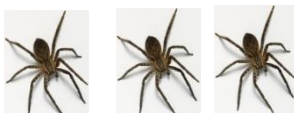


	Autumn	Spring	Summer
Number and place value	- count to and across 100, forwards and backwards, beginning with 0 or 1 <i>How many tigers are there?</i>  <i>Count up 3 from 27. Count down 1 from 19.</i> - count, read and write numbers to 100 in numerals <i>Write fifteen, twenty and eleven in figures.</i> <i>Write 75, 67 and 47 in words.</i> - count in multiples of twos, fives and tens <i>Which picture shows 5 bells?</i>  A  B  C	- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <i>How many apples and pears are there?</i>  <i>Count forward</i> <i>from the given number:</i> 6 50 - count, read and write numbers to 100 in numerals <i>Count the balls:</i>  <i>Now complete the number sentence</i> ten + units = 14 - count in multiples of twos, fives and tens	- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <i>How many legs are there altogether?</i>  <i>Write the missing number in these sequences.</i> 17, 18, 19, , 21 22, 23, 88, 90, , 94, , 98 - count, read and write numbers to 100 in numerals <i>Write the number that is made up of:</i> 5 units and 9 tens 7 tens and 7 units 3 tens and 0 unit - count in multiples of twos, fives and tens - From a given number, identify one more and one less <i>What is one less than 99?</i>

- From a given number, identify one more and one less

Count how many elephants there are.



What number is one more than the number above?

- identify and represent numbers using objects and pictorial representations including the number line; use the language of: equal to, more than, less than (fewer), most, least

Which group has more?

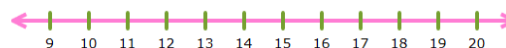


How many friends are there? Count in twos.



- From a given number, identify one more and one less

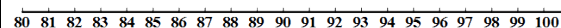
What number comes after 14?



- identify and represent numbers using objects and pictorial representations including the number line; use the language of: equal to, more than, less than (fewer), most, least

Which number is smaller? 47 or 74?

Which number comes between 88 and 90?



- read and write numbers from 1 to 20 in numerals and words

Write the nineteen and seven in figures

- identify and represent numbers using objects and pictorial representations including the number line; use the language of: equal to, more than, less than (fewer), most, least

Which street has least houses?



- read and write numbers from 1 to 20 in numerals and words

Write 17 and 8 in words

	read and write numbers from 1 to 20 in numerals and words Read the door number. Which door says 13? 																				
Addition & Subtraction	- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Which picture shows $7 + 5$?  A  B What is $9 + 8$? $+$$=$ - represent and use number bonds and related subtraction facts within 20	- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Which picture shows $11 - 5 = 6$?  - represent and use number bonds and related subtraction facts within 20 Fill in the missing numbers: $6 + \square = 15$ $15 - \square = 9$ $15 - \square = 6$ $17 + \square = 20$ $\square + 5 = 12$ $11 + 8 = \square$ $13 + 7 = \square$ $20 - 13 = \square$ $20 - \square = 13$ - add and subtract one-digit and two-digit numbers to 20, including	- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 What are the different ways of making 5 and 10? <table><tr><td>$0 + 5 = 5$</td><td>$0 + 10 = 10$</td><td>$6 + 4 = 10$</td></tr><tr><td>$1 + 4 = 5$</td><td>$1 + 9 = 10$</td><td>$7 + 3 = 10$</td></tr><tr><td>$2 + 3 = 5$</td><td>$2 + 8 = 10$</td><td>$8 + 2 = 10$</td></tr><tr><td>$3 + 2 = 5$</td><td>$3 + 7 = 10$</td><td>$9 + 1 = 10$</td></tr><tr><td>$4 + 1 = 5$</td><td>$4 + 6 = 10$</td><td>$10 + 0 = 10$</td></tr><tr><td>$5 + 0 = 5$</td><td>$5 + 5 = 10$</td><td></td></tr></table> - add and subtract one-digit and two-digit numbers to 20, including zero - add and subtract one-digit and	$0 + 5 = 5$	$0 + 10 = 10$	$6 + 4 = 10$	$1 + 4 = 5$	$1 + 9 = 10$	$7 + 3 = 10$	$2 + 3 = 5$	$2 + 8 = 10$	$8 + 2 = 10$	$3 + 2 = 5$	$3 + 7 = 10$	$9 + 1 = 10$	$4 + 1 = 5$	$4 + 6 = 10$	$10 + 0 = 10$	$5 + 0 = 5$	$5 + 5 = 10$	
$0 + 5 = 5$	$0 + 10 = 10$	$6 + 4 = 10$																			
$1 + 4 = 5$	$1 + 9 = 10$	$7 + 3 = 10$																			
$2 + 3 = 5$	$2 + 8 = 10$	$8 + 2 = 10$																			
$3 + 2 = 5$	$3 + 7 = 10$	$9 + 1 = 10$																			
$4 + 1 = 5$	$4 + 6 = 10$	$10 + 0 = 10$																			
$5 + 0 = 5$	$5 + 5 = 10$																				

Addition and subtraction as related operations (addition is inverse of addition)

$$9 + 7 = 16, \quad 16 - 7 = 9, \quad 16 - 9 = 7$$
$$12 + 8 = 20 \quad 20 - 12 = 8 \quad 20 - 8 = 12$$

- add and subtract one-digit and two-digit numbers to 20, including zero

Use counters or cubes for a focus number and them to put them into two groups. How many different groups can they make? Record using number sentences.



Making 7

$1 + 6 = 7$, $2 + 5 = 7$, $3 + 4 = 7$, $4 + 3 = 7$ and so on...

- solve one- step problems that involve addition and subtraction, using concrete objects and pictorial representations

What is the missing number?

$$7 = \square - 9$$

zero

Use children's ages to write number sentences using addition and subtraction to make their age.

Add:

$$3 + 5 = 8$$

$$7 + 1 = 8$$

$$6 + 2 = 8$$

Subtract:

$$10 - 2 = 8$$

$$20 - 12 = 8$$

$$9 - 1 = 8$$

- solve one- step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

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

Anne has to travel a distance of 20km. She travels 13km on a train and 5km on a bus. She walks the rest of the way. How far does she have to walk?

Roni wants to make 4 cakes. If he knows that 2 kg of flour is enough for 2 cakes, how much flour will he need?



2 cakes



2 kg flour



4 cakes

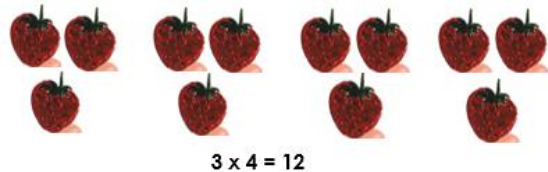


4 kg flour

Multiplication & Division

- 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

There are 3 lots of 4 strawberries. How would you write as a multiplication number sentence?

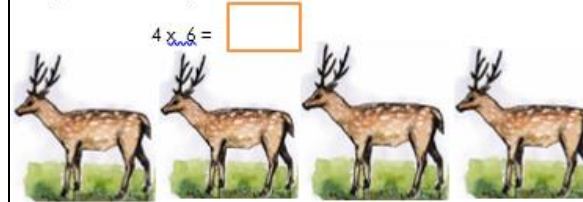


A flamingo has 2 legs. How many legs do 7 flamingos have?



- 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

Complete the multiplication sentence:



There are 4 cars. How many wheels are there?

Write the missing numbers:

$0 \times 9 = \square$ $3 \times \square = 15$

$\square \times 4 = 28$ $4 \times 8 = \square$

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays

Five children share 15 ice creams equally. How many ice creams will each child have?



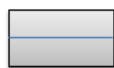
There are 99 people. A bus can hold 10. How many buses are needed?



Fractions

- recognise, find and name a half as one of two equal parts of an object or shape

Look at the pictures and select all the pictures that show halves.



A



B



C

- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

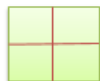
- recognise, find and name a half as one of two equal parts of an object, shape or quantity

Here is a set of 12 balls. What is half of this set?



- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Which picture shows a quarter?



A



B

Which picture shows a third?



A



B

- recognise, find and name a half as one of two equal parts of an object, shape or quantity

Shade half of the 100 square.

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

- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Shade one third of this shape.



Measurement

- compare, describe and solve practical problems for:
 - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)

Working in small groups, give each child a piece of plasticine and ask them to roll it to make the longest worm that they can in 1 minute. Then order their 'worms' from shortest to longest.

- compare, describe and solve practical problems for:
 - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)

In small groups, ask children to stand in height order, shortest first.

- compare, describe and solve practical problems for:
 - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)

The shortest worm could become a (non-standard) unit and children can estimate and measure how many worms long different things are.

They could then measure the shortest to the nearest centimetre and use this to estimate the lengths of the others. Once they have estimated the 'worms' they measure them to see how close their estimates were

- mass or weight (e.g. heavy/light, heavier than, lighter than)

Which is heavier?

Use an apple on one side of a balance.

Now compare various other items to see if they are lighter or heavier. Record your results in the table below:



Things lighter than an apple

Things **about the same** weight as an apple

Things **heavier** than an apple



Who is taller?

- mass or weight (e.g. heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

Who can run faster?



- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)

Which pencil is longest?



- mass or weight (e.g. heavy/light, heavier than, lighter than)

Who is heavier?



- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)

- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)

Colour the water in the glass which is nearly half full red.

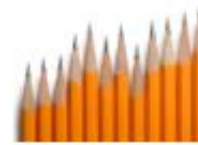


- recognise and know the value of different denominations of coins

- recognise and know the value of different denominations of coins and notes

Find and write down the mass of:

A packet of 12 pencils



A box of cereal



- recognise and know the value of different denominations of coins and notes

How much is in each bag?



- recognise and use language

Estimate the capacity of each of these containers in millilitres or litres.



Colour the tea in the fullest cup yellow.

Colour the tea in the emptiest cup green.

Colour the tea in the cup which is about half full red.



- recognise and know the value of different denominations of coins and notes

Give children a random number of up to 100 pennies. Ask them to count these into piles of 10 and when they have exchange each pile for a 10 pence coin. For any coins left over they exchange these for two pence and/or five pence coins.

Additionally focus on exchanging pennies for two and five pence coins and also 10 pence coins for 20 pence, 50 pence and one pound coins.

How much this coin worth?



- recognise and use language relating to dates, including days of the week, weeks, months and years;

2015

January	February	March	April
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
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	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	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	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
May	June	July	August
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
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	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	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	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
September	October	November	December
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
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	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	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	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

2016

January	February	March	April
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
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	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	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	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
May	June	July	August
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
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	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	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	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
September	October	November	December
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
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	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	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	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

relating to dates, including days of the week, weeks, months and years;

Display a weekly time table of activities that the children do and ask questions from it, for example:

- What do we do on Wednesday morning?
- What day comes two days after Monday?
- What day comes before Thursday?
- If today is Wednesday what day was yesterday?
- What days of the week don't you go to school?
- What day is it tomorrow?

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

What times do these clocks show?



- recognise and use language relating to dates, including days of the week, weeks, months and years;

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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			

July						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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					

How many Saturdays are there in August?

On what day of the week does the month begin?

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Display a calendar and ask the children to write their name in that month in which their birthday occurs.

Who has a birthday between June and September?
Which month is two months after 'Julie's' birthday?

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

Ask the children to draw a picture to show something that they do in the morning, then in the afternoon and evening. They cut these out and give them to a friend to put in the right order.

- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Draw the hands on the clock face to show these times:

Half past one



Three o'clock



Half past seven



Twelve o'clock



Half past eight



Half past nine



Write down what the time will be in one hour's time.



1. In one hour it will be:



2. In one hour it will be:



3. In one hour it will be:



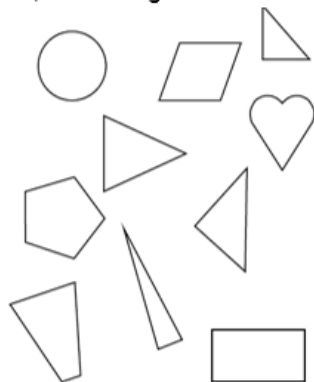
4. In one hour it will be:

Geometry: properties of shapes

- recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]

Use elastic bands to create different shapes on your own hand or pegged boards and elastic bands. Move on to making large scale shapes with large elastic loops, on a large floor grid, standing at intersections.

Which of these shapes are **triangles**? Colour them blue.

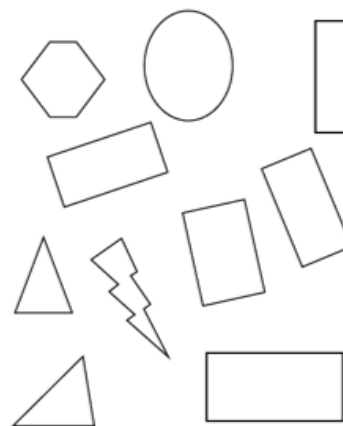


- recognise and name common 3-D shapes

- recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]

Use elastic bands to create different shapes on your own hand or pegged boards and elastic bands. These shapes can then be rotated or copied by another group. Change the shape by adding another person – another side and another corner.

Which of these shapes are rectangles? Colour them red.



- recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Snowball activity' – choose a 3-D shape, record something about it, then talk to a partner, find one thing that is different about your shapes? Now get into groups of 4 what is the same about your shapes? (From Nrich)

- recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]

Matching triangles (NRICH)

These triangles belong to three different families.



All the triangles in the same family are the same shape. But they may not be the same size or the same way up. Can you sort them out and explain how you did it?

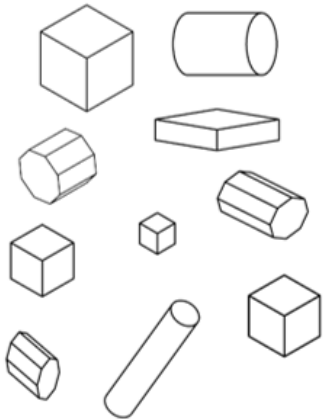
- recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Sort shapes into groups according to their properties such as:

- Do they have corners/vertices?
- Do they have a point?
- Do they have just flat faces?
- Do they have any square faces or rectangular faces?
- Do they have triangular faces?
- Do they have any round /circular faces?
- Are their edges straight?
- Do they have more than six flat faces?
- Are they solid or hollow?

Write the name of these figures:



	Which of these shapes are cubes? Colour them. 		
Geometry: position, direction and movement	describe position, direction and movement, including whole, half, quarter and three-quarter turns.  Which object is on the right? Which object is on the left? Which object is at the top? Which object is at the bottom? Which object is in the middle?	describe position, direction and movement, including whole, half, quarter and three-quarter turns. Where are the trousers?  Inside the cupboard Outside the cupboard	describe position, direction and movement, including whole, half, quarter and three-quarter turns. What is below the eagle?  What is above the chicken? 