

	03.09.18 (3 days)	10.09.18	17.09.18	24.09.18	01.10.18	08.10.18	15.10.18		
Autumn 1	<b>Baseline</b>			<p><b>Number:</b> Children count reliably with numbers from <b>one to five</b>, place them in order and say which number is one more or one less than a given number.</p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Selects the correct numeral to represent 1 to 5.</li> <li>• Counts an irregular arrangement of up to five objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>					
Autumn 2	29.10.18 (4 days)	05.11.18	12.11.18	19.11.18	26.11.18	03.12.18	10.12.18	17.12.18	
	<p><b>Shape, Space and Measure:</b> Children recognise, create and describe patterns. They explore characteristics of everyday <b>objects and shapes</b> and use mathematical language to describe them.</p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'flat' 2-D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>		<p><b>Number:</b> Children count reliably with numbers from <b>one to ten</b>, place them in order and say which number is one more or one less than a given number.</p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 10.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10.</li> <li>• Counts out up to ten objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>			<p><b>Shape, Space and Measure:</b> Children use everyday language to talk about <b>money</b>.</p> <ul style="list-style-type: none"> <li>• Beginning to use everyday language related to money.</li> </ul>		...	
Spring 1	07.01.19 (4 days)	14.01.19	21.01.19	28.01.19	04.02.19	11.02.19			
	<p><b>Number:</b> Children count reliably with numbers from <b>one to ten</b>, place them in order and say which number is one more or one less than a given number.</p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 10.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10.</li> <li>• Counts out up to ten objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>			<p><b>Shape, Space and Measure:</b> Children recognise, create and describe patterns. They explore characteristics of everyday <b>objects and shapes</b> and use mathematical language to describe them.</p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>					

	25.02.19	04.03.19	11.03.19	18.03.19	25.03.19	01.04.19			
Spring 2	<p><b>Number:</b> Children count reliably with numbers from <b>one to ten</b>, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they <b>add and subtract</b> two single-digit numbers and count on or back to find the answer.</p> <ul style="list-style-type: none"> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>			<p><b>Shape, Space and Measure:</b> Children use everyday language to talk about <b>size, weight and capacity</b> to compare quantities and objects and to solve problems.</p> <ul style="list-style-type: none"> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> </ul>		<p><b>Shape, Space and Measure:</b> Children use everyday language to talk about <b>time</b>.</p> <ul style="list-style-type: none"> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>			
	22.04.19 (4 days)	29.04.19	06.05.19 (4 days)	13.05.19	20.05.19				
Summer 1	<p><b>Number:</b> Children count reliably with numbers from <b>one to twenty</b>, place them in order and say which number is one more or one less than a given number.</p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 20.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 20.</li> <li>• Counts out up to twenty objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 20 objects.</li> <li>• Counts an irregular arrangement of up to twenty objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to twenty objects.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>		<p><b>Number:</b> Children count reliably with numbers from <b>one to twenty</b>, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they <b>add and subtract</b> two single-digit numbers and count on or back to find the answer.</p> <ul style="list-style-type: none"> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to twenty objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>						
	03.06.19 (4 days)	10.06.19	17.06.19	24.06.19	01.07.19	08.07.19	15.07.19	22.07.19 (2 days)	
Summer 2	<p><b>Number:</b> Children solve problems, including <b>doubling, halving and sharing</b>.</p> <ul style="list-style-type: none"> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>			<p><b>Shape, Space and Measure:</b> Children use everyday language to talk <b>position and distance</b>.</p> <ul style="list-style-type: none"> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> </ul>		...		...	