Answer questions about the order of days of the week.</p> <p>Day 5: 1. Order months of the year. 2. Recognise when the months are ordered incorrectly.</p> <p>HAT Outcomes 13 (up to 5), 2 (2s) and 20 (days & months)</p>	<p><i>Doubling and halving and addition and subtraction</i></p> <p>Day 1: Find doubles to double 20 and corresponding halves;</p> <p>Day 2: Find doubles to double 20 and corresponding halves;</p> <p>Day 3: Find halves of even numbers using strips to help;</p> <p>Day 4: Know how long 15, 30 and 60 seconds are.</p> <p>Day 5: Have a sense of the length of a minute.</p>	<p>Day 1: 1. Find doubles to at least double 20 using bead strings to help.</p> <p>Day 2: 1. Investigate which numbers to 30 can be halved (whole number answers), and find that these are even numbers.</p> <p>Day 3: 1. Use strips to halve even numbers and write the corresponding double.</p> <p>Day 4: 1. Have an idea of the length of 15, 30 and 60 seconds.</p> <p>Day 5: 1. Have a sense of the length of a minute. 2. Time events in minutes.</p> <p>HAT Outcomes 18 (to 30), 31 (minutes/seconds) and 32 (tables)</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
8	<p>Shape and data</p> <p>Day 1: Visualise, name, describe squares, circles rectangles and triangles;</p> <p>Day 2: Visualise, name and describe squares, rectangles, circles and triangles; use to make patterns and pictures;</p> <p>Day 3: Visualise, name and describe squares, rectangles, circles and triangles; use to make patterns and pictures;</p> <p>Day 4: Use lists to sort objects; use practical resources; record information and answer questions using tables;</p> <p>Day 5: Use a table to sort objects; use practical resources; record information and answer questions using tables.</p>	<p>Day 1: 1.Name and describe some properties of squares, rectangles, circles and triangles.</p> <p>Day 2: 1.Name and describe properties of squares, rectangles, circles and triangles. 2. Begin to use more mathematical vocabulary to describe properties.</p> <p>Day 3: 1. Name, describe properties of squares, rectangles, circles and triangles and match them into sets. 2. Recognise simple shapes no matter the proportion or orientation.</p> <p>Day 4: 1.Understand that objects can be sorted in different ways. 2. Use lists to sort objects.</p> <p>Day 5: 1.Think of different ways to sort shapes. 2. Use a table to sort objects.</p> <p>HAT Outcomes 24 (2D shape) and 23</p>	<p>Shape and data</p> <p>Day 1: Describe and recognise regular and irregular common 2D shapes; identify from pictures in different positions and orientations;</p> <p>Day 2: Describe, visualise and draw common 2D shapes; sort 2-D shapes, referring to their properties</p> <p>Day 3: Make and describe polygons ; sort 2-D shapes, referring to their properties;</p> <p>Day 4: Use Venn diagrams to sort 2-D shapes; referring to their properties including symmetry and right angles ('square' corners)</p> <p>Day 5: Use Carroll diagrams to sort 2-D shapes; referring to their properties including symmetry and right angles ('square' corners)</p>	<p>Day 1: 1. Recognise pentagons, hexagons and octagons including those that are irregular.</p> <p>Day 2: 1. Recognise and draw pentagons, hexagons and octagons and describe their properties.</p> <p>Day 3: 1. Visualise, make, recognise and describe 2D shapes.</p> <p>Day 4: 1. Sort objects according to 2 criteria in a Venn diagram.</p> <p>Day 5: 1. Sort 2D shapes according to given criterion using Carroll diagram.</p> <p>HAT Outcomes 33 and 34</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
9	<p>Addition and subtraction</p> <p>Day 1: Find one more/one less than any number up to 20;</p> <p>Day 2: Find two more/less than any number up to 20, recording the hops on a beaded line;</p> <p>Day 3: Find one more/one less than any two-digit number. relate counting on to addition and counting back to subtraction;</p> <p>Day 4: Find one more/one less than any two-digit number, including one more than 29, 39, etc.</p> <p>Day 5: Partition 6 into pairs; record the related addition sentences; begin to find the corresponding subtraction facts.</p>	<p>Day 1: 1. Find one more/one less than any number up to 20. 2. Record as number sentences</p> <p>Day 2: 1. Find two more/less than any number up to 20 recording the hops on a beaded line. 2. Understand hopping backwards as subtraction.</p> <p>Day 3: 1. Find one more/one less than two-digit numbers. 2. Fill in missing numbers in sequences.</p> <p>Day 4: 1. Find one more/less than any two-digit number, crossing over the tens barrier.</p> <p>Day 5: 1. Partition 6 into pairs, write the addition. 2. Find related subtractions.</p> <p>HAT Outcomes 10, 11, 1, 8 (pairs to 6)</p>	<p>Addition and subtraction</p> <p>Day 1: Add and subtract 20, 30, 40, 50 to/from two-digit numbers using the 100 grid</p> <p>Day 2: Add and subtract 20, 30, 40, 50 to/from two-digit numbers using the beaded line</p> <p>Day 3: Add 11, 12, 21 and 22 to two-digit numbers (answers less than 100);</p> <p>Day 4: Add 11, 12, 21 and 22 to two-digit numbers (answers less than 100);</p> <p>Day 5: Subtract 11, 12, 21 and 22 from two-digit numbers;</p>	<p>Day 1: 1. Add and subtract 20, 30, 40 and 50 to/from two-digit numbers using a 1–100 grid.</p> <p>Day 2: 1. Add and subtract 20, 30, 40 and 50 to/from two-digit numbers using a beaded line.</p> <p>Day 3: 1. Add 11 and 12 to two-digit numbers using the 1–100 grid.</p> <p>Day 4: 1. Add 11, 12, 13, 21, 22, 23, 31, 32 and 33 to two-digit numbers using the beaded line.</p> <p>Day 5: 1. Subtract 11, 12 and 21 or 22 from a two-digit number not crossing a multiple of ten using a 1-100 grid.</p> <p>HAT Outcomes 2, 10, 6, 11 and 15</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
10	<p>Addition and subtraction</p> <p>Day 1: Partition 7 into pairs; record the related addition sentences; begin to find the corresponding subtraction facts;</p> <p>Day 2: Partition 10 into different pairs and write the addition;</p> <p>Day 3: Partition 10 into pairs; record the related addition sentences; begin to find the corresponding subtraction facts;</p> <p>Day 4: Relate counting on to addition; add 2, 3, or 4 by counting on;</p> <p>Day 5: Realise that addition can be done in any order; add a pair of numbers by putting the larger number first.</p>	<p>Day 1: 1.Partition 7 and record the related addition sentences. 2. Write the related subtraction facts.</p> <p>Day 2: 1. Partition 10 and record the related addition sentences.</p> <p>Day 3: 1.Partition 10 and record the related addition sentences. 2. Begin to find the related subtraction facts.</p> <p>Day 4: 1.Relate counting on to addition. 2. Add 2, 3 or 4 by counting on.</p> <p>Day 5: 1. Realise that addition can be done in any order. 2. Put the larger number first when adding.</p> <p>HAT Outcomes 8 (pairs to 7), 7, 10 and 11 (counting on)</p>	<p>Addition and subtraction</p> <p>Day 1: Add and subtract single digit numbers to/from two digit numbers, not crossing 10s, using number facts and patterns; Incl. the bonds to 7 from Y1.</p> <p>Day 2: Add a single digit to a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value</p> <p>Day 3: Subtract a single digit from a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value.</p> <p>Day 4: Revise adding 'ordinary' numbers (mostly ending in 1, 2, or 3); add two-digit numbers by counting on in 10s and 1s.</p> <p>Day 5: Add an ordinary or nearly number and do the addition accordingly; add two-digit numbers choosing an appropriate method.</p>	<p>Day 1: 1. Add and subtract single digit numbers to two-digit numbers, not crossing a multiple of ten and using knowledge of number facts and patterns.</p> <p>Day 2: 1. Add a single digit to a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value.</p> <p>Day 3: 1. Subtract a single digit from a two-digit number by bridging multiples of ten using knowledge of pairs to ten and place value.</p> <p>Day 4: 1. Add a two-digit number ending in 1, 2 or 3 by counting on in 10s then adding 1, 2 or 3.</p> <p>Day 5: 1. Begin to add near multiples of 10 spotting patterns.</p> <p>HAT Outcomes 7, 8, 11 (2nd part), 10 and 15</p>

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
11	<p>Number and addition/subtraction</p> <p>Day 1: Know number bonds to 10 and find matching number pairs quickly;</p> <p>Day 2: Know number bonds to 10 and find matching number pairs quickly;</p> <p>Day 3: Count from 1 to 100, count to 100 from any given number;</p> <p>Day 4: Find one more and one less than a number up to 100;</p> <p>Day 5: Use ordinal numbers in context</p>	<p>Day 1: 1.Know number bonds to 10 finding matching pairs.</p> <p>Day 2: 1.Know by heart number bonds to 10 and record as number sentences.</p> <p>Day 3: 1.Count to 100 from different starting points.</p> <p>Day 4: 1.Find one more and one less than a given number up to 100.</p> <p>Day 5: 1.Use ordinal numbers in context up to the 10th place.</p> <p>HAT Outcomes 1 and 7</p>	<p>Mental addition</p> <p>Day 1: Know addition and subtraction facts for 20;</p> <p>Day 2: Know pairs with a total of 20 and derive the subtraction facts; Recognise the use of a symbol such as ■ to represent an unknown;</p> <p>Day 3: Add near multiples of ten by adding 10s and adjusting; identify and test patterns</p> <p>Day 4: Add near multiples of 10 by adding a multiple of 10 and adjusting;</p> <p>Day 5: Add near multiples of ten by adding multiples and adjusting</p>	<p>Day 1: 1. Find pairs to 20 and record the addition and subtraction facts.</p> <p>Day 2: 1. Recognise the use of a symbol such as ■ to represent an unknown.</p> <p>Day 3: 1 Add near multiples of 10 by adding a multiple of 10 then subtracting 1.</p> <p>Day 4: 1. Add near multiples of 10 by adding a multiple of 10 then subtracting 1.</p> <p>Day 5: 1. Add near multiples of 10 and numbers ending in 1, 2 or 3 to 2-digit numbers, choosing how to do so.</p> <p>HAT Outcomes 7, 14, 6 and 15</p>

Title of topic – colour code (see below)

GREEN – Place Value or number

ORANGE – Addition or subtraction

PURPLE – Multiplication or division (inc. scaling or square/cube numbers or multiples and factors...)

GREY – Fractions or decimals or percentages or ratio

BLUE – shape or measures or data

BROWN – Algebra