

Week Beginning	NC objectives	Learning Objectives - Focus Ed steps and Development Matters
Monday 6 <sup>th</sup> November	<p><b>Number and place Value</b></p> <p>Count in multiples of 2s, 5s and 10s</p> <p>Read and write numbers to 100 in numerals</p>	<ul style="list-style-type: none"> <li>➤ Count in 10s to 50</li> <li>➤ Count in 10s to 100</li> <li>➤ Count in 2s to 20</li> <li>➤ Count in 2s to 50</li> <li>➤ Count in 2s to 100</li> <li>➤ Count in 5s to 50</li> <li>➤ Count in 5s to 100</li> <li>➤ Read and write all numerals accurately to 5</li> <li>➤ Read and write all numerals accurately to 10</li> <li>➤ Read and write all numerals accurately to 20</li> <li>➤ Read and write all numerals accurately to 50</li> <li>➤ Read and write all numerals accurately to 100</li> </ul> <p>40-60m</p> <ul style="list-style-type: none"> <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>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six 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>• Finds the total number of items in two groups by counting all of them.</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></p> <p>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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>

<p>Monday 13<sup>th</sup> November</p>	<p><b>Fractions</b></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of two equal parts of an object, shape or quantity.</p>	<ul style="list-style-type: none"> <li>➤ Estimate what half of a given object might be.</li> <li>➤ Estimate what half of a given shape might be.</li> <li>➤ Use practical apparatus to show half of a given number of objects.</li> <li>➤ Show they understand that halves are two equal parts.</li> <li>➤ Estimate what a quarter of a given object might be.</li> <li>➤ Estimate what a quarter of a given shape might be.</li> <li>➤ Use practical apparatus to show a quarter of a given number of objects.</li> <li>➤ Show they understand that quarters are four equal parts</li> </ul>
<p>Monday 20<sup>th</sup> November</p>	<p><b>Measures - Length &amp; Weight</b></p> <p>Compare, describe &amp; solve practical problems for: Lengths &amp; heights and Mass/weight</p>	<ul style="list-style-type: none"> <li>➤ Use the following vocabulary correctly in context: long, short, longer, shorter, tall, short, double, half.</li> <li>➤ Compare two objects and say which is longest/shortest.</li> <li>➤ Order up to five objects by length.</li> <li>➤ Compare two objects and say which is tallest/shortest.</li> <li>➤ Order up to five objects by height.</li> <li>➤ Use the following vocabulary correctly in context: heavy, light, heavier than, lighter than.</li> <li>➤ Compare two objects and say which is heaviest/lightest</li> <li>➤ Order up to five objects by weight.</li> </ul> <p>40-60m</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>Early Learning Goal</b>  <b>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</b></p>
<p>Monday 27<sup>th</sup> November</p>	<p><b>Measures - Capacity and Volume</b></p> <p>Compare, describe &amp; solve practical problems for:</p> <ul style="list-style-type: none"> <li>- Capacity &amp; volume</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the following vocabulary correctly in context: full, empty, more than, less than, half full, quarter full.</li> <li>➤ Compare two containers and say which is full, empty and half full.</li> </ul> <p>40-60m</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>Early Learning Goal</b>  <b>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</b></p>

<p>Monday 4<sup>th</sup> December</p>	<p><b>Measures - Money</b></p> <p>Recognise &amp; know the value of different <b>denominations</b> or coins &amp; notes.</p>	<ul style="list-style-type: none"> <li>➤ Recognise 1p coin</li> <li>➤ Recognise 2p coin</li> <li>➤ Recognise 5p coin</li> <li>➤ Recognise 10p coin</li> <li>➤ Recognise 20p coin</li> <li>➤ Recognise 50p coin</li> <li>➤ Recognise £1 coin</li> <li>➤ Recognise £2 coin</li> <li>➤ Recognise £5 note</li> <li>➤ Recognise £10 note</li> <li>➤ Compare and order coins based on value</li> <li>➤ Make given amounts up to £1 using coin combinations</li> </ul> <p>40-60m</p> <ul style="list-style-type: none"> <li>• Beginning to use everyday language related to money.</li> </ul> <p><b>Early Learning Goal</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>
<p>Monday 11<sup>th</sup> December</p>	<p><b>Measures - Time</b></p> <p>Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).</p> <p>Recognise &amp; use language relating to dates, including days of the week, weeks, months, years.</p>	<ul style="list-style-type: none"> <li>➤ Order: morning afternoon and evening.</li> <li>➤ Order events that occur in the morning, afternoon and evening.</li> <li>➤ Use terms: before, next and after accurately.</li> <li>➤ Use terms: today, tomorrow and yesterday accurately.</li> <li>➤ Order the days of the week.</li> <li>➤ Order the months of the year.</li> <li>➤ Know the number of days in a week.</li> <li>➤ Know the number of months in a year</li> </ul> <p>40-60m</p> <ul style="list-style-type: none"> <li>• Uses everyday language related to time.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul> <p><b>Early Learning Goal</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>

<p>Monday 18<sup>th</sup> December</p>	<p>Start this week by revising the learning covered in the Autumn term so as to ensure pupils are fluent and secure with their basic skills.</p> <p>Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in the Autumn term.</p> <p>Analyse the results and use information to help focus the pre-teaching sessions, as needed, for the following term.</p>
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