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| **Year 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Autumn | **Number: Place Value**  **(within 10/20)**  I can count from 0 to 10 forwards and backwards, from any given number  I can count, read and write numbers to 10 in numerals  I can count, read and write numbers 1-10 in words  I can count one more and one less than a given number (up to 10)  I can recognise one to one correspondence to compare groups  I can use the language of: equal to, more than, less than (fewer), most, least  I can begin to use the < > = symbols to compare numbers and groups of objects  I can order numbers 0 – 10 | | | | | **Number: Addition and Subtraction (within 10)**  I can read, write and interpret mathematical statements involving addition (+)  I can represent and use number bonds to 10.  I can read, write and interpret mathematical statements involving subtraction (–)  I can represent and use subtraction facts within 10 to take away/find less and then find the difference.  I can read, write and interpret mathematical statements involving equals (=) signs  **Fluency**  Automaticity of number bonds within 10.  **Representations and structure**  Part part whole, tens frame, bar model, number track, number lines.  Counting objects, numicon, bead strings. | | | | | **Geometry: Shape**  recognise and name common 2-D and 3-D shapes, including:  I can 2-D shapes [for example, rectangles (including squares), circles and triangles]  I can 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. | **Consolidation** |
|  | **Fluency**  Subitising  **Representations and structure**  Part part whole, bar model, number tracks and number lines  Place value counters, tens frame, counting object e.g. teddy bears, bead strings. | | | | |  |  |

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| **Year 1** | 1 | 2 | 3 | 4 | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Spring | **Number: Place Value**  **(within 20)**  I can count from 0 to 20 forwards and backwards, from any given number  I can count, read and write numbers 11-20 in numerals  I can count, read and write numbers 11-20 in words  I can identify which digit is tens and ones  I can recognise how many tens and ones are in any given number from 11-20  I can count one more and one less than a given number (up to 20)  I can use one to one correspondence to compare groups  I can use the language of: equal to, more than, less than (fewer), most, least  I can use the < > = symbols to compare groups of objects and numbers within 20  I can order numbers 0 – 20 | | | | **Number: Addition and Subtraction (within 20)**  I can add by counting on.  I can represent and use number bonds I know.  I can add by making 10 (apply number bond knowledge e.g. 9 + 7 = 9 + 1 + 6).  I can represent and use subtraction facts within 20 to take away/find less and then find the difference.  I can read, write and interpret mathematical statements involving equals (=) signs to compare number sentences.  **Children to be secure at mental addition and subtraction before crossing the tens boundary.** | | | **Number: Place Value (within 50)**  I can count from 0 to 50 forwards and backwards, from any given number  I can count, read and write numbers 0-50 in numerals  I can count, read and write numbers 0-50 in words  I can identify which digit is tens and ones  I can recognise how many tens and ones are in any given number from 0-50  I can represent numbers to 50  I can count one more and one less than a given number (up to 50)  I can use the language of: equal to, more than, less than (fewer), most, least  I can use the < > = symbols to compare groups of objects and numbers within 50  I can order numbers 0 – 50  I can recognise and create repeating patterns:   * I can count in 2s * I can count in 5s | | **Measurement: Length and Height**  I can compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]  mass/weight [for example, heavy/light, heavier than, lighter than] | |
| **Fluency**  Automaticity of number bonds within 10 and 20.  **Representations and structure**  Part part whole, tens frame, bar model, number track, number lines.  Counting objects, numicon, bead strings. | | | | **Representations and structure**  Part part whole, bar model, number track, number lines, hundred square, place value chart  Place value counters, tens frame, base 10, numicon, bead strings. | | |  | |  | |

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| **Year 1** | 1 | 2 | 3 | 4 | 5 | 6 | | 7 | | 8 | 9 | 10 | 11 | 12 | |
| Summer | **Number: Multiplication and**  **Division**  I can count in 2s and 5s (recap from Spring).  I can count in 10s.  I can make equal groups.  I can add equal groups.  I can make doubles.  I can make equal groups (grouping/sharing). | | | **Number: Fractions**  I can recognise, find and name a half of shape.  I can recognise, find and name a half of objects and quantities.  I can recognise, find and name a quarter of shape.  I can recognise, find and name a quarter of objects and quantities.  **I can combine halves and quarters to make a whole.** | | | **Geometry:**  **Position and**  **Direction**  I can describe position, direction and movement, including whole, half, quarter and three quarter turns. | | **Number: Place Value (100)**  I can count from 0 to 100 forwards and backwards, from any given number  I can count, read and write numbers 0-100 in numerals  I can count, read and write numbers 0-100 in words  I can identify which digit is tens and ones  I can recognise how many tens and ones are in any given number from 0-100  I can use the language of: equal to, more than, less than (fewer), most, least  I can use the < > = symbols to compare groups of objects and numbers within 100  I can order numbers 0 – 100  I can count one more and one less than a given number (up to 100) | | **Measurement:**  **Money**  I can recognise and know the value of different denominations of coins and notes | **Measurement:**  **Time**  I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]  I can recognise and use language relating to dates, including days of the week, weeks, months and years  I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | | |
| **Fluency**  Automaticity of skip counting in 2s, 5s and 10s.  **Representations and structure**  Hundred square, number lines, number tracks, sorting circles, tens frames, simple arrays e.g. donuts in rows.  Numicon, counting objects, sorting hoops.  \*equal groups of representations | | | **Fluency**  Can count ½, 2/2 and recognise that 2 halves make a whole.  **Representations and**  **structure**  Bar model, shape, tangible objects, non-examples and examples (e.g. not two equal parts, compared to two equal parts) | | |  | | **Representations and structure**  Part part whole, bar model, number track, number lines, hundred square, place value chart  Place value counters, tens frame, base 10, numicon, bead strings. | |  |  | | |