

'Ridgeway Infant School is a safe, happy school where everyone does their best!'



Y1 Long Term Maths

Planning

2017/18

Active Ant links to teamwork.

All for one and one for all!



Busy Bee links to resilience

If I try, try, try,
I can, can, can!



Considering Chameleon links to reflectiveness

Can I change it?
Yes I can!



Listen, Look, Share!

Discussion Dolphin links to communication



Ta-dah!

Proud Peacock links to creativity



I can do it!

Motivated Monkey links to independence



Ridgeway Infant School
Maths Medium Term Plan [Year 1; Autumn]



Overview created by Hamilton Trust; subject to change due to teacher judgements/assessments and number of weeks in each half-term.

Autumn 1

Week	Topic	Objectives	National Curriculum
1	Number and place value	<p>Day 1: Count reliably up to 20 objects <i>Recognising that the rearranged order of objects has the same value</i></p> <p>Day 2: Recognise and estimate numbers more and less than 10 <i>Knowing whether a number is more or less than 10.</i> <i>Using the landmarks of multiples of 5 to help children place other numbers on a line or bead bar</i></p> <p>Day 3: Use the landmarks of 5s to help place other numbers on a washing line or bead bar <i>Recognise missing numbers from a 1–20 line</i> <i>Use knowledge of other numbers to place numbers on a line.</i> <i>Find amounts more, less and in between numbers.</i></p> <p>Day 4: Make 'teen' numbers by adding more to 10 <i>Recognise a teen number adding more to 10.</i> <i>Make teen numbers showing partitioning.</i></p> <p>Day 5: Partition each 'teen' number to 10 and the rest. <i>Understand 'teen' numbers as partitioning into 10 and 'a bit'.</i> <i>Begin to record additions related to portioning (10 and 2 same as 10 + 2)</i></p>	<p>Number <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> <u>Count, read and write numbers to 100 in numerals.</u> <u>Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs</u> <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u></p>
2	Addition	<p>Day 1: Partition 5 into pairs, record the related additions</p> <p>Day 2: Add a small number by counting on <i>Add small numbers to 5 to create addition sentences.</i> <i>Count on from 5.</i></p> <p>Day 3: Add 1, 2, 3, 4 or 5 to 5 by counting on <i>Record as addition sentences</i></p> <p>Day 4: Add 1 or 2 to numbers to 6 by counting on</p> <p>Day 5: Add 1 or 2 to numbers to 10 by counting on <i>And some to 15 by counting on</i></p>	<p>Number <u>Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs</u> <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u></p>
3	Money and Measures	<p>Day 1: Know how much each coin to 10p is worth <i>Begin to find the total of two coins.</i></p> <p>Day 2: Add 1p and 2p to coins up to 10p <i>Write the addition</i></p> <p>Day 3: Find ways to pay amounts to 10p</p>	<p>Number <u>Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs</u> <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u></p> <p>Measures</p>

Week	Topic	Objectives	National Curriculum
		<p>Day 4: Tell the time to the hour <i>Show o'clock times on small clocks</i></p> <p>Day 5: Know the times of key events in the day</p>	<p>Recognise and know the value of different denominations of <u>coins and notes.</u> <u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</u> <u>Recognise and use language relating to dates, including days of the week, weeks, months and years</u></p>
4	Measures and Space	<p>Day 1: Measure length using a uniform unit <i>Measure length with non-standard units and make sensible estimations, stating whether something is shorter or longer.</i></p> <p>Day 2: Estimate/measure length using a uniform unit <i>Measure length with non-standard units and order different lengths.</i></p> <p>Day 3: Measure and estimate by comparing with a metre stick <i>Begin to have a sense of how long a metre is and estimate using metres and find items longer and shorter than 1 metre</i></p> <p>Day 4: Understand and create symmetrical patterns <i>Understand the term 'symmetry' and create symmetrical patterns.</i></p> <p>Day 5: Spot whether a pattern/object is symmetrical <i>Recognise whether a pattern or object is symmetrical and find a line of symmetry.</i></p>	<p>Measures Compare, describe and solve practical problems for: - lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] - mass or weight [e.g. heavy/light, heavier than, lighter than] - capacity/volume [full/ empty, more than, less than, half, half full, quarter] - time [e.g. quicker, slower, earlier, later] Measure and begin to record the following: lengths and heights; mass/weight; capacity & volume; time (hours, minutes, seconds)</p>
5	Addition and Subtraction	<p>Day 1: Understand subtraction as 'take away' <i>Count what's left and record the related subtraction sentences</i></p> <p>Day 2: Begin to count back to subtract</p> <p>Day 3: See how subtraction 'undoes' addition <i>Add and subtract numbers up to 15</i></p> <p>Day 4: Add and subtract 1 or 2 <i>Read the signs + and –</i></p> <p>Day 5: Decide whether to add or subtract to solve a word problem <i>Represent objects in a word problem with cubes or fingers</i></p>	<p>Number Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs Add and subtract one-digit & two-digit numbers to 20, including zero</p>
7	Number and Place Value Fractions	<p>Day 1: Mark numbers on a 0 to 20 beaded line <i>Mark numbers on a beaded line using the 'landmarks' of 5, 10, 15 and 20 to help</i></p> <p>Day 2: Compare 2 numbers less than 20</p> <p>Day 3: Count in 10s from 10 <i>Count from 1 to 100. Count in 10s from 10, matching multiples on their fingers.</i></p> <p>Day 4: Find halves of shapes <i>Recognise ½ of shapes and divide regular shapes in half.</i></p> <p>Day 5: Find quarters of shapes <i>Understand how to find ¼ of different shapes.</i></p>	<p>Number Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.</p> <p>Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p>

Autumn 2

Week	Topic	Objectives	National Curriculum
1	<p>Doubling and Halving</p> <p>Measures</p>	<p>Day 1: Double 1 to 5 <i>Understand that a double is two of the same number added together and begin to know doubles 1 to 5</i></p> <p>Day 2: Share numbers to 10 to find which are even/odd <i>Begin to recognise which numbers are odd and even without sharing</i></p> <p>Day 3: Find odd and even numbers on a 1–20 track <i>Count in twos from 1 and 2 to find odd and even numbers to 20</i></p> <p>Day 4: Order days of the week <i>Answer questions about the order of days of the week</i></p> <p>Day 5: Order months of the year <i>Recognise when the months are ordered incorrectly</i></p>	<p>Number Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.</p> <p>Measures Recognise and use language relating to dates, including days of the week, weeks, months and years</p>
2	<p>Shape</p> <p>Data</p>	<p>Day 1: Name and describe squares, rectangles, circles and triangles</p> <p>Day 2: Name and describe squares, rectangles, circles and triangles <i>Begin to use more mathematical vocabulary to describe properties.</i></p> <p>Day 3: Name and describe squares, rectangles, circles and triangles <i>Match them into sets. Recognise simple shapes no matter the proportion or orientation</i></p> <p>Day 4: Use lists to sort objects <i>Understand that objects can be sorted in different ways</i></p> <p>Day 5: Use a table to help sort objects <i>Think of different ways to sort shapes</i></p>	<p>Geometry Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles)</p>
3	<p>Addition and Subtraction</p>	<p>Day 1: Find one more/one less than any number up to 20 <i>Record as number sentences</i></p> <p>Day 2: Find two more/less than any number up to 20, recording the hops on a beaded line <i>Understand hopping backwards as subtraction</i></p> <p>Day 3: Find one more/one less than 2-digit numbers <i>Fill in missing numbers in sequences.</i></p> <p>Day 4: Find one more/one less than any 2-digit number <i>Crossing over the tens barrier</i></p> <p>Day 5: Partition 10 into pairs, write the addition <i>Begin to systematically order pairs to 10</i></p>	<p>Number Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs Represent and use number bonds and related subtraction facts within 20</p>
4	<p>Addition and</p>	<p>Day 1: Partition 6 into pairs</p>	<p>Numbers</p>

Week	Topic	Objectives	National Curriculum
	Subtraction	<p><i>Find related subtraction facts</i></p> <p>Day 2: Partition 7 and record addition sentences <i>Write the related subtraction facts</i></p> <p>Day 3: Partition 10 and record the related addition sentences <i>Begin to find the related subtraction facts</i></p> <p>Day 4: Add 2, 3 or 4 by counting on <i>Relate counting on to addition</i></p> <p>Day 5: Realise that addition can be done in any order <i>Put the larger number first when adding 2 numbers</i></p>	<p>Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit & two-digit numbers to 20, including zero</p>
5	Number Addition and Subtraction	<p>Day 1: Count to 100 <i>From different starting points</i></p> <p>Day 2: Find one more and one less to 100</p> <p>Day 3: Use ordinal numbers in context to 10th place</p> <p>Day 4: Number bonds to 10 <i>Know number bonds to 10 finding matching pairs</i></p> <p>Day 5: Number bonds to 10 <i>Know by heart number bonds to 10 and record as number sentences.</i></p>	<p>Number Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Represent and use number bonds and related subtraction facts within 20</p>

Evaluation 2017/18:

Ridgeway Infant School
Maths Medium Term Plan [Year 1; Spring]



Overview created by Hamilton Trust; subject to change due to teacher judgements/assessments and number of weeks in each half-term.

Spring 1

Week	Topic	Objectives	National Curriculum
1	Number and place value	<p>Day 1: One more and one less than 2-digit number. <i>Know the number before and after any 2-digit number.</i></p> <p>Day 2: Find one more/less than any 2-digit number.</p> <p>Day 3: Count in 10s from 10. <i>Find missing multiples of ten in a sequence.</i></p> <p>Day 4: Count in tens from any number. Estimate a quantity. <i>Fill in missing number sequences of multiples of ten. Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100).</i></p> <p>Day 5: Find ten more and ten less than any 2-digit number. <i>Recognise and describe what is happening to the multiples of ten on the number grid.</i></p>	<p>Number Given a number, <i>identify</i> one more and one less Count in multiples of twos, fives and tens. <u>Count, read and write numbers to 100 in numerals</u></p>
2	Addition and Subtraction	<p>Day 1: Bonds to 8; Recognise that adding can be done in any order. <i>Write number bonds as number sentences.</i></p> <p>Day 2: Bonds to 9; Recognise that adding can be done in any order. <i>Write number bonds as number sentences.</i></p> <p>Day 3: Find doubles to double 6. <i>Know how to double a number. Find doubles to double 6 and record as an addition; begin to know by heart.</i></p> <p>Day 4: Add three small numbers using number bonds to 10. <i>Spot pairs to ten. Understand that changing the order of addition does not change the total.</i></p> <p>Day 5: Adding three numbers using doubles and number bonds.</p>	<p>Number <u>Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs</u> <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u> <u>Represent and use number bonds and related subtraction facts within 20</u></p>
3	Addition and Subtraction Money	<p>Day 1: Know the value of each coin to £1. <i>Recognise and know the value of each coin up to £1</i></p> <p>Day 2: Find totals of 2 and 3 coins to 10p. <i>Begin to find what coins can be used to pay a given amount up to 20p.</i></p> <p>Day 3: Begin to find all possibilities by making an ordered list. <i>Find what coins can be used to make given amount less than 10p.</i></p> <p>Day 4: Find 10 more than any 2-digit number less than 90. <i>Count in tens from single-digit numbers</i></p> <p>Day 5: Find 10 less than any 2-digit number.</p>	<p>Number <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u> Count in multiples of twos, fives and tens.</p> <p>Measures <u>Recognise and know the value of different denominations of coins and notes.</u></p>

Week	Topic	Objectives	National Curriculum
4	Measures	<p><i>Count back tens from 2-digit numbers.</i></p> <p>Day 1: Compare weights using direct comparison <i>Order different weights.</i></p> <p>Day 2: Compare weights using direct comparison <i>Estimate and find objects that are heavier and lighter.</i></p> <p>Day 3: Use uniform non-standard units to measure weight <i>Estimate how heavy an object is using uniform non-standard units.</i></p> <p>Day 4: Tell the time to the hour and half hour <i>Describe what would be happening at different times of the day.</i></p> <p>Day 5: Tell the time to the half hour <i>Find the time half an hour later.</i></p>	<p>Measures <u>Compare, describe and solve practical problems for:</u> - lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] - mass or weight [e.g. heavy/light, heavier than, lighter than] - capacity/volume [full/ empty, more than, less than, half, half full, quarter] - time [e.g. quicker, slower, earlier, later] <u>Measure and begin to record the following: lengths and heights; mass/weight; capacity & volume; time (hours, minutes, seconds)</u> Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. <u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</u></p>
5	Addition and Subtraction	<p>Day 1: Understand subtraction as 'take away' <i>Count what's left and record the related subtraction sentences</i></p> <p>Day 2: Begin to count back to subtract</p> <p>Day 3: See how subtraction 'undoes' addition <i>Add and subtract numbers up to 15</i></p> <p>Day 4: Add and subtract 1 or 2 <i>Read the signs + and –</i></p> <p>Day 5: Decide whether to add or subtract to solve a word problem <i>Represent objects in a word problem with cubes or fingers</i></p>	<p>Number <u>Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs</u> <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u> <u>Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations, and missing number problems such as $7 = \square - 9$.</u></p>
7	Doubles, Halves and Sequences	<p>Day 1: Learn to count in 2s from 0 <i>Recognise a sequence and continue it.</i></p> <p>Day 2: Recognise odd and even numbers to 20 <i>Sort numbers up to 20 into odd and even.</i></p> <p>Day 3: Sorting numbers onto diagrams <i>Using prior knowledge of numbers, sort them onto Venn diagrams and into tables. Explain how and why they have sorted them in that way</i></p> <p>Day 4: Double numbers up to 12 <i>Explain what they are doing by doubling.</i></p> <p>Day 5: Find half of numbers up to 24 (links to odds and evens) <i>Understand why it is tricky to halve odd numbers</i></p>	<p>Number <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> <u>Count, read and write numbers to 100 in numerals.</u> Count in multiples of twos, fives and tens. <u>Identify and represent numbers using objects & pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</u></p> <p>Fractions <u>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</u></p>

Evaluation 2017/18:

Spring 2

Week	Topic	Objectives	National Curriculum
1	Number and Place Value	<p>Day 1: Show a 2-digit number by combining groups of ten and one; Locate numbers on a beaded line. <i>Know what each digit means in a 2-digit number.</i></p> <p>Day 2: Know what each digit means in a 2-digit number. Estimate a number of objects, and count to check. <i>Group in tens when counting to check.</i></p> <p>Day 3: Compare two numbers less than 100, say which is more or less.</p> <p>Day 4: Give a number between two neighbouring multiples of 10.</p> <p>Day 5: Investigate place value in 2-digit numbers. <i>Say what each of the digits represents.</i> <i>Begin to record findings in a systematic way</i></p>	<p>Number <u>Identify and represent numbers using objects & pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u></p>
2	Measures and Data	<p>Day 1: Measuring objects in cubes <i>Compare lengths</i></p> <p>Day 2: Measuring lengths of string in cubes <i>Including wiggly lines.</i></p> <p>Day 3: Find a difference in lengths using cubes (uniform, non-standard units) <i>Estimate and compare lengths</i></p> <p>Day 4: Find a difference in heights using cubes <i>Find the difference between two towers of cubes.</i> <i>Measure height using uniform, non-standard units (cubes).</i></p> <p>Day 5: Investigate differences <i>Find towers have a difference of 3.</i> <i>Begin to use a systematic way of going about the investigation, recognising patterns</i></p>	<p>Measures <u>Measure and begin to record the following: lengths and heights; mass/weight; capacity & volume; time (hours, minutes, seconds)</u> <u>Compare, describe and solve practical problems for:</u> <u>- lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]</u> <u>- mass or weight [e.g. heavy/light, heavier than, lighter than]</u> <u>- capacity/volume [full/ empty, more than, less than, half, half full, quarter]</u> <u>- time [e.g. quicker, slower, earlier, later]</u></p>
3	Measures and Data	<p>Day 1: Compare capacities, by direct comparison. <i>Compare & discuss capacities</i> <i>Understand the vocabulary relating to capacity.</i></p> <p>Day 2: Estimate, measure and compare capacities, using cups; use a uniform, non-standard unit to measure capacity. <i>Order capacities from least to greater</i></p> <p>Day 3: Estimate, measure, compare capacities, using cups; use a uniform, non-standard unit to measure capacity. <i>Find containers that hold a greater capacity & order different capacities</i></p> <p>Day 4: Draw pictograms and discuss what they show. <i>Understand how to read a pictogram.</i> <i>Create a pictogram and write a sentence describing what it shows.</i></p> <p>Day 5: Presenting data in a block graph.</p>	<p>Measures <u>Measure and begin to record the following: lengths and heights; mass/weight; capacity & volume; time (hours, minutes, seconds)</u> <u>Compare, describe and solve practical problems for:</u> <u>- lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]</u> <u>- mass or weight [e.g. heavy/light, heavier than, lighter than]</u> <u>- capacity/volume [full/ empty, more than, less than, half, half full, quarter]</u> <u>- time [e.g. quicker, slower, earlier, later]</u></p>

Week	Topic	Objectives	National Curriculum
		<i>Create a block graph and analyse the results.</i>	
4	Addition and Subtraction	<p>Day 1: Split 8 and 9 into pairs. <i>Find addition pairs to 7, 8, 9 and 10. Record the number pairs as addition number sentences</i></p> <p>Day 2: Relate addition and subtraction number facts. <i>Discuss the relationship between the numbers used. Write the corresponding subtraction number sentences.</i></p> <p>Day 3: Adding doubles and near doubles. <i>Find doubles to double 6. Use these facts to work out near doubles.</i></p> <p>Day 4: Add 10, then small multiples of 10 to 2-digit numbers. <i>Add 10, 20 or 30 to any 2-digit number (answers less than 100).</i></p> <p>Day 5: Subtract 10 and then small multiples of 10 from 2-digit numbers. <i>Subtract 10, 20 or 30 from 2-digit numbers.</i></p>	<p>Numbers <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u> <u>Represent and use number bonds and related subtraction facts within 20</u> <u>Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs</u> <u>Count, read and write numbers to 100 in numerals.</u> <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u></p>
5	Addition and Subtraction	<p>Day 1: Number bonds to 10.</p> <p>Day 2: Bridge ten with bead strings and beaded lines. <i>Use pairs to ten to bridge ten with the support of bead strings and beaded lines.</i></p> <p>Day 3: Add single-digit amounts of pence, bridging 10p <i>Use pairs to ten to bridge ten with the support of money lines. Add coins and amounts which total more than 10p.</i></p> <p>Day 4: Use pairs to ten to bridge ten. <i>With the support of beaded lines.</i></p> <p>Day 5: Sort calculations - will they bridge ten or not? <i>Sort calculations according to whether they will bridge ten or not. Choose the most effective method for working out additions</i></p>	<p>Number <u>Represent and use number bonds and related subtraction facts within 20</u> <u>Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations, and missing number problems such as $7 = [] - 9$.</u> <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u></p> <p>Measures <u>Recognise and know the value of different denominations of coins and notes.</u></p>
6	Addition and Subtraction Money	<p>Day 1: Find ways to pay amounts up to 20p.</p> <p>Day 2: Find totals of single-digit prices using known facts or counting on. <i>Find totals of single-digit prices using known facts or counting on, including bridging 10p.</i></p> <p>Day 3: Add 10p and 20p to 2-digit amounts of money. <i>Add 10p and 20p to 2-digit prices, answers less than £1.</i></p> <p>Day 4: Find change from 10p. <i>Find change from 10p by counting on and using number bonds.</i></p> <p>Day 5: Finding the difference between amounts of money (less than 20p) with a difference of 5p or less. <i>With a difference of 5p or less.</i></p>	<p>Measures <u>Recognise and know the value of different denominations of coins and notes.</u></p> <p>Number <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u> <u>Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs</u> <u>Represent and use number bonds and related subtraction facts within 20</u></p>

Evaluation 2017/18:

Ridgeway Infant School
Maths Medium Term Plan [Year 1; Summer]



Overview created by Hamilton Trust; subject to change due to teacher judgements/assessments and number of weeks in each half-term.

Summer 1

Week	Topic	Objectives	National Curriculum
1	<p>Number</p> <p>Fractions</p>	<p>Day 1: Ordering 2-digit numbers. <i>Compare two numbers less than 100; say which is more or less.</i></p> <p>Day 2: Find a number between neighbouring pairs of multiples of 10. <i>Say a number between any given neighbouring pair of multiples of 10.</i></p> <p>Day 3: Find 10 more and 10 less. <i>Count on in 10s from single-digit numbers and back, and relate this to adding and subtracting 10.</i></p> <p>Day 4: Finding $\frac{1}{2}$ and $\frac{1}{4}$ of shapes.</p> <p>Day 5: Find $\frac{1}{2}$ and $\frac{1}{4}$ of amounts. <i>Find $\frac{1}{2}$ and $\frac{1}{4}$ of shapes (recap)</i></p>	<p>Number <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> <u>Count, read and write numbers to 100 in numerals.</u> Given a number, identify one more and one less Count in multiples of twos, fives and tens. <u>Identify and represent numbers using objects & pictorial representations including the number line, and use the language equal to, more than, less than (fewer), most, least.</u></p> <p>Fractions <u>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</u> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>
2	<p>Addition and Subtraction</p>	<p>Day 1: Adding 10 to a 2-digit number.</p> <p>Day 2: Adding 11 to 2-digit numbers. <i>Multiples of 10</i></p> <p>Day 3: Subtracting 10s from a 2-digit number.</p> <p>Day 4: Subtracting 11 from 2-digit numbers. <i>Multiples of 10</i></p> <p>Day 5: Recap adding and subtracting 11. <i>Describe the pattern this makes on a number grid.</i></p>	<p>Number Count, read and write numbers to 100 in numerals. Identify and represent numbers using objects & pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs Add and subtract one-digit & two-digit numbers to 20, including zero</p>
3	<p>Addition and Subtraction</p>	<p>Day 1: Adding to the next 10. <i>Know number bonds to 10.</i> <i>Use pairs to 10 to add to the next 10s number.</i></p> <p>Day 2: Adding bridging 10, deciding whether an addition will bridge 10 or not. <i>Recognise whether two numbers added together will bridge 10</i></p> <p>Day 3: Subtracting bridging 10. <i>Use bonds to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 – 4, ...) with visual support.</i></p> <p>Day 4: Subtracting bridging 10. <i>Use pairs to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 – 4, ...).</i> <i>Record the steps on a beaded line.</i></p>	<p>Number Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit & two-digit numbers to 20, including zero Identify and represent numbers using objects & pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>

Week	Topic	Objectives	National Curriculum
		<p>Day 5: Sort calculations according to whether they will bridge 10 or not. <i>Use pairs to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 – 4, ...) and record the steps on a beaded line.</i> <i>Sort calculations according to whether they will bridge 10 or not.</i></p>	
4	<p>Geometry</p> <p>Measures</p>	<p>Day 1: Name common 3D shapes and their faces.</p> <p>Day 2: Name, describe and sort common 3D shapes. <i>Recognise 2D drawings of common 3D shapes.</i></p> <p>Day 3: Describe common 3D shapes. <i>Make models of 3D shapes.</i></p> <p>Day 4: Read the time to the ½ hour on analogue clocks.</p> <p>Day 5: Read the time to the ½ hour on analogue and digital clocks. <i>Match analogue and digital clocks.</i></p>	<p>Geometry Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • <u>2-D shapes (e.g. rectangles (including squares), circles and triangles)</u> • <u>3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</u> <p>Measures <u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</u></p>
5	<p>Multiplication and Division</p>	<p>Day 1: Counting in 5s and 10s – multiplication. <i>Count in 2s, 5s and 10s.</i> <i>Record counting on a beaded line with hops.</i></p> <p>Day 2: Count in 2s, 5s and 10s – multiplication. <i>Use repeated addition to work out multiplication problems.</i></p> <p>Day 3: Multiplication using a penny number line. <i>Work out simple multiplications by counting 'sets of'.</i> <i>Begin to use a penny number line to ring sets</i></p> <p>Day 4: Division by finding how many sets. <i>Work out simple division problems by working out how many sets in a given number.</i></p> <p>Day 5: Division by finding how any sets. <i>Work out division problems by grouping objects</i> <i>Begin to use a beaded line to group.</i></p>	<p>Number Count in multiples of twos, fives and tens. <u>Identify and represent numbers using objects & pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</u></p> <p>Multiplication and Division <u>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.</u></p>
6	<p>Money</p>	<p>Day 1: Finding totals to 20p. <i>Work out totals to 20p by using number bonds to 10 and 20</i></p> <p>Day 2: Find totals using other number facts. <i>Find totals of amounts by using different number facts to help.</i></p> <p>Day 3: Finding totals adding 10 or 20 pence.</p> <p>Day 4: Finding change by finding the difference and counting on. <i>Find change from 20p by counting on and finding the difference.</i></p> <p>Day 5: Finding differences. <i>Find the difference between two amounts by counting on</i></p>	<p>Measures <u>Recognise and know the value of different denominations of coins and notes.</u></p> <p>Number <u>Represent and use number bonds and related subtraction facts within 20</u> <u>Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs</u> <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u></p>

Evaluation 2017/18:

Summer 2

Week	Topic	Objectives	National Curriculum
1	Addition and Subtraction	<p>Day 1: Use pairs to 10 to find the complement to the next multiple of 10. <i>Use pairs to 10 to find the complement to the next multiple of 10, using a bead string for support.</i></p> <p>Day 2: Use pairs to 10 to find the complement to the next multiple of 10, using a beaded number line. <i>Use pairs to 10 to find the complement to the next multiple of 10, using a beaded number line for support.</i></p> <p>Day 3: Adding single digit numbers to 2-digit numbers using patterns. <i>E.g. $2 + 4$ and $12 + 4$.</i></p> <p>Day 4: Adding single digit numbers to 2-digit numbers using patterns.</p> <p>Day 5: Adding single digit numbers to 2-digit numbers using number facts. <i>Number facts such as pairs to 10 and doubles. Find numbers that are easier to add together and explain why</i></p>	<p>Number <u>Represent and use number bonds and related subtraction facts within 20</u> <u>Identify and represent numbers using objects & pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</u> <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u></p>
2	Measures and Shape	<p>Day 1: Know days of the week and months of the year. <i>Say the next month/day that comes after any given month/day.</i></p> <p>Day 2: Tell the time to the nearest $\frac{1}{2}$ hour. <i>With confidence. Work out times $\frac{1}{2}$ an hour later.</i></p> <p>Day 3: Tell the time to the nearest $\frac{1}{2}$ hour. <i>Work out time problems involving $\frac{1}{2}$ hour time intervals.</i></p> <p>Day 4: Recognise 3D shapes; understand $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns. <i>Recognise 3D shapes and describe some of their properties. Describe how a 3D object has been turned. Understand $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns.</i></p> <p>Day 5: Recognise 3D shapes and describe their position. <i>Recognise 3D shapes and describe some of their properties. Describe the position of a 3D shape using directional language.</i></p>	<p>Measures <u>Recognise and use language relating to dates, including days of the week, weeks, months and years</u> <u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</u></p> <p>Geometry <u>Recognise and name common 2-D and 3-D shapes, including:</u></p> <ul style="list-style-type: none"> • <u>2-D shapes (e.g. rectangles (including squares), circles and triangles)</u> • <u>3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</u> <p><u>Describe position, directions and movements, including whole, half, quarter and three- quarter turns.</u></p>
3	Multiplication and Division	<p>Day 1: Doubling numbers. <i>Double a number up to 20 by doubling the 10s and then doubling the ones.</i></p> <p>Day 2: Halving numbers. <i>Understand what halving a number means. Halving even numbers up to 20.</i></p> <p>Day 3: Multiplication using 'sets of'. <i>Begin to record 'sets of' as a multiplication number sentence.</i></p> <p>Day 4: Multiplication as 'sets of' and division as 'how many sets?' <i>Work out multiplication sets of 5 and 10 as towers of cubes.</i></p> <p>Day 5: Multiplication and division.</p>	<p>Numbers Count in multiples of twos, fives and tens.</p> <p>Fractions <u>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</u> <u>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.</u></p> <p>Measures <u>Recognise and know the value of different denominations of coins and notes.</u></p>

Week	Topic	Objectives	National Curriculum
4	Addition and Subtraction	<p><i>Work out multiplication problems involving money. Begin to work out division problems as grouping.</i></p> <p>Day 1: Adding single-digit numbers to 2-digit numbers using facts.</p> <p>Day 2: Subtracting single digit numbers to 2-digit numbers using facts.</p> <p>Day 3: Adding and subtracting single digit numbers to 2-digit numbers using facts. <i>Use the correct operation to work out number sentences. Work out addition and subtraction number sentences using facts and patterns to help.</i></p> <p>Day 4: Finding totals of money <i>Find totals of money amounts using number facts. Find the best order for adding money amounts.</i></p> <p>Day 5: Giving change by finding the difference. <i>Find change from 30p by finding the difference</i></p>	<p>Numbers <u>Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs</u> <u>Represent and use number bonds and related subtraction facts within 20</u> <u>Add and subtract one-digit & two-digit numbers to 20, including zero</u> <u>Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations, and missing number problems such as $7 = \square - 9$.</u></p> <p>Measures <u>Recognise and know the value of different denominations of coins and notes.</u></p>
5	Measures and Data	<p>Day 1: Learning the months of the year. <i>Know the days of the week and months of the year in order. Say the month that comes before or after a given month.</i></p> <p>Day 2: Understand that time can be measured in hours, minutes and seconds <i>Begin to have a sense of how long a minute is. Use the language of time in relation to hours, minutes and seconds.</i></p> <p>Day 3: Order times from earliest to latest. <i>Read o'clock and 1/2-past times on analogue and digital clocks. Convert digital times to analogue times. Order times from earliest to latest.</i></p> <p>Day 4: Draw, read and understand block graphs. <i>Show data in block graphs. Answer questions about their block graphs.</i></p> <p>Day 5: Read, understand and draw pictograms. <i>Present data in pictograms. Compare data from two pictograms.</i></p>	<p>Measures <u>Recognise and use language relating to dates, including days of the week, weeks, months and years</u> <u>Measure and begin to record the following: lengths and heights; mass/weight; capacity & volume; time (hours, minutes, seconds)</u> <u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</u></p>

Evaluation 2017/18: