

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

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