

**Oral mental starters (ongoing, throughout the term):**

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Given a number identify the number that is 1 more or less within 100; say the number that comes between two numbers within 100
- Represent and use number bonds and related addition and subtraction facts to and within 20
- Double numbers and quantities to 10 + 10; find the corresponding halves (within 20)
- Count in twos, fives and tens to the 10<sup>th</sup> multiple, forwards and backwards
- Recognise and tell the time using half past and o'clock
- Recognise and use language relating to dates, including days of the week and months of the year (use daily routines)
- Recognise, name and describe common 2D and 3D shapes

Area of Study	No of days	Statutory Requirements and non-statutory guidance	Suggested Key Vocabulary
<p><b>Number</b></p> <p>Number and place value</p>	<p>5</p>	<p>Count <b>to and across 100</b>, forwards and backwards, beginning with 0 or 1, or from any given number; read and write numbers to 100 <b>in numerals</b>                      Read and write numbers <b>to twenty</b> in numerals <b>and words</b>                      Given a number, say/ identify the number that is 1 more or less within 100; say the number that comes between two numbers within 100                      Use the language of fewer, most, least, equal to, more than, less than</p> <p>Identify and represent numbers using objects and pictorial representations including the number line/track, within 100</p> <p>Recognise place value in teen numbers and two-digit numbers beyond 20, using practical apparatus e.g. straws, cubes, ten sticks and units, Dienes blocks, Unifix, Numicon</p>	<p>Number, one hundred</p> <p>Count, one more, one less</p> <p>More than, less than, fewer, most, least, equal to, between, before, after</p> <p>Ones/units, tens, digit</p>
<p><b>Number</b></p> <p>Addition and Subtraction</p>	<p>5</p>	<p>Use the vocabulary related to addition and subtraction                      Add and subtract a one-digit number (including 0) to and from numbers within 20 by counting on or back using a <b>marked</b> number track or a marked number line (<b>See Calculation Policy</b>)</p> <p>Introduce complimentary addition to find <b>small differences</b> using concrete objects/ number tracks/lines, e.g. the difference between 9 and 12 is 3 (<b>See Calculation Policy</b>)</p> <p>Solve <b>simple</b> one-step word problems (including money) involving addition and subtraction using concrete objects, and pictorial representations to support, including the use of number tracks/lines (within 20/20p)</p>	<p>+, add, plus, more, altogether, total, count on</p> <p>-, take away, subtract, minus, count back, find the difference                      How many are left?</p> <p>=, equals, is the same as                      Number sentence, number track, number line                      Problem, answer</p>

<p><b>Number</b></p> <p>Multiplication and Division</p> <p>Fractions</p>	<p>3</p> <p>2</p>	<p>Use <b>arrays</b> to support early multiplication and division (<b>See Calculation Policy</b>) Use the vocabulary related to multiplication and division</p> <p>Solve practical problems that involve combining groups of 2, 5 or 10 (e.g. socks, fingers, cubes) (<b>See Calculation Policy</b>)</p> <p>Solve practical problems that involve sharing equally between groups and by putting into equal groups of 2, 5 or 10 (<b>See Calculation Policy</b>)</p> <p>Solve <b>simple</b> one-step word problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays using numbers up to 20</p> <p>Consolidate how to find and name a half as one of two equal parts of an object, shape or quantity within 20 (<b>using practical resources</b>)</p> <p>Recognise, find and name <b>a quarter</b> as one of four equal parts of an object or shape and <b>begin</b> to find a quarter of a quantity (<b>using practical resources</b>)</p>	<p>Share, groups of, sets of, arrays</p> <p>Solve, calculate, problem, answer</p> <p>Half, double, quarter (but <b>not</b> the symbols 1/2, 1/4 until Y2)</p>
<p><b>Measurement</b></p> <p>Time</p>	<p>5</p>	<p>Tell the time <b>to the hour</b> and <b>half past the hour</b> using the clock face. Draw hands to show these times Begin to introduce quarter past/ to the hour (<b>taken from Y2 programme of study</b>)</p> <p>Solve problems related to time e.g. It is 10 o'clock. What time will it be one hour later/after? What time was one hour earlier/before?</p> <p>Introduce <b>seconds</b>; investigate practical problems involving seconds using sand timers e.g. how many times can you write your name in 30 seconds? How many times can you write your name in one minute/ 60 seconds?</p>	<p>Clock, watch, hands, hour, o'clock half past, quarter past, quarter to</p> <p>Earlier, later, before, after, quicker, faster, slower</p> <p>minute, second</p>



<p><b>Number</b></p> <p>Addition and subtraction</p>	<p>5</p>	<p>Add and subtract one digit and two digit numbers to 20 (and beyond), including <b>finding the difference</b> between two quantities for subtraction (<b>See Calculation Policy</b>)</p> <p>Represent, use and reason with number bonds and related subtraction facts within 20, e.g. <math>3 + 17 = 20</math>, <math>17 + 3 = 20</math>, <math>20 - 17 = 3</math>, <math>20 - 3 = 17</math></p> <p>Solve missing number problems e.g. <math>15 = \square - 5</math></p> <p>Solve simple one step word problems involving addition and subtraction, using concrete objects, pictorial representations, including number tracks/lines</p>	<p>+, add, plus, more than, put together, altogether, total, count on</p> <p>- , take away, subtract, minus, count back, difference, less than</p> <p>How many are left?</p> <p>=, equals, is the same as</p> <p>Problem, solution</p> <p>Missing numbers</p>
<p><b>Measurement</b></p> <p>Money</p> <p>Length</p>	<p>2</p> <p>3</p>	<p>Recognise and know the value of different coins to one pound/ £1 <b>and notes</b> (£5, £10, £20)</p> <p>Solve simple problems in the context of money up to 20p (and beyond) e.g. Which coins could you use to pay for this toy car that costs 15p? How much money is in my purse? If one banana costs 10p, what would four bananas cost? How much change from 20p would you get if you bought the banana? (Link with addition and subtraction)</p> <p>Introduce <b>standard units</b> (metres, centimetres) and measuring instruments (rulers, metre stick) and use to estimate, measure and record the length and height of objects</p> <p>Investigate problems involving length, e.g. Which is longer ~ your foot or your hand span? Are most 5/6 year olds more than/less than a metre? How will you find out?</p>	<p>Money, coins to £1, note, change, value, pounds, pence (p), cost, combination, difference, total, altogether, buy</p> <p>Compare, measure, estimate</p> <p>Metre, centimetre, metre stick, ruler, more than a metre, less than a metre</p>
<p><b>Measurement</b></p> <p>Weight and Capacity</p>	<p>5</p>	<p>Estimate, measure and begin to record the weight of objects, choosing and <b>beginning to use</b> suitable <b>standard units</b> (kilograms) and measuring instruments (weighing scales)</p> <p>Estimate, measure and begin to record the capacity of different containers, choosing and <b>beginning to use</b> suitable <b>standard units</b> (litres) and measuring instruments (litre jugs)</p> <p>Investigate problems involving weight and capacity, e.g. Which of these objects weigh more than a kilogram? How many children can have a cup of fruit juice from this 1 litre carton?</p>	<p>Compare, measure, estimate</p> <p>Weight/mass</p> <p>Kilogram, half a kilogram, more than a kilogram, less than a kilogram</p> <p>Capacity/volume</p> <p>Measuring jug</p> <p>Litre, half a litre, more than a litre, less than a litre</p>

<p><b>Number</b></p> <p>Multiplication and Division</p> <p>Fractions</p>	<p>5</p>	<p>Count forwards and backwards in twos, fives and tens to the 10<sup>th</sup> multiple Recognise odd and even numbers and relate to grouping in twos (using practical resources)</p> <p>Double numbers/sets of objects to 10 + 10 (and beyond) and solve related problems, using practical resources Find half of a number/sets of objects within 20 and solve related problems, using practical resources</p> <p>Relate doubling to halving</p> <p>Find a <b>quarter</b> of a number/ set of objects by <b>using practical resources</b> and relate to equal sharing</p>	<p>Pairs, groups of Odd, even</p> <p>Double, half, quarter</p> <p>Equal sharing</p>
<p><b>Additional weeks</b></p> <p>To be used for:</p> <ul style="list-style-type: none"> <li>• assessment, consolidation and responding to AfL</li> <li>• additional using and applying activities</li> </ul>			