Domain	Autumn one
NPV Addition and subtraction	*Count to at least 50 forwards, beginning with 1 and backwards from 10 * Count in 10s to 50. * Given a number, identify one more and one less by counting out objects and augmenting or reducing the group by one. * Identify and represent numbers using objects, mathematical manipulatives and pictorial representations. *Use the language of one more than 6 is 7; one less that 7 is 6. *Read numbers from 1 to 20 in numerals *Use a context to solve problems involving one more and one less *Introduce the number-line with practical objects to develop understanding of how numbers relate to one another and to support ordering. Make collections of 10, 20 and 30 objects. *Order numbers up to 30 starting from any number between 1 and 10. *Sequence events in chronological order using language such as before and after, next and first (M) *Partition 5 into two parts in different ways using concrete objects (e.g.2-coloured counters or 2-coloured multi-link bars). Record pictorially. *Use a context to problem solve with number bonds to 5.
Measurement (money and length) Addition and subtraction Everyday opportunities to read the time	*Recognise and know the value of different denominations of coins e.g.1p and 10p coins. Include £10 notes for counting in 10s. *Compare and describe lengths and heights using non-standard units. Use comparative language long/short; longer/shorter; tall/short; double/half. *Solve problems in a practical context *Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs *Counting sequences (number word order) starting from any number between 0- 20 *Encourage pupils to count on from a number and back from a number with small numbers eg +/- 1; +/2, +/- 3, relating this to adding and subtracting (taking away) *1p coins to represent number making links with representations as above and use as a context for addition and subtraction *Sort coins into different types. Note what is the same and what is different. *Ensure opportunities for “shopping” role play.
Multiplication and division Fractions/Geometry	*Count reliably in 2s. *Share objects equally by counting how many in each group *Recognise and name a half as one of two equal parts of a quantity *Recognise and name common 2D shapes including squares and circles *Recognise and name a half as one of two equal parts of a shape *Look at doubles of numbers in contexts eg on a ladybird and measures eg double the number of cubes, lengths of ribbon, find pairs *Find numbers which can be shared equally into two groups and those which cannot using the vocabulary ‘odd’ and ‘even’ *Relate to work in Unit 1.1 on number *Find half of shapes by folding and quantities by equal sharing

	*Practise putting a group of objects into 'equal sized groups' and counting 'how many groups' ELG 11 They solve problems by doubling, halving and sharing *Link counting in 2s to grouping objects and to the pattern of numbers on a number-line. *Solve problems involving pairs of objects, groups of 2 using pictorial recording. *Rehearse together the language of 'How many groups of 2 are there?' ~ 'There are 3 groups of 2
NPV Addition and subtraction	*Count in 2s to 20, modelling on a number-line *Count in 10s to 100, modelling on a number-line *Count back from any given number between 11-20 to zero *Given a number, identify one more and one less to 20 *read, write and interpret mathematical statements to 10. *Solve one-step problems that involve addition and subtractions, using concrete objects and pictorial representations. ELG 11- Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. *Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer. They solve problems involving doubling, halving and sharing *Count to at least 50 forwards, beginning with 1 and backwards from 30 *Read numbers from 20 to 50 *Order numbers up to 50 starting from any number between 1 and 10. *Use partitions of 5,6 and7to derive associated subtraction facts. *Use partitioning and part-whole diagrams to show number bonds for all numbers