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| **Term** | **Key Concept** | **National Curriculum** | **Continuous Provision** |
| 1 | **Know and use numbers** | - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  - given a number, identify one more and one less  - 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  - read and write numbers from 1 to 20 in numerals and words | Counting songs  Number lines including rulers and tape measures  Opportunities to:  estimate and compare quantities and numbers  Resources to be tidied and counted in different multiples  Board games |
| **Add and subtract** | - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs  - represent and use number bonds and related subtraction facts within 20 | Washing lines  Numicon cities  Board games |
| **Add and subtract** | - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs  - represent and use number bonds and related subtraction facts within 20  - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 |  |
| **Add and subtract** | - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs  - represent and use number bonds and related subtraction facts within 20  - add and subtract one-digit and two-digit numbers to 20, including zero  - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 |  |
| **Understand the properties of shapes** | - 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] | Puzzles  Tangrams  Nets |
| **Know and use numbers** | - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  - given a number, identify one more and one less  - 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  - recognise the place value of each digit in a two-digit number (tens, ones)  - compare and order numbers from 0 up to 100; use <, > and = signs |  |
| 2 | **Add and subtract** | - represent and use number bonds and related subtraction facts within 20  - add and subtract one-digit and two-digit numbers to 20, including zero  - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 |  |
| **Add and subtract** | - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs  - represent and use number bonds and related subtraction facts within 20  - add and subtract one-digit and two-digit numbers to 20, including zero  - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 |  |
| **Know and use numbers**  **Add and subtract** | - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  - given a number, identify one more and one less  - 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  - recognise the place value of each digit in a two-digit number (tens, ones)  - compare and order numbers from 0 up to 100; use <, > and = signs  - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 |  |
| **Use measures**  **Add and subtract** | - measure and begin to record the following:  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]  - compare, describe and solve practical problems for:  lengths and heights  - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 | Rulers  Tape measures  Height charts  Opportunities to estimate lengths and heights  Resources for non-standard measurement |
| **Use measures**  **Add and subtract** | - compare, describe and solve practical problems for:  - mass/weight [for example, heavy/light, heavier than, lighter than]  - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]  - measure and begin to record the following:  - mass/weight  - capacity and volume  - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 | Measuring cylinders  Containers  Balance scales  Scales |
| Term 3 | **Know and use numbers**  **Multiply and divide** | - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  - 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 |  |
| **Multiply and divide** | - 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 |  |
| **Use fractions** | - recognise, find and name a half as one of two equal parts of an object, shape or quantity  - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | Cooking |
| **Describe position, direction and movement** | - describe position, direction and movement, including whole, half, quarter and three-quarter turns | Beebots |
| **Know and use numbers**  **Add and subtract** | - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  - given a number, identify one more and one less  - 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  - recognise the place value of each digit in a two-digit number (tens, ones)  - represent and use number bonds and related subtraction facts within 20  - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |  |
| **Use measures**  **Add and subtract** | - compare, describe and solve practical problems for:  - time [for example, quicker, slower, earlier, later]  - measure and begin to record the following:  - time (hours, minutes, seconds)  - sequence events in chronological order using language [for example, before and after, next, first, today,  yesterday, tomorrow, morning, afternoon and evening]  - recognise and use language relating to dates, including days of the week, weeks, months and years  - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times  - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 |  |
|  | **Use measures**  **Know and use numbers** | - recognise and know the value of different denominations of coins and notes  - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | Money – shop role play |