Domain	Autumn
NPV Addition and subtraction	• Y1: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Y1: 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. • Revise and develop fluency in solving problems that involve addition and subtraction to 20, including revision of all number bonds of numbers to 10 using concrete objects and pictorial representations. • Identify, represent and estimate numbers using different representations including the number line • Read and write numbers to at least 100 in numerals and in words. • Compare and order numbers from 0 up to 100, use < , > and = signs • Given a number, identify one/ten more and one/ ten less (include writing as a number sentence) • Use place value and number facts to solve problems
Measurement (money and length) Addition and subtraction	• Find everyday opportunities to read the time to the hour and half past the hour- draw hands on a clock to show these times (Y1) • Find different combinations of coins that equal the same amounts of money. • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Solve problems in a practical context involving addition and subtraction of money of the same unit • Compare and order lengths using appropriate standard units (cms). Record the results using > , < and = • Use 10p and 1p to represent place value and make links with representations as above • Y1: Recognise and know the value of different denominations of coins and notes • Y1: Revise the language for lengths and height (long/ short; longer/ shorter; tall/short) • Link the number line model with the use of rulers and tape measures
Multiplication and division Fractions/Geometry	• Y1: Count in multiples of 2s, 5s and 10s. • Y1: 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. • Link counting in 2s, 5s ,10s to grouping objects and to the pattern of numbers on a number-line. • Solve problems involving groups of 2, 5 and 10 objects using pictorial recording. • Rehearse together the language of 'How many groups of 2 (5, 10) are there?' ~ 'There are 3 groups of 2 (5,10)' • Y1: Recognise find and name a half as one of two equal parts of an object, shape or quantity. • Y1: Recognise find and name a quarter as one of four equal parts of an object, shape or quantity • Introduce counting in 3s from zero. (multiples) • Construct arrays with concrete objects. Notice that 2 x 5 = 5 x 2 etc. (Commutativity). Record pictorially. • Develop the concept of sharing and grouping into different sized groups (not just 2s) • Recognise, name and write a half as one of two equal parts of a quantity • Write a half as a word and as a number.

	• Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line • Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. • Recognise, find, name and write fractions as equal parts of a shape (link to symmetry and folding). Focus on ½, ¼ , 2/4 = ½ • Measurement: tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on the clock face to show these times
NPV Addition and subtraction Statistics	• Y1: Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Y1: Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as 7 = Δ - 9 • Use resources to show partitioning any two -digit number into different combinations of tens and ones, explaining their thinking Count in steps of 10 from any number forward or backwards, modelling on a number-line • Read and write numbers to at least 100 in numerals and in words • Compare and order numbers from zero up to 100 using and =. • Count back from any given number • Given a number, identify one (ten) more and one (ten) less within 100. • Solve one-step problems that involve addition and subtractions, using concrete objects and pictorial representations including on the number-line, bridging through 10 using number bonds of all numbers, where appropriate • Construct simple pictograms and tally charts. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity