



Key concepts that will be covered

Numbers to 10

We will consolidate our understanding of the value of numbers to 10, including 0. We will be learning how to order, compare and understand all numbers to 10 and work with them fluently and accurately. We will begin to understand the concept of number bonds and we will begin to learn to record work to solve problems.

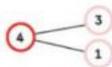
8
eight9
nine10
tenNumber Bonds

We will consolidate our understanding of how two numbers can be added to make a bigger number. We will explore different ways to make numbers up to 10 and create stories from what we have learnt.

We can make number stories.



There are 4 slices of cake.
3 slices have cherries.
1 slice has no cherry.



4 is 3 and 1.



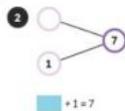
There are 4 slices of cake.
2 slices are pink.
2 slices are yellow.



4 is 2 and 2.

Addition to 10

We will find different ways of adding to 10. We learn how to use the part-part-whole diagram and begin to lay the foundations of the inverse of addition. We will learn to make our own addition equations in order to support the deeper understanding of the processes of addition.

I have 7 beans
in my hands.A number
and 1 make 7.Subtraction Within 10

We will learn that subtraction equations can be done in three ways: by crossing out, by using number bonds and by counting back. We will continue to use concrete apparatus and pictorial representations to support our understanding and we will learn to use maths vocabulary appropriately.

There are 7 rabbits.
1 rabbit is black.
The rest of the
rabbits are white.

1

$$7 - 1 = 6$$

6 of the rabbits are white.

2

At first, there were 10 carrots in the ground.



Then, the rabbits pulled 7 carrots out.



$$10 - 7 = 3$$

3 carrots remained in the ground.

How many
carrots remained
in the ground?

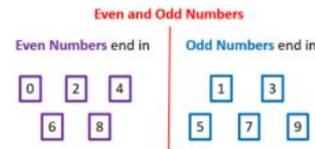
Arithmetic

Counting

Count from 0 in twos, fives and tens



Recognise even and odd numbers when counting in twos

Number Facts

Recall number bonds and related subtraction facts for all numbers to 10 i.e. $6 + 4 = \underline{\quad}$ $2 + \underline{\quad} = 10$
 $10 = \underline{\quad} + 5$ $10 - 3 = \underline{\quad}$
 $10 - \underline{\quad} = 1$

Recall doubles to 10 and corresponding halves.

$3 + 3 = \underline{\quad}$ double 6 is $\underline{\quad}$ half of 14 is $\underline{\quad}$
 halve 8 double $\underline{\quad}$ is 10

Mental Calculation Strategies – Addition and Subtraction

Count on or back in ones $4 + 5$

count on in ones from 4 (or in ones from 5)

$8 - 3$ count back in ones from 8

$10 + 7$ count on in ones from 10 (or use place value)

$13 + 5$ count on in ones



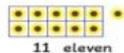
Key concepts that will be covered

Positions

We will deepen our understanding of positional language (first, second, third), as well as directional language for left and right.

Numbers to 20

We will now look at numbers up to 20 and in particular focus on numbers between 10 and 20. We will be able to confidently count and write numbers to 20, compare and order numbers and see patterns within 20.



11 eleven



13 thirteen



15 fifteen



17 seventeen



19 nineteen



12 twelve



14 fourteen



16 sixteen



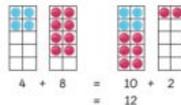
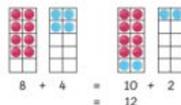
18 eighteen



20 twenty

Addition and Subtraction Within 20

We will learn different ways to add and subtract numbers within 20.

Shapes and Patterns

We will find out about different types of 2D shapes and some basic 3D shapes. We will be able to talk about the properties of basic 2D shapes and some solid shapes. We will learn to group shapes according to different criteria. This will also lead to recognising, describing and continuing a pattern, as well as generalising patterns.

These are spheres.



These are cubes.



These are cuboids.



These are pyramids.



Arithmetic

Counting

Count from 0 in twos, fives and tens



Recognise even and odd numbers when counting in twos

Even and Odd Numbers

Even Numbers end in

0 2 4

6 8

Odd Numbers end in

1 3

5 7 9

Number Facts

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Mental Calculation Strategies – Addition and Subtraction

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$13 + 5$ count on in ones

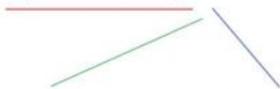


Key concepts that will be covered

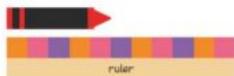
Length and Height

We will begin to understand the concept of length. We will compare different lengths and describe whether something is taller, longer, shorter or higher. We will learn about how to measure two items fairly for comparison using items and body parts before moving onto measuring using a ruler.

② Use your ruler to measure how long these lines are.



③ Use your ruler to measure the height and length of different objects in the classroom.

Numbers to 40

We will be exploring numbers to 40 in a variety of ways. To start with, we will focus on counting to 40 in different ways and writing numbers to 40. Then we will compare numbers and look at number patterns.

Count in tens and ones.



$$25 = \text{2 tens and 5 ones}$$

tens	ones



$$34 = \text{3 tens and 4 ones}$$

tens	ones

Addition and Subtraction

We will be counting, adding and subtracting in a real life context. We will use pictures and other representation to help us visualise problems. We will be applying our knowledge of number bonds and simple bar models to represent word problems. We will also be comparing - specifically looking at how many more or how many fewer/less.

Let's Learn

①



There are 6 cubes now.

How many more to make 10?



$$6 + \square = 10$$



②

$$\begin{aligned} 6 + 1 &= \square \\ 6 + 2 &= \square \\ 6 + 3 &= \square \\ 6 + \square &= 10 \end{aligned}$$



①



Is 13 from start.

Is 5 from start.

What is the distance between and ?

The distance between and is .

Arithmetic

Count on to find the total.

$$11 + 5$$



Add the ones then add the ten(s)



Count the amount to subtract (take away) and count the amount left.

$13 - 4$. To avoid the need to exchange, it is advisable to use cubes or counters.

Count the amount (part) to subtract (take away)



Count the amount (part) that is left



Apply counting in twos, fives and tens to solve multiplication problems with a repeated addition context.

How much money is the total of six 5p coins?

How many fingers would seven children have altogether?

Share an amount into equal parts.

A bunch of 20 grapes are shared equally between two children? How many grapes do they each get?

Separate an amount into equal groups.

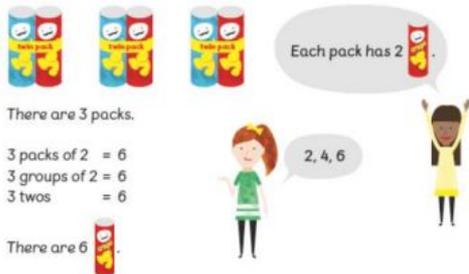
Each sandwich needs two slices of bread. How many sandwiches can be made using 20 slices of bread?



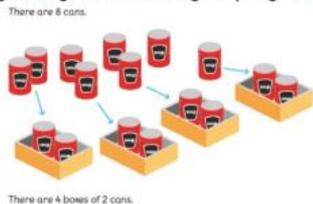
Key concepts that will be covered

Multiplication

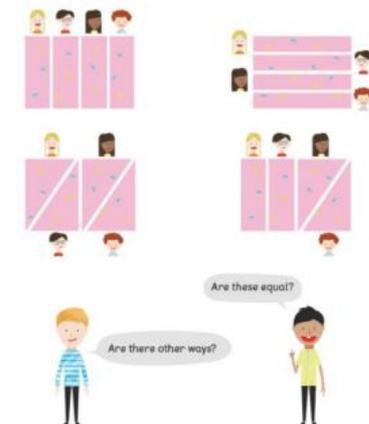
We will learn the foundations of equal groupings, repeated addition, arrays and doubling. We will learn to apply this knowledge to solve word problems. We will be using images from our previous learning such as ten frames and number tracks.

Division

We will be learning how to share small numbers into a specific number of groups. Then, we will be given a number of items, but will need to work out how many will go into each group by sharing equally.

Fractions

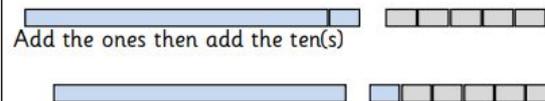
We will be learning about making halves and quarters before moving on to making the connection between fractions and division.



Arithmetic

Count on to find the total.

$$11 + 5$$



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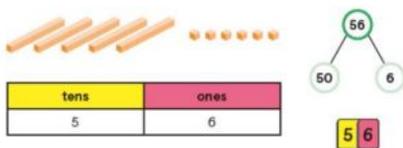
Each sandwich needs two slices of bread. How many sandwiches can be made using 20 slices of bread?



Key concepts that will be covered

Numbers to 100

We will begin by reinforcing our previous learning by counting in 10s and 1s. We will use our number bonds to partition numbers. Then will learn to compare numbers to 100 and find number patterns looking at one hundred charts.



56 = 5 tens and 6 ones
There are 56 cubes.

The digit 5 in 56 stands for 50.
The digit 6 in 56 stands for 6.

4 Count in fives.

5, 10, 15, 20, 25, ...

55, 60, 65, 70,
75, 80, ...



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Time

We will learn to tell the time to the hour and half hour, using terms such as 'next,' 'before' and 'after,' estimating durations of time and, finally, comparing time. We will be exploring analogue clocks and telling time to the hour and half hour. We will look at a timeline for an average day and then determine the order of events using specialised terminology. We will estimate lengths of time and then compare measures of time.



It is in the evening.

Let's Learn



Clap three times.



That is about one second.



Sing a song.



That is about one minute.



Have a maths lesson.



That is about one hour.

Arithmetic

Recognise multiplication as real arrays showing repeated addition.



How many eggs are needed to fill the box?

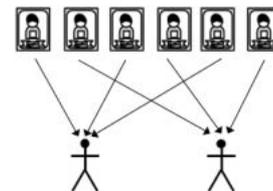


How many buns can be made with this tray?

Recognise division as sharing amounts into equal parts. Introduce simple remainders as the items are shared into equal parts, but some may be left over.

Six stickers shared equally between two children.
How many stickers will they each get?

If it was seven stickers being shared equally between two children, how many stickers would they each get?





Key concepts that will be covered

Money

We will be learning to recognise different coins and notes and using our number bonds to work out how much items cost.

Volume and Capacity

We will be learning to compare volume and capacity, using terms such as 'more than' and 'less than'. We will measure volume and capacity using non-standard units. We will be describing volume using the terms 'half' and 'quarter.'

Measure.

Each  is 1 unit.Mass

We will be comparing mass using terms such as 'heavy/heavier,' 'light/lighter.' We will then measure mass using non-standard units

Measure.

1  shows 1 unit.The mass of the jar is about  units.2 1  shows 1 unit.The mass of the rubber duck is about  units.Space

We will be exploring the important elements of position, movement and turns. We will be learning to describe the position of one object relative to another, using terms such as: 'top,' 'middle' and 'bottom,' 'around,' 'close,' 'near' and 'far;' and 'on top of,' 'in front of' and 'above.' When looking at movement, we will explore the concepts of 'up and down,' 'forwards and backwards,' and 'inside and outside.' We will learn about turns: navigating whole turns, half turns, quarter turns and the notion of clockwise and anticlockwise.



Arithmetic

Recognise multiplication as real arrays showing repeated addition.

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