

|                  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 2       | Summer 1         | Summer 2        |
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|                  | Being me in my world                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Around the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Exciting Explorers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Into the woods | Marvellous Magic | Amazing Animals |
| EYFS – Nursery   | Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |                  |                 |
|                  | <ul style="list-style-type: none"><li>•Knowing that things exist even when out of sight.</li><li>•Beginning to organise and categorise objects.</li><li>•Saying some counting words randomly.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>•Selecting a small number of objects from a group when asked.</li><li>•Reciting some number names in sequence.</li><li>•Creating and experimenting with symbols and marks representing the idea of number.</li><li>•Beginning to make comparisons between quantities.</li><li>•Using some languages of quantities such as more and a lot.</li><li>•Knowing that a group of things change in quantity when something is added or taken away.</li></ul>                                                                                                                                                                         | <ul style="list-style-type: none"><li>•Using number names to 10 and sometimes counting accurately.</li><li>•Representing numbers using marks fingers or digits.</li><li>•Saying when two small groups have the same number of objects.</li><li>•Identifying numerals in the environment.</li></ul>                                                                                                                                                                                                                                                                                                                                    |                |                  |                 |
| EYFS - Reception | <b>Just like me!</b><br><b>It's me 1, 2, 3!</b><br><b>Light and dark</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Alive in 5!</b><br><b>Growing 6,7,8</b><br><b>Building 9 &amp; 10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>To 20 and beyond</b><br><b>First, then, next</b><br><b>Find my pattern</b><br><b>On the move</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                  |                 |
|                  | <ul style="list-style-type: none"><li>•Realises not only objects but anything can be counted.</li><li>•Recognise some numerals of personal significance.</li><li>•shows interest in representing numerals.</li><li>•Compares two groups of objects.</li><li>•Counts up to three or four objects by saying one number name for each item.</li><li>•Counts actions or objects which cannot be moved</li><li>Subitising – recognising instantly a small quantity without counting.</li><li>•Realises not only objects but anything can be counted.</li><li>•Recognise some numerals of personal significance.</li><li>•shows interest in representing numerals.</li><li>•Compares two groups of objects.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>•uses the language of 'more' and 'fewer' to compare two sets of objects.</li><li>•Finds one more or one less from a group of up to five objects.</li><li>•recognise numerals 1-5</li><li>•counts up to three or four objects saying one number name for each.</li><li>•count actions or objects which cannot be moved.</li><li>•Finds the total number of items in two groups by counting all of them.</li><li>•In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li><li>•Counts objects to 10</li><li>•Counts out up to six objects from a larger group</li></ul> | <ul style="list-style-type: none"><li>•They solve problems, including doubling, halving and sharing.</li><li>•uses the language of 'more' and 'fewer' to compare two sets of objects.</li><li>•Finds one more or one less from a group of up to five objects then ten objects..</li><li>•recognise numerals 1-5</li><li>•counts up to three or four objects saying one number name for each.</li><li>•Counts objects to 10</li><li>•Counts out up to six objects from a larger group</li><li>•count actions or objects which cannot be moved.</li><li>•Estimates how many objects they can see and checks by counting them.</li></ul> |                |                  |                 |

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|    | <ul style="list-style-type: none"><li>•Counts up to three or four objects by saying one number name for each item.</li><li>•Counts actions or objects which cannot be moved.</li><li>•Recognise numerals 1 to 5.</li><li>•Selects the correct numeral to represent 1 to 5.</li></ul> Uses the language of 'more' and 'fewer' to compare two sets of objects. <p>says the number that is one more than a given number.</p> <ul style="list-style-type: none"><li>•uses the language of 'more' and 'fewer' to compare two sets of objects.</li><li>•Uses positional language</li><li>•Can describe their relative position such as 'behind' or 'next to'</li><li>•Beginning to talk about the shapes of everyday objects.</li><li>•Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</li><li>•Selects a particular named shape.</li><li>•Uses familiar objects and common shapes to create and recreate patterns and build models.</li><li>•Finds one more or one less from a group of up to five objects.</li><li>•counts up to three or four objects saying one number name for each.</li><li>•count actions or objects which cannot be moved.</li><li>•Uses everyday language related to time.</li><li>•Orders and sequences familiar events.</li><li>•Measures short periods of time in simple ways.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>•Estimates how many objects they can see and checks by counting them.</li><li>•Records, using marks that they can interpret and explain.</li></ul> <ul style="list-style-type: none"><li>•Finds the total number of items in two groups by counting all of them.</li><li>•In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li><li>•Records, using marks that they can interpret and explain.</li><li>•use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li></ul> <ul style="list-style-type: none"><li>•Begins to identify own mathematical problems based on own interest and fascinations.</li></ul> <ul style="list-style-type: none"><li>•Orders two or three items by length and height.</li><li>•Orders two items by weight or capacity.</li><li>•Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li></ul> <ul style="list-style-type: none"><li>•Beginning to use mathematical names for 'solid' 3D shapes 'flat' 2D shapes, and mathematical terms to describe shapes.</li><li>•Selects a particular named shape.</li></ul> |                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>• Finds the total number of items in two groups by counting all of them.</li><li>•In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li><li>•Records, using marks that they can interpret and explain.</li><li>• Children count reliably with numbers from one to 20.</li></ul> <ul style="list-style-type: none"><li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li><li>• They recognise, create and describe patterns.</li><li>•In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li><li>• use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li></ul> <ul style="list-style-type: none"><li>• They solve practical problems that involve combining groups of 2,5,10</li></ul> <ul style="list-style-type: none"><li>•Beginning to use everyday language related to money.</li><li>• Uses everyday language related to time.</li><li>• Orders and sequences familiar events.</li><li>• Measures short periods of time in simple ways.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Y1 | <ul style="list-style-type: none"><li>•Sort, count and represent objects to 10.</li><li>•Count, read and write forwards and backwards from any number 0 to 10</li><li>•Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 19, 18, 17, 16, ...</li><li>•Count, read and write numbers to 100 in</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>•Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li><li>•Represent, memorise and use number bonds and related subtraction facts within 10, in several forms e.g. <math>3 + 4 = 7</math>; <math>4 = 7 - 3</math>;</li><li>•Add and subtract one-digit and two-digit</li></ul> | <ul style="list-style-type: none"><li>•Adding by counting on</li><li>•Finding and making number bonds</li><li>•Adding by making 10.</li><li>•Subtraction not crossing and crossing ten</li><li>•Related facts</li><li>•Comparing number sentences.</li><li>•Numbers to 50 (Tens and Ones)</li><li>•Represent numbers to 50</li><li>•One more and one less</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>•Compare lengths and heights</li><li>•Measure length</li><li>•Introducing weight and mass</li><li>•Measuring mass</li><li>•Comparing Mass</li><li>•Introducing capacity and volume</li><li>•Measure Capacity</li><li>•Compare capacity</li></ul> | <ul style="list-style-type: none"><li>•Count in 2s</li><li>•Count in 5s</li><li>•Count in 10s</li><li>•Make equal groups</li><li>•Add equal groups</li><li>•Make arrays</li><li>•Make doubles</li><li>•Make equal groups through grouping and sharing</li><li>•Find a half</li><li>•Find a quarter</li><li>•Describe turns</li><li>•Describe position</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>•Counting forwards and backwards within 100.</li><li>•Partitioning numbers</li><li>•Comparing numbers</li><li>•Ordering numbers</li><li>•One more and one less.</li><li>•Recognising coins</li><li>•Recognising notes</li><li>•Counting in coins</li><li>•Before and After</li><li>•Dates</li><li>•Time to the hour</li><li>•Time to the half hour</li><li>•Writing time</li></ul> |

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|  | <p>numerals, count in multiples of twos and tens e.g. 2, 4, 6, 8, 10, 12,</p> <ul style="list-style-type: none"> <li>• Given a number, identify one more and one less</li> <li>• 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</li> <li>• Read and write numbers from 1 to 20 in numerals</li> <li>• Introduce =, &gt; and &lt; symbols</li> </ul> <p>Use language of ordering e.g. first, second, third</p> <ul style="list-style-type: none"> <li>• Fact Families – Addition facts</li> <li>• Find number bonds for numbers within 10</li> </ul> | <p>numbers to 20 (<math>9 + 9</math>, <math>18 - 9</math>), including zero</p> <ul style="list-style-type: none"> <li>• Solve simple one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. <math>3 + \quad = 7</math></li> <li>• Subtraction: Taking away, how many left? Introducing the subtraction symbol</li> <li>• Counting back and finding the difference.</li> <li>• Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than...</li> <li>• Comparing addition and subtraction statements<br/> <math>a + b &gt; c</math>     or<br/> <math>a + b &gt; c + d</math>.</li> <li>• Recognise and name 2D and 3D shapes,</li> <li>• Sort 2D and 3D shapes</li> <li>• Patterns using both 2D and 3D shapes.</li> <li>• Counting forwards and backwards (writing numbers to 20 in numerals and words)</li> <li>• Counting one more and one less</li> <li>• Tens and ones</li> </ul> | <ul style="list-style-type: none"> <li>• Comparing objects and numbers within 50.</li> <li>• Ordering numbers within 50</li> <li>• Counting in 2's and 5's.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Comparing time.</li> </ul> |
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|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Comparing, grouping and ordering groups of objects and numbers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                   |
| Y2 | <ul style="list-style-type: none"> <li>• Count objects to 100 and read and write numbers in numerals and words.</li> <li>• Represent numbers to 100.</li> <li>• Tens and ones with a part whole model.</li> <li>• Tens and ones using addition.</li> <li>• Use a place value chart.</li> <li>• Compare objects.</li> <li>• Compare numbers.</li> <li>• Order objects and numbers.</li> <li>• Count in 2s, 5s and 10s.</li> <li>• Count in 3s.</li> <li>• Facts families – Addition and subtraction bonds to 20.</li> <li>• Check calculations.</li> <li>• Compare number sentences.</li> <li>• Related facts.</li> <li>• Bonds to 100 (tens).</li> <li>• Add and subtract 1s.</li> <li>• 10 more and 10 less.</li> <li>• Add and subtract 10s.</li> <li>• Add a 2-digit and 1-digit number – crossing ten.</li> </ul> | <ul style="list-style-type: none"> <li>• Subtract a 1-digit number from a 2-digit number – crossing 10.</li> <li>• Add two 2-digit numbers – not crossing ten – add ones and add tens.</li> <li>• Add two 2-digit numbers – crossing ten – add ones and add tens.</li> <li>• Subtract a 2-digit number from a 2-digit number – not crossing ten.</li> <li>• Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens.</li> <li>• Bonds to 100 (tens and ones).</li> <li>• Add three 1-digit numbers</li> <li>• Count money – pence.</li> <li>• Count money – pounds (notes and coins).</li> <li>• Count money – notes and coins.</li> <li>• Select money.</li> <li>• Make the same amount.</li> <li>• Compare money.</li> <li>• Find the total.</li> <li>• Find the difference.</li> <li>• Find change.</li> <li>• Two-step problems</li> <li>• Recognise equal groups.</li> <li>• Make equal groups.</li> <li>• Add equal groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Make equal groups – sharing.</li> <li>• Make equal groups – grouping.</li> <li>• Divide by 2.</li> <li>• Odd and even numbers.</li> <li>• Divide by 5.</li> <li>• Divide by 10.</li> <li>• Make tally charts.</li> <li>• Draw pictograms (1-1).</li> <li>• Interpret pictograms (1-1).</li> <li>• Draw pictograms (2, 5 and 10).</li> <li>• Interpret pictograms (2, 5 and 10).</li> <li>• Block diagrams.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise 2D and 3D shapes.</li> <li>• Count sides on 2D shapes.</li> <li>• Count vertices on 2D shapes.</li> <li>• Draw 2D shapes.</li> <li>• Lines of symmetry.</li> <li>• Sort 2D shapes.</li> <li>• Make patterns with 2D shapes.</li> <li>• Count faces on 3D shapes.</li> <li>• Count edges on 3D shapes.</li> <li>• Count vertices on 3D shapes.</li> <li>• Sort 3D shapes.</li> <li>• Make patterns with 3D shapes.</li> <li>• Make equal parts.</li> <li>• Recognise half.</li> <li>• Find half.</li> <li>• Recognise quarter.</li> <li>• Find a quarter.</li> <li>• Recognise a third.</li> <li>• Find a third.</li> <li>• Unit fractions.</li> <li>• NonUnit fractions.</li> <li>• Equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.</li> <li>• Find three quarters.</li> <li>• Count in fractions.</li> </ul> | <ul style="list-style-type: none"> <li>• Describing movement.</li> <li>• Describing turns.</li> <li>• Describing movement and turns.</li> <li>• Making patterns with shapes.</li> <li>• Solving problems using efficient methods</li> <li>• O'clock and half past.</li> <li>• Quarter past and quarter to.</li> <li>• Telling time to 5 minutes.</li> <li>• Minutes in an hour, hours in a day.</li> <li>• Find durations of time.</li> <li>• Compare durations of time.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare mass.</li> <li>• Measure mass in grams.</li> <li>• Measure mass in kilograms.</li> <li>• Compare capacity.</li> <li>• Millilitres.</li> <li>• Litres.</li> <li>• Temperature.</li> </ul> <p>Application of learned content in investigations</p> |

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|  |  | <ul style="list-style-type: none"><li>• Multiplication sentences using the x symbol.</li><li>• Multiplication sentences from pictures.</li><li>• Use arrays.</li><li>• 2 times-table.</li><li>• 5 times-table.</li><li>• 10 times-table</li></ul> |  |  |  |  |
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