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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* |