

Mathematical aspect		National Curriculum statement
Week 1-2	<p>Number sense and arithmetic: Revisit and consolidate Continuing to work on number structures Promoting the number sense arithmetic e.g $8 + 4 = 8 + 2 + 2$ Doubles and near doubles $7 + 8$ e.g double the smaller number and add 1. Missing number problems using bar model to expose the structure Counting, reading and writing number patterns</p>	<p>To count, read and write numbers to 100 in numerals Count in multiples of 2's, 5's and 10's To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>
Week 3	<p>Money Recognising coins and notes. Identify coins and notes through shape, markings, size and colour. Understand the value of 1p and £1. Understand that silver coins and copper coins are not the same Understand that the size of the coin doesn't denote its value Identify all of the coins using pictures and concrete materials. Describe the features of the coins including colour, shape and size. Tell the value of the coins by looking at the markings on them.</p>	<p>Recognise and know the value of different denominations of coins and notes.</p>
Week 4-5	<p>Measurement in the context of time Vocabulary understanding Looking at calendars and linking to the day of the week, month of the year. Developing knowledge of 7 days in a week, 12 months in a year. Understanding the passing of time and how we measure it. Introducing the concept of measuring time – the clock The structure of the clock face. How the digits are positioned around the clock face eg 12 at the top, 6 at the bottom – key landmarks? Hour hand and the minute hand</p>	<p>Recognise and use language relating to dates including days of the week, weeks, months and years To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>

	Building large clocks faces practically.	
Week 6	<p>Geometry: properties of shape Use the appropriate mathematical vocabulary to describe shape. Eg: vertices, edges, faces To be able to recognise shapes in different orientations and sizes and know that they are not always similar to each other.</p>	<p>To recognise and name common 2D and 3D shapes, including:</p> <ul style="list-style-type: none"> • 2D shapes (rectangles (including squares), circles and triangles) • 3D shapes (cuboids (including cubes), pyramids and spheres).
Week 7	<p>Number sense and arithmetic: Revisit and consolidate Continuing to work on number structures Promoting the number sense arithmetic e.g $8 + 4 = 8 + 2 + 2$ Doubles and near doubles $7 + 8$ e.g double the smaller number and add 1. Missing number problems using bar model to expose the structure Counting, reading and writing number patterns</p>	<p>To count, read and write numbers to 100 in numerals Count in multiples of 2's, 5's and 10's To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>
Weeks 8	<p>Measurement: mass Compare and describe using the appropriate mathematical vocabulary Practical application Non-standard unit into standard unit Understanding the concept of measuring/ weighting etc. and then the need for standardisation. Comparing mass using terms such as 'heavy/heavier' and 'light/lighter', followed by finding mass using non-standard units.</p>	<p>To compare, describe and solve practical problems for measurement. Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]. Measure and begin to record the following: mass/weight</p>

	<p>Use balance scales to measure the mass of an object in non-standard units.</p> <p>Estimate the mass of an object in non-standard units.</p>	
Week 9	<p><u>Position and movement (time for some revision of number)</u></p> <p>Understand elements of position, movement and turns.</p> <p>Describe the position of one object relative to another, using terms such as: 'top', 'middle' and 'bottom'; 'around', 'close', 'near' and 'far'; and 'on top of', 'in front of' and 'above'.</p> <p>Explore concepts 'up and down', 'forwards and backwards' and 'inside and outside.'</p> <p>Turns: navigating whole turns, half turns, quarter turns and the notion of clockwise and anticlockwise.</p> <p>Revision of number</p>	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Week 10	<p><u>Assessment- testbase</u></p>	
Week 11-12	<p>Cross-curriculum learning</p> <p>Opportunities to go richer and deeper</p> <p>Close the gap</p>	