

Autumn	Wk 1 Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12		
	Baseline/gettin	seline/getting Numbers (Using numbers 1 – 5)				nd	Numbers	ers Shape, space		Numbers (Using numbers 1-10)			
WHITE	to know your		Count reliably with numbers				Securing	and measures Place them in order and sa			-		
ROSE	learners		from 1 to 5 Recognise some numerals of personal significance. Recognise numerals 1 to 5. Count up to three or four objects by saying one number			and	numbers 1-5)	Using Time	number is one more or one less				
		Recognise					Place them in	Use everyday	than a given number.				
		personal s				Explore characteristics of everyday objects and shapes and use		language to	Use quantities and objects, they add and subtract two single-digit numbers and count on or back to				
		Recognise						talk about time					
		Count up t						to compare					
		objects by				inguage to	one less than a	quantities and	find the answer.				
		name for e	each item.		describe them. Begin to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Select a particular named shape. Recognise, create and		given number.	to solve	Use the language of 'more' and 'fewer' to compare two sets of objects. Find the total number of items in two groups by counting all of them. Say the number that is one more than a given number. Find one more or one less from a group of				
		Count acti	•	ects which			Use the	problems.					
		cannot be	moved.				language of	Use everyday					
		Select the					'more' and	language					
		represent	•				'fewer' to	related to time.					
			rregular ar	rangement			compare two	Order and					
		of up to 5					sets of objects.	sequence					
							More Able to week 10	familiar events.					
						describe patterns. Use familiar objects and		Measure short	up to five objects. In practical activities and				
								periods of time					
					common shapes to create		ı II	in simple ways.	discussion, begin to use the vocabulary involved in adding and				
					and recreate pa	tterns.			-		n adding and		
									subtracting	-	hiaata thay		
									can see an	ow many o	bjects they		
NUMICON		A ativity an		Doily			3. 1–4 Number	2. 7–9		a check s to Numer	o lo		
NOMICON		Activity gr Maths Op	-	-	1. 1-6 Numicon	Shanos	Shape	Ordering	6. 1-2 Estir		als		
		Counting A		saliu	2. 1-6 Ordering		Patterns	Numicon Rods		extend to	toons		
		Counting A	Activities		Shapes	Numeon	4. 1-3 Links to	Numicon Rous		ake away 1			
					Silapes		Numbers		7.1 Add/ (	ake away 1	•		
Autumn	Ourselves The little Red Hen		Red Hen		Rosie's Walk		•	Securing statements as previously					
Links	Using measure	_	Using 2D and 3D shape Build houses and tower/mill. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.			Using 2D and 3D shape and Time					We're Going on a Bear Hunt		
	Orders two or					Build sizes of houses and farm buildings. Rod picture of building Order sticks outdoors.  Sequence and time events and talk about key times of day.  More able move to Securing 2D and Using 3D shape				Adding bears to 5, including subsidising and known addition facts to 5 Securing Pattern coloured bears,			
	three items by	•											
	length or height												
		to describe				Spring wks 1-3			Christmas decorations				



Spring	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	
	Shape, space Numbers (Securing numbers 1			Numbers (Using	Shape,	Shape, space and							
WHITE	and me		<b>– 10)</b>			Place them in o	space	S					
ROSE	Using s		Count reliably with numbers			less than a give	and	Securing 2 D and 3					
	weight		from 1 to	_		Use quantities and objects, they add and subtract two single-				measures	shape Explore characteristics		
	capacit	-	_	e numerals		digit numbers a	Children						
	Use eve		Count out up to 10 objects from a larger group. Count actions or objects which				ge of 'more' and	l 'fewer' to com	pare two sets of	use everyday		of everyday objects	
		ge to talk				_	objects.					es and use	
	about s	ize,				Find the total number of items in two groups by counting all of			language	mathema	mathematical		
	weight	and	cannot be	e moved.		them.	to talk	language to describe them.					
	capacit	y to		correct nu		Say the number that is one more than a given number.				about			
	compar			: 1 to 10 ob	jects.	Find one more			e, create and				
	quantities and count objects to 10. Objects and to Count an irregular arrangement					In practical activ		Beginning	describe patterns.				
				rangement	vocabulary invo	to use	-   -0						
	solve pi	roblems.	•	.0 objects.		Estimate how m	everyday	•					
	Order t	wo or	In practic	al activities	and					language	for 'solid	' 3D shapes	
	three items by discussion, begin to use the			More Able mov	related to	ted to and mathematical							
	Order two items			vocabulary involved in adding  More Able move to Using numbers to 15 Week 6 – 8			numbers to 20 Summer Week 1 – 2				money. terms to d		
												shapes. Select a particular	
											named sl	•	
												liar objects	
											and com	mon shapes	
											to create	and recreate	
NUMICON	4. 4-5		8. 1-3 Add						ction from 10		patterns	and build	
	Ordering Numicon Rods		<ul><li>9.1-2 Securing 1 more</li><li>9.3 Introduce Numberline.</li></ul>		Revisit 6.2 for Teen Numbers. 11. 1-4 Adding and Subtra		and Subtraction		models.				
					More able up to 20								
	One more												
Spring	The Enormous Turnip People Who Help Us				Pirates Love Underpants								
Links	Using Order of two items by weight or capacity Using 3D shape			ms Securing Order of two or by length or height. Me			Securing Order of two items by weight or		Shape, space and measures Securing 2D and 3D Shape and				
			city			easuring feet,	capacity Small medium large goats;						
				height			statements as previously			Pattern			
				9.4 Numbering rods						statements as previously			



Summer	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
	Numbers (Using	Numbers (S	ecuring num	bers 1-20)	Numbers	Shape, space		•	Time at the beginning or			
WHITE	numbers 1 – 20)	Place them	in order and	say which number is	<b>Securing Solve</b>	measures Pos	ASSESSMENT		end of the term for			
ROSE	Children count	one more o	r one less tha	an a given number.	problems	Distance		FOR		consolidation, gap filling,		
	reliably with	Use quantiti	ies and objec	cts, add and subtract	including	Use everyday	language	PROFII	LE	transitio	n activiti	es,
	numbers from 1	_	•	s and count on or	doubling,	to talk about	position			assessm	ents, etc.	
	to 20	back to find	the answer.		halving and	and distance	to compare					
	Recognise	Use the lang	guage of 'mo	re' and 'fewer' to	sharing	quantities and						
	numerals 1 to	compare tw	o sets of obj	ects.	In practical	and to solve p	oroblems.					
	20.	Find the tot	al number of	f items in two groups	activities and	Describe their						
	Count out up to	by counting	all of them.		discussion,	position such	as 'behind'					
	20 objects from	Say the num	nber that is o	ne more than a given	begin to use the	or 'next to'.						
	a larger group.	number.			vocabulary							
	Count actions or	Find one mo	ore or one le	ss from a group of up	involved in							
	objects which	to 20 object			doubling,							
	cannot be	•		d discussion, begin to	halving and							
	moved.		•	ved in adding and	sharing.							
	Select the	subtracting.										
	correct numeral			ects they can see and								
	to represent 1	check by co	_									
	to 20 objects.	•		d discussion, begin to								
	Count objects to		abulary invol	ved in doubling,								
	20.	halving										
	Count an											
	irregular											
	arrangement of											
	up to 20 objects											
NUMICON	7.2 Teen				16 Halving and			17, 18,	19,			
	Numbers				Doubling			Exceed	ling			
	Revisit 6.2 for				12. 3-4 Sharing			Calcula	_			
	<b>Teen Numbers</b>	12. 1-2 Halv	_					the dif	ference			
		13 1-5 Addi	tion					How n	nany			
		14 1-5 Subt	raction					more/	fewer/			
		15 Numberl	lines					less				

Summer Links	Measuring prob worms. doul Securing Dou	ng Numbers Solve oblems including ubling ubling using ybirds spots.	Billy's Beatle Securing Numbers Solve problems including Doubling and halving using ladybird spots. In practical activities and discussion, begin to use the vocabulary involved in doubling, halving.	Jack and the Beanstalk Securing Measuring beanstalks, weighing and filling containers with using eggs, coins, beans. Add two coins. Use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. Order two or three items by length or height. Securing everyday language to talk about money. Number Add and subtract two single- digit numbers and count on or back to find the answer	Sharing a Shell
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