|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aut | Number: Place Value (within 10) |  |  |  | Number: Addition and Subtraction (within 10) |  |  |  |  | Assessment Week | Geometry Shape | Number: (wi | ace Value 20) | Consolidation |
| Spr | Number: Addition and Subtraction (within 20) |  |  |  | Number: Place Value (within 50) |  |  | Measuremen - Length \& Height | Assessment Week | Measurement - Length \& Height | Measurement - Weight and Volume |  |  |  |
| Sum | Measurement - Weight and Volume | Number: Multiplication and Division |  |  | Number: Fractions |  | Geometry: Position \& Direction | Assessment Week | Number: Place Value (within 100) |  | Measurement - Money | Measurement - Time |  |  |

Autumn Term: Breakdown of small steps across the year - Based on White Rose Maths (WRM) Schemes of Learning

|  | Autumn 1 |  |  |  |  |  |  | Autumn 2 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|  | Number: Place Value (within 10) |  |  |  | Number: Addition and Subtraction (within 10) |  |  |  |  | Assessment Week | Geometry Shape | Number: Place Value (within 20) |  | Consolidation <br> Recap on place value, addition and subtraction. |
| $\begin{aligned} & \sum_{n}^{2} \\ & \sum_{i}^{\prime} \\ & 0 \\ & 0 \\ & \vdots \\ & \bar{N} \\ & \overline{0} \\ & \dot{N} \end{aligned}$ | Sort objects <br> Count objects <br> Represent objects <br> Count, read and write forwards from any number from 0 to 10 | Count, read and write backwards from any number from 0 to 10 <br> Count one more <br> Count one less <br> One-to-one correspondence to start to compare groups | Compare groups such as equal, more/greate $r$, less/fewer <br> Introduce <, <br> > and = <br> symbols <br> Compare numbers | Order groups of objects <br> Order numbers <br> Ordinal numbers (1st, $2^{\text {nd }}, 3^{\text {rd }} \ldots$. <br> The number line | Part-whole model <br> Addition symbol <br> Fact families addition facts <br> Find number bonds for numbers within 10 | Systematic methods for number bonds within 10 <br> Number bonds to 10 <br> Compare number bonds <br> Addition adding together | Addition adding more <br> Finding a part <br> Subtraction taking away, how many left? (Crossing out) | Subtraction taking away, how many left? (Introducing the subtraction symbol) <br> Subtraction find a part, breaking apart <br> Fact families the 8 facts | Subtraction counting back Subtraction finding the difference <br> Comparing addition and subtraction a $+b>c$ <br> Comparing addition and subtraction a $+b>c+d$ | Fluency boards recap learning from Autumn Term and address identified gaps/ misconceptio ns. | Recognise and name 3D shapes <br> Sort 3D shapes <br> Recognise and name 2D shapes <br> Sort 2D shapes <br> Patterns with $3 D$ and 2D shapes | Count forwards and backwards and write numbers to 20 in numerals and words <br> Numbers from 11 to 20 <br> Tens and ones <br> Count one more and one less | Compare groups of objects <br> Compare numbers <br> Order groups of objects <br> Order numbers |  |
|  | NCETM - 1.1 |  | Numberblo cks - <br> Blockzilla | Jack <br> Hartman ordinal number https://www .youtube.co m/watch? v =3afEr61KN DK | NCETM 1.2 | NCETM 1.7 <br> Number blocks 10 again. <br> Topmarks games. |  | NCETM 1.4 | Number blocks Whats the difference? |  | Number blocks flatland | NCTEM 1.10 |  |  |
| $\begin{aligned} & \text { O} \\ & \text { U } \\ & 0 \\ & > \end{aligned}$ | count, represent, forwards | more, less, compare | greater than, more, less than, fewer, compare, | ordinal, order, sequence, number line | digit, sum, portion equals, comp greater, subtra | oning, number b re, addends, part tion, less, differe | ond, addition, t-whole model, nce | btraction, total, bar model, repre | same as, sent, more, |  | 2D, 3D, sort, shape, classify, (shape names), regular | forwards, back value, tens, one order, greater t equal to. | vards, place s, compare, han, less than, |  |


|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aut | Number: Place Value (within 10) |  |  |  | Number: Addition and Subtraction (within 10) |  |  |  |  | Assessment Week | Geometry Shape | Number: Place Value (within 20) |  | Consolidation |
| Spr | Number: Addition and Subtraction (within 20) |  |  |  | Number: Place Value (within 50) |  |  | Measuremen - Length \& Height | Assessment Week | Measureme - Length \& Height | Measurement <br> - Weight and Volume |  |  |  |
| Sum | Measureme <br> - Weight and Volume | Number: Multiplication and Division |  |  | Number: Fractions |  | Geometry: Position \& Direction | Assessment Week | Number: Place Value (within 100) |  | Measurement <br> - Money | Measurement - Time |  |  |

Spring Term: Breakdown of small steps across the year - Based on White Rose Maths (WRM) Schemes of Learning

|  | Spring 1 |  |  |  |  | Spring 2 |  |  |  |  |  | Week 12 | Week 13 | Week 14 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |  |  |  |
|  | Number: Addition and Subtraction (within 20) |  |  |  | Number: Place Value (within 50) |  |  | Measurement Length \& Height | Assessment Week | Measurement <br> - Length \& Height | MeasurementWeight / Mass |  |  |  |
| Small Steps (WRM) |  |  |  |  |  |  |  |  | Fluency boards recap learning from Autumn/ Spring Term and address identified gaps/ misconceptions. | Measure length (2) <br> Problem solving with length and height | Introduce weight and mass <br> Measure mass <br> Compare mass |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { O} \\ & \text { U } \\ & 0 \\ & > \end{aligned}$ |  |  |  |  |  |  |  |  | measure, length, height, compare, longer, shorter, taller | capacity, compare, greater than, less than, equal to, volume, measure, scale, container |  |  |  |  |


|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aut | Number: Place Value (within 10) |  |  |  | Number: Addition and Subtraction (within 10) |  |  |  |  | Assessment Week | Geometry Shape | Number: (wi | ce Value (20) | Consolidation |
| Spr | Number: Addition and Subtraction (within 20) |  |  |  | Number: Place Value (within 50) |  |  | Measuremen <br> - Length \& Height | Assessment Week | Measurement - Length \& Height | Measurement <br> - Weight and Volume |  |  |  |
| Sum | Measurement <br> - Weight and Volume | Number: Multiplication and Division |  |  | Number: Fractions |  | Geometry: Position \& Direction | Assessment Week | Number: Place Value (within 100) |  | Measurement - Money | Measurement - Time |  |  |

Summer Term: Breakdown of small steps across the year - Based on White Rose Maths (WRM) Schemes of Learning

|  | Summer 1 |  |  |  |  |  | Summer 2 |  |  |  |  |  |  | Week 14 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |  |
|  | Measurement - Capacity / Volume | Number: Multiplication and Division |  |  | Number: Fractions |  | Geometry: Position \& Direction | Assessment Week | Number: Place Value (within 100) |  | Measurement - Money | Measurement - Time |  |  |
| $\begin{aligned} & \sum_{n}^{2} \\ & \sum_{n}^{3} \\ & 0 \\ & 0 \\ & \bar{\omega} \\ & \overline{0} \\ & \underline{E} \end{aligned}$ |  |  |  |  |  |  |  | Fluency boards recap learning from Autumn/ Spring/ Summer Term and address identified gaps/ misconceptions. | Counting forwards and backwards within 100 <br> Partitioning numbers <br> Comparing numbers (1) | Comparing numbers (2) <br> Ordering numbers <br> One more, one less | Recognising coins <br> Recognising notes <br> Counting in coins | Before and after <br> Dates <br> Time to the hour | Time to the half hour Writing time Comparing time |  |
|  |  |  |  |  |  |  |  | Number blocks one hundred |  |  |  |  |  |  |
| $\begin{aligned} & \text { O} \\ & \text { U } \\ & 0 \\ & > \end{aligned}$ |  |  |  |  |  |  |  | partitioning, greater than ones, one m | mparing, ess than, tens, , one less | money, coins, notes, pence, pounds, amount | measure, time, clock face, ho hand, o'clock | ays, hours, hand, minute alf past |  |  |

