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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 numbersResources to be tidied and counted in different multiplesBoard 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 linesNumicon 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 TangramsNets  |
| **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 | RulersTape measuresHeight charts Opportunities to estimate lengths and heightsResources 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 cylindersContainersBalance 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  |