Autumn Term

Weeks 1-4	Weeks 5-9	Weeks 10-11
Number: Place Value	**Number: Addition and Subtraction**	**Geometry: Properties of Shape**
Recognise the place value of each digit in a two digit number Compare and order numbers to 100 using < > and = Read and write numbers to 100 in digits and words Count in steps of 2,3,5 from 0 and in tens from any number, forward and backward Identify, represent and estimate numbers to 100 using different representations including a number line Use place value and number facts to solve problems	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and sue the inverse relationship between addition and subtraction and use this to check calculations to solve missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes compare and sort common 2-D and 3-D shapes and everyday objects

Small Steps to Learning

Step 1 Numbers to 20 **Step 2** Count objects to 100 by making 10s **Step 3** Recognise tens and ones **Step 4** Use a place value chart **Step 5** Partition numbers to 100 **Step 6** Write numbers to 100 in words **Step 7** Flexibly partition numbers to 100 **Step 8** Write numbers to 100 in expanded form **Step 9** 10s on the number line to 100 **Step 10** 10s and 1s on the number line to 100 **Step 11** Estimate numbers on a number line **Step 12** Compare objects **Step 13** Compare numbers **Step 14** Order objects and numbers **Step 15** Count in 2s, 5s and 10s **Step 16** Count in 3s	**Step 1** Bonds to 10 **Step 2** Fact families - addition and subtraction bonds within 20 **Step 3** Related facts **Step 4** Bonds to 100 (tens) **Step 5** Add and subtract 1s **Step 6** Add by making 10 **Step 7** Add three 1-digit numbers **Step 8** Add to the next 10 **Step 9** Add across a 10 **Step 10** Subtract across 10 **Step 11** Subtract from a 10 **Step 12** Subtract a 1-digit number from a 2-digit number (across a 10) **Step 13** 10 more, 10 less **Step 14** Add and subtract 10s **Step 15** Add two 2-digit numbers (not across a 10) **Step 16** Add two 2-digit numbers (across a 10) **Step 17** Subtract two 2-digit numbers (not across a 10) **Step 18** Subtract two 2-digit numbers (across a 10) **Step 19** Mixed addition and subtraction **Step 20** Compare number sentences **Step 21** Missing number problems	**Step 1** Recognise 2-D and 3-D shapes **Step 2** Count sides on 2-D shapes **Step 3** Count vertices on 2-D shapes **Step 4** Draw 2-D shapes **Step 5** Lines of symmetry on shapes **Step 6** Use lines of symmetry to complete shapes **Step 7** Sort 2-D shapes **Step 8** Count faces on 3-D shapes **Step 9** Count edges on 3-D shapes **Step 10** Count vertices on 3-D shapes **Step 11** Sort 3-D shapes **Step 12** Make patterns with 2-D and 3-D shapes

Times table Rock Stars

Recall and use multiplication facts for the 10 times tables	Recall and use multiplication facts for the 10 and 2 times tables	

Teacher Assessment Framework

Working Towards: Read and write numbers in numerals up to 100 Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources1 to support them Working At: Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	Working Towards: Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30) Recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4) Working At: Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)	Working Towards: name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). Working AT: name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. Greater Depth:

	Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 − 3 = 4, then 17 − 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 − 14 = 3 and 17 − 3 = 14)	describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Spring Term			
Weeks 1-2	**Weeks 3-7**	**Weeks 8-9**	**Weeks 10-12**
Measurement: Money	**Number: Multiplication and Division**	**Measurement: Length and Height**	**Measurement: Mass, Capacity and Temperature**
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and division facts, including problems in contexts.	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers, compare and order lengths and record the results using >, < and =	choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels compare and order mass, volume/capacity and record the results using >, < and =
Small Steps to Learning			
Step 1 Count money - pence **Step 2** Count money - pounds (notes and coins) **Step 3** Count money - pounds and pence **Step 4** Choose notes and coins **Step 5** Make the same amount **Step 6** Compare amounts of money **Step 7** Calculate with money **Step 8** Make a pound **Step 9** Find change **Step 10** Two-step problems	**Step 1** Recognise equal groups **Step 2** Make equal groups **Step 3** Add equal groups **Step 4** Introduce the multiplication symbol **Step 5** Multiplication sentences **Step 6** Use arrays **Step 7** Make equal groups – grouping **Step 8** Make equal groups – sharing **Step 9** The 2 times-table **Step 10** Divide by 2 **Step 11** Doubling and halving **Step 12** Odd and even numbers **Step 13** The 10 times-table **Step 14** Divide by 10 **Step 15** The 5 times-table **Step 16** Divide by 5 **Step 17** The 5 and 10 times-tables	**Step 1** Measure in centimetres **Step 2** Measure in metres **Step 3** Compare lengths and heights **Step 4** Order lengths and heights **Step 5** Four operations with lengths and heights	**Step 1** Compare mass **Step 2** Measure in grams **Step 3** Measure in kilograms **Step 4** Four operations with mass **Step 5** Compare volume and capacity **Step 6** Measure in millilitres **Step 7** Measure in litres **Step 8** Four operations with volume and capacity **Step 9** Temperature
Times table Rock Stars			
Recall and use multiplication and division facts for the 10 and 2 times tables		Recall and use multiplication and division facts for the 10, 2 and 5 times tables	
Teacher Assessment Framework			
Working Towards: know the value of different coins Working At: use different coins to make the same amount Greater Depth: use reasoning about numbers and their relationships to solve more complex problems and explain their thinking – e.g. *"Together, Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?"*	Working Towards: count in twos, fives and tens from 0 and use this to solve problems Working At: recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary Greater Depth: recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts	Working Towards: No TAF statements Working At: read scales in divisions of ones, twos, fives and tens Greater Depth: read scales where not all numbers on the scale are given and estimate points in between	Working Towards: No TAF statements Working At: read scales in divisions of ones, twos, fives and tens Greater Depth: read scales where not all numbers on the scale are given and estimate points in between

Summer Term				
Weeks 1-3	**Weeks 4-6**	**Weeks 7-8**	**Weeks 9-10**	**Weeks 11-12**
Number: Fractions	**Measurement: Time**	**Statistics**	**Geometry: Position and Direction**	**Consolidation**
recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. know the number of minutes in an hour and the number of hours in a day	interpret and construct simple pictograms, tally charts, block diagrams and tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.	order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	
Small Steps to Learning				
Step 1 Introduction to parts and whole **Step 2** Equal and unequal parts **Step 3** Recognise a half **Step 4** Find a half **Step 5** Recognise a quarter **Step 6** Find a quarter **Step 7** Recognise a third **Step 8** Find a third **Step 9** Find the whole **Step 10** Unit fractions **Step 11** Non-unit fractions **Step 12** Recognise the equivalence of a half and two quarters **Step 13** Recognise three-quarters **Step 14** Find three-quarters **Step 15** Count in fractions up to a whole	**Step 1** O'clock and half past **Step 2** Quarter past and quarter to **Step 3** Tell time past the hour **Step 4** Tell time to the hour **Step 5** Tell the time to 5 minutes **Step 6** Minutes in an hour **Step 7** Hours in a day	**Step 1** Make tally charts **Step 2** Tables **Step 3** Block diagrams **Step 4** Draw pictograms (1-1) **Step 5** Interpret pictograms (1-1) **Step 6** Draw pictograms (2, 5 and 10) **Step 7** Interpret pictograms (2, 5 and 10)	**Step 1** Language of position **Step 2** Describe movement **Step 3** Describe turns **Step 4** Describe movement and turns **Step 5** Shape patterns with turns	
Times table Rock Stars				
Recall and use multiplication and division facts for the 10, 2 and 5 times tables			Recall and use multiplication and division facts for the 10, 2 and 5 times tables	
Teacher Assessment Framework				
Working Towards: No TAF statements Working At: identify 1/4, 1/3, 1/2, 2/4, 3/4 of a number or shape, and know that all parts must be equal parts of the whole Greater Depth: No TAF statements	Working Towards: No TAF statements Working At: read the time on a clock to the nearest 15 minutes Greater Depth: read the time on a clock to the nearest 5 minutes	No TAF statements	No TAF statements	No TAF statements