# RECEPTION/ YEAR 1 MATHS Medium Term Plan (Short blocks): AUTUMN

## UNDERSTANDING NUMBER

| Units | Early Learning Goals | Development Matters statements | Year 1 National Curriculum outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1104** Numerals, counting and place value | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. | <u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. <u>Reception</u>: Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. | Number and Place value (i)   count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (ii)  count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (iv) 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 (v)  read and write numbers from 1 to 20 in numerals and words | 1NPV-1 |
| **Unit 2: ID #R1110** Number sequences and Comparing | 11.1 Have a deep understanding of number to 10, inc. the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Verbally count beyond 20, recognising the pattern of the counting system. | <u>3-4 year olds:</u> Recite numbers past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: 'more than', 'fewer than'. <u>Reception:</u> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. | Number and Place value (i), (ii), (iv) as above | 1NPV-1, 1NPV-2 |

## MEASURING LENGTH

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1172** Compare/measure length and height | 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | <u>3-4 year olds:</u> 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'). Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. <u>Reception</u>: Count objects and actions. Compare numbers. Compare length, weight and capacity | Measurement (i) compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] (ii) measure and begin to record the following:  lengths and heights | n/a |

## PLACE VALUE AND PARTITIONING

| Units | Early Learning Goals | Development Matters statements | | Year 1 National Curriculum outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|---|
| Unit 1: ID #R1118<br>1 more/ less; 10 more/less | 11.1 Have a deep understanding of number to 10, including the composition of each number.<br>11.2 Subitise (recognise quantities without counting) up to 5.<br>12.1 Verbally count beyond 20, recognising the pattern of the counting system. | 3-4 year olds: 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. 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.<br>Reception: Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. | | Number and Place value<br>(i) count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number<br>(ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens<br>(iii) given a number, identify one more and one less<br>Addition and Subtraction<br>(i) read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs | 1NPV-1 |
| Unit 2: ID #R1130<br>Partitioning to create number bonds | 11.1 Have a deep understanding of number to 10, including the composition of each number.<br>11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.<br>12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | 3-4 year olds: Solve real world mathematical problems with numbers up to 5.<br>Reception: Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. | | Addition and Subtraction<br>(i) read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs<br>(ii) represent and use number bonds and related subtraction facts within 20<br>(iv) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 - □ = 9 | 1NF-1<br>1AS-1, 1AS-2 |

## SHAPES (A)

| Units | Early Learning Goals | Development Matters statements | | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|---|
| Unit 1: ID #R1192<br>Symmetry and 2-D shape | N/A | 3-4 year olds: Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.<br>Reception: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. | | Geometry: Properties of shape<br>(i) recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]<br>Y2 Geometry: Properties of shape<br>(i) identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line | 1G-1 |

## EXPLORING ADDITION

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1124** How many? Count on to add | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | <u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <br><br><u>Reception</u>: Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. | Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs (iii) add and subtract one-digit and two-digit numbers to 20, including zero | 1AS-2 |
| **Unit 2: ID #R1152** Counting on | 11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. | <u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. <br><br><u>Reception</u>: Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Understand the 'one more than/one less than' relationship between consecutive numbers. | Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs (iii) add and subtract one-digit and two-digit numbers to 20, including zero | 1AS-2 |

## TIME

| Units | Early Learning Goals | Development Matters statements | Year 1 National Curriculum outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1182** Introducing and telling the time | 11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | <u>3-4 year olds:</u> Recite numbers past 5. Compare quantities using language: 'more than', 'fewer than'. <br><br><u>Reception</u>: Count objects and actions. Compare numbers. Count beyond ten. | Measurement (i) compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] (ii) measure and begin to record time (iv) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] (v) recognise and use language relating to dates, including days of the week, weeks, months and years (vi) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | n/a |

## EXPLORING SUBTRACTION

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1154** Counting back | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. | <u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. <u>Reception</u>: Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Understand the 'one more than/one less than' relationship between consecutive numbers. | Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs (iii) add and subtract one-digit and two-digit numbers to 20, including zero | 1AS-2 |
| **Unit 2: ID #R1164** Exploring number bonds | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | <u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Solve real world mathematical problems with numbers up to 5. <u>Reception</u>: . Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. | Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs (ii) represent and use number bonds and related subtraction facts within 20 (iv) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems | 1NF-1 1AS-1, 1AS-2 |

## MONEY MATTERS

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1188** Introducing money | 11.1 Have a deep understanding of number to 10, including the composition of each number. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | <u>3-4 year olds:</u> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. <u>Reception</u>: Count objects and actions. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Explore the composition of numbers to 10. | Measurement (iii) recognise and know the value of different denominations of coins and notes | 1AS-1, 1AS-2 |

| | | SHAPE (B) | | |
|---|---|---|---|---|
| **Units** | **Early Learning Goals** | **Development Matters statements** | **Year 1 Nat. Curr. outcomes** | **Ready-to-Progress criteria** |
| **Unit 1: ID #R1196** Exploring 2-D/ 3-D shapes | 11.1 Have a deep understanding of number to 10, including the composition of each number. | <u>3-4 year olds:</u> Talk about and explore 2-D and 3-D 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. <br><br> <u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | Geometry: Properties of shape (i) recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. | 1G-1 |

| | | **NUMBER AND PLACE VALUE** | | |
|---|---|---|---|---|
| **Units** | **Early Learning Goals** | **Development Matters statements** | **Year 1 Nat. Curr. outcomes** | **Ready-to-Progress criteria** |
| **Unit 1: ID #R1214** Counting; Count in 10s from 10 and place value | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. | <u>3-4 year olds:</u>  Develop fast recognition of up to 3 objects without counting.  Say one number from each item in order.  Recite numbers past 5.  Know that the last number reached when counting a small set of objects tells you how many there are in total.  Show 'finger numbers' up to 5.  Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <br><br><u>Reception:</u> Count objects and actions.  Subitise.  Link a numeral with its cardinal number value, to 5 and beyond. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. | Number and Place value <br> (i) count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <br> (ii)  count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens <br> (iv) 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 | 1NF-2 <br> 2NPV-1 |
| **Unit 2: ID #R1224** Ordering and comparing numbers | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | <u>3-4 year olds:</u>  Develop fast recognition of up to 3 objects without counting.  Say one number from each item in order.  Recite numbers past 5.  Know that the last number reached when counting a small set of objects tells you how many there are in total.  Show 'finger numbers' up to 5.  Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <br><br><u>Reception:</u> Count objects and actions.  Subitise.  Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. | Number and Place value <br> (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens <br> (iv) 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 | 1NPV-2 <br> 2NPV-1, 2NPV-2 |

## WEIGHT

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1250** Compare and measure weight | 11.1 Have a deep understanding of number to 10, including the composition of each number. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | <u>3-4 year olds:</u> 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 ('cardinality). Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to …weight…. <u>Reception:</u> Count objects. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Compare length, weight and capacity. | Measurement (i) compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] (ii) measure and begin to record the following: mass/weight | n/a |

## ADDITION & SUBTRACTION (A)

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1218** Say numbers 1 or 10 more or less | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | <u>3-4 year olds:</u> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. 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. Solve real world mathematical problems with numbers up to 5. <u>Reception:</u> Count objects and actions. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. | Number and Place value (i) count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (iii) given a number, identify one more and one less (iv) 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 | 1NPV-1 1NF-2 |
| **Unit 2: ID #R1229** Number bonds; Addition facts | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | <u>3-4 year olds:</u> Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Solve real world mathematical problems with numbers up to 5. <u>Reception:</u> Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. | Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs (ii) represent and use number bonds and related subtraction facts within 20 (iii) add and subtract one-digit and two-digit numbers to 20, including zero (iv) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 - □ = 9 | 1NF-1 1AS-1, 1AS-2 |

| | | | **TIME** | | |
|---|---|---|---|---|---|
| **Units** | **Early Learning Goals** | **Development Matters statements** | **Year 1 National Curriculum outcomes** | | **Ready-to-Progress criteria** |
| Unit 1: ID #R1260 Time | N/A | 3-4 year olds: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Reception: N/A | Measurement (i) compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] (ii) measure and begin to record time in hours, minutes, seconds (iv) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] (v) recognise and use language relating to dates, including days of the week, weeks, months and years (vi) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | | n/a |

| | | | **ADDITION & SUBTRACTION (B)** | | |
|---|---|---|---|---|---|
| **Units** | **Early Learning Goals** | **Development Matters statements** | **Year 1 Nat. Curr. outcomes** | | **Ready-to-Progress criteria** |
| Unit 1: ID #R1232 Add by counting on or using facts | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | 3-4 year olds: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. 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. Solve real world mathematical problems with numbers up to 5. Reception: Count objects and actions. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. | Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs (ii) represent and use number bonds and related subtraction facts within 20 (iii) add and subtract one-digit and two-digit numbers to 20, including zero (iv) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 - □ = 9 | | 1NF-1 1AS-1, 1AS-2 |
| Unit 2: ID #R1238 Count back; find 10/20/30 more/less | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | 3-4 year olds: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 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. Solve real world mathematical problems with numbers up to 5. Reception: Count objects and actions. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. | Addition and Subtraction (i), (ii), (iii), (iv) as above | | 1AS-2, 2AS-3 |

| | | **MONEY** | | |
|---|---|---|---|---|
| **Units** | **Early Learning Goals** | **Development Matters statements** | **Year 1 Nat. Curr. outcomes** | **Ready-to-Progress criteria** |
| **Unit 1: ID #R1278** Money role play | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 12.1 Count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | <u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <u>Reception:</u> Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers | Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs (ii) represent and use number bonds and related subtraction facts within 20 (iii) add and subtract one-digit and two-digit numbers to 20, including zero Measurement (iii) recognise and know the value of different denominations of coins and notes | 1NF-1 1AS-2 2AS-3 |

| | | **PATTERNS** | | |
|---|---|---|---|---|
| **Units** | **Early Learning Goals** | **Development Matters statements** | **Year 1 Nat. Curr. outcomes** | **Ready-to-Progress criteria** |
| **Unit 1: ID #R1280** Counting in 2s | 11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | <u>3-4 year olds:</u> Solve real world mathematical problems with numbers up to 5. Talk about and identify the patterns around them. Notice and correct an error in a repeating pattern. <u>Reception:</u> Count objects, actions and sounds. Count beyond ten. Continue, copy and create repeating patterns | Number and Place value (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Multiplication and Division (i) 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. | 1NF-2 |
| **Unit 2: ID #R1284** Even and odd; double and halve | None, but the key mathematical topic of **pattern** is covered, as in **Development Matters.** | <u>3-4 year olds:</u> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. <u>Reception:</u> Continue, copy and create repeating patterns | Multiplication and Division (i) 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. | n/a |

| SHAPES | | | | |
|---|---|---|---|---|
| **Units** | **Early Learning Goals** | **Development Matters statements** | **Year 1 Nat. Curr. outcomes** | **Ready-to-Progress criteria** |
| **Unit 1: ID #R1290** Exploring 3-D shapes | 11.1 Have a deep understanding of number to 10, including the composition of each number. | <u>3-4 year olds:</u> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 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.<br><br><u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | Geometry: Properties of shape (i) recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].<br><br>Geometry: Position and direction (i) describe position, direction and movement, including whole, half, quarter and three-quarter turns. | 1G-1, 1G-2 |

## NUMBER AND CALCULATION

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1302** Building on 10 | 11.1 Have a deep understanding of number to 10, including the composition of each number. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | <u>3-4 year olds:</u>  Develop fast recognition of up to 3 objects without counting.  Say one number from each item in order.  Recite numbers past 5.  Know that the last number reached when counting a small set of objects tells you how many there are in total.  Show 'finger numbers' up to 5.  Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <br><br> <u>Reception:</u> Count objects and actions.  Subitise.  Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. | Number and Place value (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | 1AS-2 2AS-3 |
| **Unit 2: ID #R1304** Place value and patterns within 100 | 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | <u>3-4 year olds:</u>  Develop fast recognition of up to 3 objects without counting.  Say one number from each item in order.  Recite numbers past 5.  Know that the last number reached when counting a small set of objects tells you how many there are in total.  Show 'finger numbers' up to 5.  Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <br><br> <u>Reception:</u> Count objects and actions.  Subitise.  Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers | Addition and Subtraction  (ii) represent and use number bonds and related subtraction facts within 20 (iii) add and subtract one-digit and two-digit numbers to 20, including zero | 1NF-1 1AS-2 2AS-3 |

## MEASURES

| Units | Early Learning Goals | Development Matters statements | Year 1 National Curriculum outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| Unit 1: ID #R1382 Exploring measures: inside and out | 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | 3-4 year olds:  Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length and capacity. <br><br>Reception: Compare numbers. Compare length and capacity. | Addition and Subtraction<br>(iv) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 - □ = 9<br>Measurement<br>(i) compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]<br>(ii) measure and begin to record the following:  lengths and heights; capacity and volume | 2AS-2 |

## CALCULATION AND MONEY

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| Unit 1: ID #R1308 Games and money | 11.1 Have a deep understanding of number to 10, including the composition of each number.<br>11.2 Subitise (recognise quantities without counting) up to 5.<br>12.1 Verbally count beyond 20, recognising the pattern of the counting system. | 3-4 year olds: Develop fast recognition of up to 3 objects without counting. Say one number from each item in order.  Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <br><br>Reception: Count objects and actions.  Subitise.  Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Explore the composition of numbers to 10. | Number and Place value<br>(ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens<br><br>Addition and Subtraction<br>(ii) represent and use number bonds and related subtraction facts within 20<br>(iii) add and subtract one-digit and two-digit numbers to 20, including zero | 1NF-1<br>1AS-2<br>2AS-3 |
| Unit 2: ID #R1320 Equivalence and money | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | 3-4 year olds:  Develop fast recognition of up to 3 objects without counting.  Show 'finger numbers' up to 5.  Link numerals and amounts, showing the right number of objects to match the numeral. Solve real world mathematical problems with numbers up to 5. <br><br>Reception: Subitise.  Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. | Addition and Subtraction<br>(ii) represent and use number bonds and related subtraction facts within 20<br>(iii) add and subtract one-digit and two-digit numbers to 20, including zero<br>Measurement<br>(iii) recognise and know the value of different denominations of coins and notes | 1NF-1<br>1AS-2<br>2AS-2 |

# ADDITION AND SUBTRACTION

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1332** Number bonds | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | <u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Solve real world mathematical problems with numbers up to 5. <br> <u>Reception:</u> Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. | Addition and Subtraction (ii) represent and use number bonds and related subtraction facts within 20 (iii) add and subtract one-digit and two-digit numbers to 20, including zero | 1NF-1 1AS-2 2AS-1 |
| **Unit 2: ID #R1328** Add/subtract 1-digit numbers and money | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | <u>3-4 year olds:</u> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. 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. Solve real world mathematical problems with numbers up to 5. <br> <u>Reception:</u> Count objects and actions. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. | Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs (ii), (iii) as above (iv) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 - □ = 9 Measurement (iii) recognise and know the value of different denominations of coins and notes | 1NF-1 1AS-2 2AS-1 |

## TIME

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| Unit 1: ID #R1386 Time | 11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. | 3-4 year olds:  Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Say one number for each item in order. Recite numbers past 5.  Know that the last number reached when counting a small set of objects tells you how many there are in total. Reception: Count objects and actions. Link a numeral with its cardinal number value, to 5 and beyond. | Measurement (i) compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] (ii) measure and begin to record the following:  time (hours, minutes, seconds) (iv) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] (v) recognise and use language relating to dates, including days of the week, weeks, months and years (vi) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | n/a |

## PATTERNS, GROUPS AND FRACTIONS (A)

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| Unit 1: ID #R1362 Counting and calculating by grouping | 11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | 3-4 year olds:  Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Reception: Count objects.  Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Continue, copy and create repeating patterns | Number and Place value (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Multiplication and Division (i) 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. | 1NF-2 2MD-1 |
| Unit 2: ID #R1368 Fractions | 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | 3-4 year olds:  Develop fast recognition of up to 3 objects without counting.  Say one number from each item in order.  Recite numbers past 5.  Know that the last number reached when counting a small set of objects tells you how many there are in total.  Show 'finger numbers' up to 5.  Link numerals and amounts, showing the right number of objects to match the numeral. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Reception: Count objects. Subitise.  Link a numeral with its cardinal number value, to 5 and beyond. Compare capacity. | Fractions (i) recognise, find and name a half as one of two equal parts of an object, shape or quantity (ii) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | n/a |

# PATTERNS, GROUPS AND FRACTIONS (B)

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1374** Doubling and halving | 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | <u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Solve real world mathematical problems with numbers up to 5. <u>Reception:</u> Count objects. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. | Multiplication and Division (i) 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. Fractions (i) recognise, find and name a half as one of two equal parts of an object, shape or quantity | n/a |
| **Unit 2: ID #R1390** Position and shape; Grouping | None, but the key mathematical topic of **shape** is covered, as in **Development Matters.** | <u>3-4 year olds:</u> 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'. Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 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. <u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | Number and Place value (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Multiplication and Division (i) 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. Geometry: Properties of shape (i) recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Geometry: Position and direction (i) describe position, direction and movement, including whole, half, quarter and three-quarter turns. | 1NF-2 1G-1 2MD-1 |

## SHAPE AND DATA

| Units | Early Learning Goals | Development Matters statements | Year 1 Nat. Curr. outcomes | Ready-to-Progress criteria |
|---|---|---|---|---|
| **Unit 1: ID #R1394** Developing data handling | N/A | 3-4 year olds:  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'. Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 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. <br><br> Reception: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | Measurement <br> (i) compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]; time [for example, quicker, slower, earlier, later] <br><br> (ii) measure and begin to record the following: capacity and volume; time (hours, minutes, seconds) <br> (v) recognise and use language relating to dates, including days of the week, weeks, months and years | n/a |