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|  | **Understanding number** | | | | | | | | | | | **Measuring lengths** | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Numerals, counting and place value | | | | | | Number sequences and comparing | | | | | Compare/measure length and height | | | | |
| **Step 1** | 1a *Explore cardinal, ordinal and nominal numbers in number-rich indoor and outdoor environments* | | | | | | | | | | | 3b *Used a variety of objects to measure; beginning to understand the need to repeat the same physical unit without any gaps when measuring*  3c *Make estimates and comparisons with measures* | | | | |
| 1b *Recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond*  1e *Use counting sequence and 1-to-1 correspondence to count sets reliably* | | | | | | 1d *Experience the counting sequence of numbers in different ways* | | | | |
| **Step 2** | 2a *Read, write and interpret larger numbers, using digits and words* | | | | | | | | | | | 3b *Explore measuring, using counting, measuring equipment and calculating;*  *choose the most appropriate method to measure*  3c *Estimate and measure, using non-standard units, before progressing onto standard units* | | | | |
| 2b *Understand the value of a number can be determined by the position of the digits* | | | | | | 1e *Order and sequence numbers; count on and back in step sizes of whole numbers* | | | | |

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|  | **Place Value and Partitioning** | | | | | | | | | | | **Shapes (A)** | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | 1 more/less; 10 more/less | | | | | | Partitioning to create number bonds | | | | | Symmetry and 2-D shapes | | | | |
| **Step 1** | 1g *Communicate how sets change when objects are added to and taken away from them* | | | | | | | | | | | 3d *Explore, compare, and use the general language of shapes through investigative play* | | | | |
| 1e *Use counting sequence and 1-to-1 correspondence to count sets reliably* | | | | | | 1f *Explore forming a quantity in different ways, using combinations of objects or quantities* | | | | |
| **Step 2** | 1i *Explore additive relationships, using a range of representations* | | | | | | | | | | | 3e *Explore 2-D and 3-D shapes and their properties in a range of contexts*  3f *Explore reflective symmetry in a range of contexts* | | | | |
| 1e *Order and sequence numbers; count on and back in step sizes of whole numbers* | | | | | | 2b *Use equals sign to indicate that both sides of a number sentence have the same value*  2d *Find missing numbers when number bonds are not complete* | | | | |

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|  | **Exploring addition** | | | | | | | | | | | **Time** | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | How many? Count on to add | | | | | | Adding | | | | | Introducing and telling the time | | | | |
| **Step 1** | 1e *Use counting sequence and 1-to-1 correspondence to count sets reliably*  1f *Explore forming a quantity in different ways, using combinations of objects or quantities*  1g *Communicate how sets change when objects are added to and taken away from them.* | | | | | | | | | | | 3a *Understand and apply the language of time in relation to my daily life* | | | | |
| **Step 2** | 1i *Explore additive relationships, using a range of representations* | | | | | | | | | | | 3a *Begin to tell the time using a variety of devices; explore and used different ways of showing the passing of time* | | | | |
|  | | | | | | 2c *Explore commutativity with addition* | | | | |

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|  | **Exploring subtraction** | | | | | | | | | | | **Money Matters** | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Counting back | | | | | | Exploring number bonds | | | | | Introducing money | | | | |
| **Step 1** | 1d *Experience the counting sequence of numbers in different ways, reciting forwards and backwards*  1f *Explore forming a quantity in different ways, using combinations of objects or quantities*  1g *Communicate how sets change when objects are added to and taken away from them.* | | | | | | | | | | | 1i *Use money, and the language of money, in play and real-life situations and understand the need to exchange money for items.* | | | | |
| **Step 2** | 1i *Explore additive relationships, using a range of representations* | | | | | | | | | | | 1l *Understand the equivalence and value of coins and notes to make appropriate transactions in role play.*  1i *Explore additive relationships, using a range of representations* | | | | |
|  | | | | | | 2d *Find missing numbers when number bonds are not complete* | | | | |

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|  | **Shapes (B)** | | | | |
|  | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Explore 2-D and 3-D shapes | | | | |
| **Step 1** | 3d *Explore, compare, and use the general language of shapes through investigative play* | | | | |
| **Step 2** | 3e *Explore 2-D and 3-D shapes and their properties in a range of contexts*  4b *Sort and classify using more than one criterion, including the use of Carroll diagrams* | | | | |

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|  | **Number and Place Value** | | | | | | | | | | | **Weight** | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Counting; place value in 2-digit numbers | | | | | | Ordering and comparing numbers | | | | | Compare and measure weight | | | | |
| **Step 1** | 1a *Explore cardinal, ordinal and nominal numbers in number-rich indoor and outdoor environments*  1b *Recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond*  *1d Experience the counting sequence of numbers in different ways*  1e *Use counting sequence and 1-to-1 correspondence to count sets reliably* | | | | | | | | | | | 3b *Used a variety of objects to measure; beginning to understand the need to repeat the same physical unit without any gaps when measuring*  3c *Make estimates and comparisons with measures* | | | | |
| **Step 2** | 1a *Read, write and interpret larger numbers, using digits and words*  1b *Understand that the value of a number can be determined by the position of the digits*  1c *Engage in practical tasks to estimate and round numbers to the nearest 10*  1e *Order and sequence numbers* | | | | | | | | | | | 3b *Explore measuring, using counting, measuring equipment and calculating, choose the most appropriate method to measure*  3c *Estimate and measure, using non-standard units/standard units*  3d *Use a variety of measuring devices from different starting points* | | | | |

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|  | **Addition & Subtraction (A)** | | | | | | | | | | | **Time** | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Say numbers 1/10 more/less | | | | | | Number bonds; addition facts | | | | | Time | | | | |
| **Step 1** | 1e *Use counting sequence and 1-to-1 correspondence to count sets reliably*  1f *Explore forming a quantity in different ways, using combinations of objects or quantities*  1g *Communicate how sets change when objects are added to and taken away from them* | | | | | | | | | | | 3a *Understand and apply the language of time in relation to my daily life* | | | | |
| **Step 2** | 1i *Explore additive relationships, using a range of representations*  2b *Use the equals sign*  2d *Find missing numbers* | | | | | | | | | | | 3a *Begin to tell time using variety of devices; explore different ways of showing the passing of time* | | | | |

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|  | **Addition & Subtraction (B)** | | | | | | | | | | | | **Money** | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Add by counting on or using facts | | | | | | Count back; find 10/20/30 more/less | | | | | | Money role play | | | | |
| **Step 1** | 1e *Use counting sequence and 1-to-1 correspondence to count sets reliably*  1f *Explore forming a quantity in different ways, using combinations of objects or quantities*  1g *Communicate how sets change when objects are added to and taken away from them* | | | | | | | | | | | | 1i *Use money, and the language of money, in play and real-life situations and understand the need to exchange money for items.* | | | | |
| **Step 2** | 1i *Explore additive relationships, using a range of representations*  2b *Use the equals sign*  2d *Find missing numbers* | | | | | | | | | | | | 1l *Understand the equivalence and value of coins*  1i *Explore additive relationships, using a range of representations* | | | | |
|  | | | | | | | 1b *Understand that the value of a number can be determined by the position of the digits* | | | | |

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|  | **Patterns** | | | | | | | | | | | **Shapes** | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Counting in 2s | | | | | | Even and odd; double and halve | | | | | Exploring 3-D shapes | | | | |
| **Step 1** | *1d Experience the counting sequence of numbers in different ways*  1e *Use counting sequence and 1-to-1 correspondence to count sets reliably* | | | | | | | | | | | 3d *Explore, compare, and use the general language of shapes through investigative play* | | | | |
| **Step 2** | 1e *Count on and back in step sizes of any whole number, including odd and even numbers*  1k *Explore multiplicative relationships using a range of representations* | | | | | | | | | | | 3e *Explore 3-D shapes*  3h *Explore concept of rotation* | | | | |

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|  | **Number and Calculation** | | | | | | | | | | | **Measures** | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Building on 10 | | | | | | Place value and patterns within 100 | | | | | Exploring measures: inside & out | | | | |
| **Step 1** | 1e *Use counting sequence and 1-to-1 correspondence to count sets reliably*  1f *Explore forming a quantity in different ways, using combinations of objects or quantities*  1g *Communicate how sets change when objects are added to and taken away from them.* | | | | | | | | | | | 3b *Used a variety of objects to measure; beginning to understand the need to repeat the same physical unit without any gaps when measuring*  3c *Make estimates and comparisons with measures* | | | | |
| **Step 2** | 1a *Read, write and interpret larger numbers, using digits and words*  1b *Understand that the value of a number can be determined by the position of the digits*  1e *Order and sequence numbers* | | | | | | | | | | | 3b *Explore measuring, using counting, measuring equipment and calculating, choose the most appropriate method to measure*  3c *Estimate and measure, using non-standard units/standard units*  3d *Use a variety of measuring devices from different starting points* | | | | |

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|  | **Calculation and Money** | | | | | | | | | | | **Addition and Subtraction** | | | | | | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | Unit 1 | | | | | Unit 2 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Games and money | | | | | | Equivalence and money | | | | | Number bonds | | | | | +/- 1-digit numbers and money | | | | |
| **Step 1** | 1i *Use money, and the language of money, in play and real-life situations and understand the need to exchange money for items.*  1f *Explore forming a quantity in different ways, using combinations of objects or quantities.* | | | | | | | | | | | 1e *Use counting sequence and 1-to-1 correspondence to count sets reliably*  1f *Explore forming a quantity in different ways, using combinations of objects or quantities*  1g *Communicate how sets change when objects are added to and taken away from them.* | | | | | | | | | |
| **Step 2** | 1l *Understand the equivalence and value of coins*  1i *Explore additive relationships, using a range of representations* | | | | | | | | | | | 1i *Explore additive relationships, using a range of representations*  2b *Use the equals sign*  2d *Find missing numbers* | | | | | | | | | |

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|  | **Time** | | | | | **Patterns: Groups and Fractions (A)** | | | | | | | | | |
|  | Unit 1 | | | | | Unit 1 | | | | | Unit 2 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Time | | | | | Counting & calculating by grouping | | | | | Fractions | | | | |
| **Step 1** | 3a *Understand and apply the language of time in relation to my daily life* | | | | | *1d Experience the counting sequence of numbers in different ways*  *1h Experience grouping and sharing with objects and quantities, and group or share small quantities into equal-sized group.* | | | | | | | | | |
| **Step 2** | 3a *Begin to tell time using variety of devices; explore different ways of showing the passing of time* | | | | | 1k *Explore multiplicative relationships using a range of representations* | | | | | 1f *Understand that unit fraction represent equal parts of a whole*  1g *Experience fractions in practical situations, using a variety of representations* | | | | |

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|  | **Patterns: Groups and Fractions (B)** | | | | | | | | | | | **Shape and Data** | | | | |
|  | Unit 1 | | | | | | Unit 2 | | | | | Unit 1 | | | | |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Doubling and halving | | | | | | Position and shapes; grouping | | | | | Developing data handling | | | | |
| **Step 1** | *1d Experience the counting sequence of numbers in different ways*  *1h Experience grouping and sharing with objects and quantities, and group or share small quantities into equal-sized group.* | | | | | 3d *Explore, compare, and use the general language of shapes through investigative play*  *3e Explored movements and directions and begin to use mathematical language to describe position* | | | | | | 4a *Investigate, collect and record data found in the environment*  4b *Group sets into categories and beginning to communicate the rule(s) used*  4c *Begin to represent and interpret data, using a range of methods* | | | | |
| **Step 2** | 1k *Explore multiplicative relationships using a range of representations* | | | | | | | | | | | 3a *Begin to tell time using variety of devices; explore different ways of showing the passing of time*  4a *Organise data to ask and answer questions*  4c *Record and represent data in a variety of ways*  4d *Begin to interpret simple graphs* | | | | |
|  | | | | | 1e *Count on and back in step sizes of any whole number*  3e *Explore 3-D shapes* | | | | | |