

Week Beginning	NC objectives	Learning Objectives - Focus Ed steps and Development Matters																																								
<p>Monday 11<sup>th</sup> September</p> <p>(Number)</p>	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 10 in numerals and words. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> </ul>	<p><b>Y1 - Count reliably to 100</b></p> <table border="1"> <thead> <tr> <th>Step 1</th><th>Step 2</th><th>Step 3</th><th>Step 4</th><th>Step 5</th><th>Step 6</th><th>Step 7</th><th>Step 8</th><th>Step 9</th><th>Step 10</th><th>Step 11</th><th>Step 12</th> </tr> </thead> <tbody> <tr> <td>I can count on from 0 to 20.</td> <td>I can count on from 0 to 50.</td> <td>I can count on from 0 to 100.</td> <td>I can count on from any number to 20.</td> <td>I can count on from any number to 50.</td> <td>I can count on from any number to 100.</td> <td>I can count back from 20 to 0.</td> <td>I can count back from 50 to 0.</td> <td>I can count back from 100 to 0.</td> <td>I can count back from any number smaller than 20 to 0.</td> <td>I can count back from any number smaller than 50 to 0.</td> <td>I can count back from any number smaller than 100 to 0.</td> </tr> </tbody> </table>	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	I can count on from 0 to 20.	I can count on from 0 to 50.	I can count on from 0 to 100.	I can count on from any number to 20.	I can count on from any number to 50.	I can count on from any number to 100.	I can count back from 20 to 0.	I can count back from 50 to 0.	I can count back from 100 to 0.	I can count back from any number smaller than 20 to 0.	I can count back from any number smaller than 50 to 0.	I can count back from any number smaller than 100 to 0.																
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<p>Monday 18<sup>th</sup> September</p> <p>(Number and place value)</p>	<ul style="list-style-type: none"> <li>Given a number, identify one more or one less.</li> <li>Count in multiples of twos.</li> </ul>	<p><b>Y1 - Count on and back in 1s, 2s, 5s and 10s from any given number to 100</b></p> <table border="1"> <thead> <tr> <th>Step 1</th><th>Step 2</th><th>Step 3</th><th>Step 4</th><th>Step 5</th><th>Step 6</th><th>Step 7</th><th>Step 8</th><th>Step 9</th><th>Step 10</th><th>Step 11</th> </tr> </thead> <tbody> <tr> <td>I can count from 1 to 100</td> <td>I can count in 10s to 50.</td> <td>I can count in 10s to 100.</td> <td>I can count in 2s to 20.</td> <td>I can count in 2s to 50.</td> <td>I can count in 2s to 100.</td> <td>I can count in 5s to 100.</td> <td>I can read and write all numbers to 10</td> <td>I can read and write all numbers to 20</td> <td>I can read and write all 'tens' numbers from 0 to 100.</td> <td>I can read and write all numbers to 100.</td> </tr> </tbody> </table> <p><b>Y1 - Write all numbers in words to 20</b></p> <table border="1"> <thead> <tr> <th>Step 1</th><th>Step 2</th><th>Step 3</th><th>Step 4</th> </tr> </thead> <tbody> <tr> <td>I can read all numbers as numerals and words to 10.</td> <td>I can write all numbers as numerals and words to 10.</td> <td>I can read all numbers as numerals and words to 20.</td> <td>I can write all numbers as numerals and words to 20.</td> </tr> </tbody> </table> <p><b>Y1 - Distinguish between and use ordinal and cardinal numbers.</b></p> <table border="1"> <thead> <tr> <th>Step 1</th><th>Step 2</th><th>Step 3</th><th>Step 4</th><th>Step 5</th> </tr> </thead> <tbody> <tr> <td>I can find missing numbers in a sequence up to 10.</td> <td>I can find missing numbers in a sequence up to 20.</td> <td>I can order objects using the terms 1st, 2nd, 3rd, etc.</td> <td>I know that a set of 5 objects contains more objects than, say 3, etc. (up to 10).</td> <td>I know the 5ness of 5</td> </tr> </tbody> </table>	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	I can count from 1 to 100	I can count in 10s to 50.	I can count in 10s to 100.	I can count in 2s to 20.	I can count in 2s to 50.	I can count in 2s to 100.	I can count in 5s to 100.	I can read and write all numbers to 10	I can read and write all numbers to 20	I can read and write all 'tens' numbers from 0 to 100.	I can read and write all numbers to 100.	Step 1	Step 2	Step 3	Step 4	I can read all numbers as numerals and words to 10.	I can write all numbers as numerals and words to 10.	I can read all numbers as numerals and words to 20.	I can write all numbers as numerals and words to 20.	Step 1	Step 2	Step 3	Step 4	Step 5	I can find missing numbers in a sequence up to 10.	I can find missing numbers in a sequence up to 20.	I can order objects using the terms 1st, 2nd, 3rd, etc.	I know that a set of 5 objects contains more objects than, say 3, etc. (up to 10).	I know the 5ness of 5
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**Y1 - Say the number that is 1 more or 1 less than any number to 100**

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
I can say a number that is 'one more than' any number up to 20	I can say a number that is 'one more than' any number up to 50	I can say a number that is 'one more than' any number up to 100	I can say a number that is 'one less than' any number to 20	I can say a number that is 'one less than' any number to 50	I can say a number that is 'one less than' any number to 100	I can write a number that is 'one more than' any number to 100	I can write a number that is 'one less than' any number to 100

**22-36m**

- Recites some number names in sequence.
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as 'more' and 'a lot'.

**30-50m**

Uses some number names and number language spontaneously.

- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

**40-60m**

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.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six 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.

**Early Learning Goal**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

<p>Monday 25<sup>th</sup> September</p> <p><b>(addition and subtraction)</b></p>	<p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts (within 10)</li> <li>• Add and subtract one digit numbers (to 10), including zero.</li> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> </ul>	<p><b>Y1 - Add and subtract 1 digit or 2 digit numbers to 20 including zero</b></p> <table border="1"> <thead> <tr> <th>Step 1</th> <th>Step 2</th> <th>Step 3</th> <th>Step 4</th> <th>Step 5</th> </tr> </thead> <tbody> <tr> <td>I can add two, 1-digit numbers to 10</td> <td>I can add two, 1-digit numbers to 20</td> <td>I can add a 1-digit number to a 2-digit number to 20.</td> <td>I can subtract two, 1-digit numbers.</td> <td>I can subtract a 1-digit number from a 2-digit number.</td> </tr> </tbody> </table>	Step 1	Step 2	Step 3	Step 4	Step 5	I can add two, 1-digit numbers to 10	I can add two, 1-digit numbers to 20	I can add a 1-digit number to a 2-digit number to 20.	I can subtract two, 1-digit numbers.	I can subtract a 1-digit number from a 2-digit number.								
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<p>Monday 2<sup>nd</sup> October</p> <p><b>(addition and subtraction)</b></p>	<ul style="list-style-type: none"> <li>• Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems</li> </ul>	<p><b>Y1 - Know the signs +, - and =</b></p> <table border="1"> <thead> <tr> <th>Step 1</th> <th>Step 2</th> <th>Step 3</th> <th>Step 4</th> <th>Step 5</th> <th>Step 6</th> <th>Step 7</th> <th>Step 8</th> <th>Step 9</th> </tr> </thead> <tbody> <tr> <td>I can read +</td> <td>I can read -</td> <td>I can read =</td> <td>I can write +</td> <td>I can write -</td> <td>I can write =</td> <td>I know what + means</td> <td>I know what - means</td> <td>I know what = means</td> </tr> </tbody> </table>	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	I can read +	I can read -	I can read =	I can write +	I can write -	I can write =	I know what + means	I know what - means	I know what = means
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<p>Monday 9<sup>th</sup> October</p> <p><b>(addition and subtraction)</b></p>		<p><b>22-36m</b></p> <ul style="list-style-type: none"> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> </ul> <p><b>30-50m</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> </ul> <p><b>40-60m</b></p> <ul style="list-style-type: none"> <li>• Finds the total number of items in two groups by counting all of them.</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>Early Learning Goal</b> Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>																		
<p>Monday 16<sup>th</sup> October</p> <p><b>(Recognising 2D and 3D shapes)</b></p>	<p><b>Geometry: Shape</b></p> <ul style="list-style-type: none"> <li>• Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</li> </ul>	<p><b>Y1 - Recognise and name the 2D shapes circle, triangle, square and oblong.</b></p> <table border="1"> <thead> <tr> <th>Step 1</th> <th>Step 2</th> <th>Step 3</th> <th>Step 4</th> </tr> </thead> <tbody> <tr> <td>I know a square and can name it.</td> <td>I know a triangle and can name it.</td> <td>I know a circle and can name it.</td> <td>I know a rectangle and can name it.</td> </tr> </tbody> </table>	Step 1	Step 2	Step 3	Step 4	I know a square and can name it.	I know a triangle and can name it.	I know a circle and can name it.	I know a rectangle and can name it.										
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<p>Monday 23<sup>rd</sup> October</p>	<ul style="list-style-type: none"> <li>• Describe position, direction and movement, including whole,</li> </ul>	<p><b>Y1 - Recognise the 3D shapes cube, sphere, cuboid</b></p>																		

(Turns)

half, quarter and three quarter turns

Step 1	Step 2	Step 3
I know a cube and can name it	I know a cylinder and can name it.	I know a pyramid and can name it.

**Y1 – Describe position, directions and movements including whole, half, quarter and three-quarter turns.**

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
I know vocabulary: left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close and far, up, down, forwards, backwards, inside and outside.	I can demonstrate a full turn (by moving own body).	I can demonstrate half a turn.	I can demonstrate quarter of a turn	I can demonstrate three-quarters of a turn.	I can hold up right or left hand as required	I can point to the left or right as required.	I can describe position, directions and movements using above vocabulary.

**22-36m**

- Notices simple shapes and patterns in pictures.
- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.

**30-50m**

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

**40-60m**

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Uses familiar objects and common shapes to create and recreate patterns and build models.

**Early Learning Goal**

**They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.**