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|  | **Term 1** | **Term 2** | **Term 3** |
| **Understanding Number** | Develop an understanding of one-to-one correspondence and appreciate that the size of the set is given by the last number in the count  Count the number of objects within a set to 5/6.  Match numerals to sets within 5  Make sets of a given number within 5  Recognise spoken number to 5, 10  Order numerals and sets within 5 and be able to identify missing numerals. | Count the number of objects within a set to 10.  Make sets of a given number within 10  Understand and use '0' to represent empty set  Read and write digits to 10  Demonstrate understanding of conservation of number to 7 (different ways of making sets up to 7)  Know number before, after and between, within 10  Order numerals and sets within 10 | Carry out simple mental calculations, for example,1 more than/less than within 10  Identify missing numbers in a consecutive sequence within 10 increasing / decreasing  Sequence numbers to 10 in the right order; from 0-10 and 10-0.  Demonstrate understanding of conservation of number to 10. (Different ways of making sets up to 10., for example 5 apples and 5 apples makes 10 apples  2 apples and 8 apples still makes 10 apples. ) |
| **Counting and Number Recognition** | Count in the context of number rhymes, jingles and stories  Count forwards within 5 to/from 1 leading to 10  Read and write digits to 5.  State, without counting, quantities within 5. | Count forwards and backwards within 10 from any starting number  Recognise numerals up to 10 using Beebot number mat. | Develop estimation skills.  Count forwards and backwards within 10  Count forwards and backwards within 10 from any starting number  State without counting quantities within 10  Recognise numerals up to 10 |
| **Measures** | Understand and correctly use the terms:  'big' / 'small'.  Long / short  Tall / short | Understand and correctly use the terms:  'thick' / 'thin';  'heavy' / 'light'.  Tall/short  Big/small  Use Venn/Tree diagrams to sort for big/small etc.  Use non standard units for e.g. hands, cubes, feet to measure items in class. | Can compare 2 objects by direct Comparison for  Weight: heavier/lighter, heaviest/lightest  Capacity:Full/  Empty/holds more than/holds less than |
| **Shape and Space** |  | Can name some 3D shapes and recognise the 4 basic 2D shapes. | Explore movement using programmable devices, for example Bee-Bot.  Can name all 4 shapes and describe how they are different (i.e., give 1 way). |
| **Money** |  |  | Recognise 1,2, 5, 10p coins. Buy 2 objects using pennies (to 5p). |
| **Sorting** | Children will be able to sort a range of materials and respond to questions about the arrangements. | Sort 2 property sets in two ways for colour, shape, size, texture, type of object etc | Sort 3 property sets in three ways for colour, shape, size, texture, type of object etc  Can sort using negation (eg red/not red) on given Tree, Venn and Carroll diagrams |
| **Patterns and relationships** | Copy a pattern. Continue a repeating pattern | Continue a simple repeating pattern  Complete patterns red red/blue blue,  Circle circle circle /square square square, red red blue/ red red blue. | Create a pattern.  Compare sets by matching objects/counting objects to understand the terms “more than”, ”less than”, “ the same”  Investigate different ways of dividing sets into smaller sets practically, 5/10  Carry out practical addition of 2 sets of objects, initially 10,then to find “how many”  Investigate the relationship between addition and subtraction practically/ orally through counting songs, rhymes. |
| **Mental Maths** | Use class number lines to clap/tap to 10. Count backwards from 5.  Getting the children use to the language of “ before” and “after” and even “one more”. Introducing “5” as one more than “4” | Know number before, after and between, within 10  Clap/tap to 20, backwards from 10.  Missing numbers within 10. | Mentally add 1 to a number within 10 What is the number after 6?  What is 6 add one?  What is 6 and one more?  Show me six add one.  Show me three and one more  Clap/tap to 20, from 10 back to 1.  Number before/after/between.  More than/less than/the same as.  Arrange numbers in order to 10. |