

Autumn Term

Week – this is just a suggestion; progress will be dependent upon the progression the children make during each lesson.

Children will be encouraged daily to explore mathematics in the environment. Children will learn a new maths song each week and listen to a range of mathematical stories (please see bottom of planning for list of mathematical books to support learning)

Week(s)	vocabulary, conversation starters	Fluency focus – not limited to Maths songs	Activity card	Activities with Numicon structured manipulatives	Learning opportunities based on Numicon firm foundations	Inspire page links	Numberblocks Series, episode, summary Link to episodes: https://www.ncetm.org.uk/media/tncbns3/numberblocksepisodesseries1to5.pdf	Assessment opportunities
1-3 Baseline - once baseline is complete begin to teach activity card one to allow children to become familiar with Numicon								
4	Words for counting including- number names, count, how many Words for comparing size and quantity including- bigger, smaller, largest, smallest, same size, all, some, part, whole, more, fewer, less, same Words for position including before, after, first, last, next, in between, upside down Words for action including match, order, put in order, cover, flip, turn over, turn around, point to Colour names	Counting forward and backwards 2d shape names Subitising 1,2,3,4,5 once I caught a fish alive	1: Introducing the Numicon shapes SSM focus Comparing sizes	1. Covering the Numicon Baseboard 2. Matching the Numicon Shapes 3. Naming the Shapes by colour 4. Matching Numicon Shapes to Picture Overlays 5. Comparing Numicon Shapes – bigger and smaller 6. Comparing Shapes – biggest, smallest and in-between 7. Matching Shapes to the Numicon Number Line	- To count the count sequence in order. - To count objects using one number name for each object counted. - To become familiar with the Numicon Shapes and their colour names. - To cover the whole Numicon Baseboard with Numicon Shapes by matching and manipulating them to fill the available spaces. - To notice the size order of Numicon Shapes. - To use the language of size and make simple size comparisons, e.g. big and small.	10 59	Introduce children to the number block characters. Can children recognise which colour numberblock matches each number block	Can children count forwards and backwards in order consistently Can the count on from a given number/ count at different speeds? Can children say one number name per object counted Can children use colour names for Numicon shapes Can children say names for Numicon shapes Can children match the Numicon shapes to pictures/ numbers/ objects? Can children rotate and flip shapes to cover the Numicon boards Can children use objects to make comparison Can children use a range of key mathematical vocabulary?
5	Words for counting including- number names, count, how many, forwards, backwards Words for comparing size, length height and quantity - bigger, smaller, largest, smallest, same size, all, some, part, whole, more, fewer, less, same Words for position including before, after, first, last, next, in between, upside down	Subitising Numicon recognition Colour recognition 5 cheeky monkeys	2: Order Numicon shapes SSM focus Comparing height and length of other objects and putting them in order	1. Ordering the Numicon Shapes and using the Numicon Number Line 2. Jumbled Shapes 3. Swaps 4. Fill the gap 5. Making a Numicon Shape 'washing line' 6. Making repeating patterns	- To count the count sequence in order. - To count objects using one number name for each object counted. - To compare and order Numicon Shapes by size. - To describe the positions of ordered Numicon Shapes in relation to each other. - To recognize that the number idea 1 can be represented in many different ways.	67 69	Series 1- episode 9- off we go- Counting to 5; line up 1 to 5 in order; identify missing numbers within a 1 to 5 line-up Series 1, episode 10- how to count -The key principles of counting: one-to-one correspondence; cardinality; stable order Videos to help children become familiar with Numicon shapes and develop a love for learning	Can the children put the shapes in size order? Can the children describe the position of the Numicon shape using mathematical vocabulary such as next to, after, before, in between? Can the children identify which is bigger, biggest, smaller, smallest? Can children identify Numicon when using feely bag Can the children create, copy, continue a repeating pattern?

	Words for action including match, order, put in order, cover, flip, turn over, turn around, point to Words for pattern including repeat, do again, next, before Colour names				- To compare and order three or more objects or amounts of different sizes, including by height. - To learn to copy, continue and devise simple repeating patterns.			
6	Words for counting including- number names, count, how many, forwards, backwards Words for comparing size, length height and quantity - bigger, smaller, largest, smallest, same size, all, some, part, whole, more, fewer, less, same Words for position including before, after, first, last, next, in between, upside down Words for action including match, order, put in order, cover, flip, turn over, turn around, point to Words for describing, comparing, contrasting and geometric shapes including corner, edge, side, curved, straight, flat, solid, face, edge, same as, different from, odd one out, shape names, 2d, 3d	Subitising 2d and 3d shapes Counting forwards and backwards Numicon shapes colours 5 little men in a flying saucer	3: Introducing Numicon shape patterns and number rods SSM focus 2D and 3D geometric shapes	1. Matching Numicon Shape patterns and Shapes 2. Copying Numicon Shape patterns 3. More matching Shapes and patterns 4. Making Numicon Shape patterns 5. Exploring number rods	- To recite and extend the count sequence and count collections of objects accurately (increasing in number towards 10). - To build and recognize Numicon Shape patterns, matching them to Numicon Shapes. - To recognize that the number idea 2 can be represented in many different ways. - To use the names of simple 2D geometric shapes. - To notice and describe some parts and properties of simple 2D and 3D geometric shapes.	72 73 75 124	Series 1- episode 11 – stampolines - Subitising numbers 1 to 5; different ways of arranging blocks to 5; conservation of number Series 2 – episode 1 – six, the number blocks make a new friend who likes to roll the dice, counting 1-6, subitising dice patterns. Video used to enhance and develop knowledge on subitising	Can children use mathematical vocabulary when playing Can children recognise numbers and shapes in the environment Can children build Numicon shape patterns Can children use Numicon shapes to make patterns Can children spot the odd one out of a given set? Can children say why a shape is the odd one out Can children explore, play and build with shapes Can children name some 2d and 3d shapes? Can children begin to talk about the properties of some shapes
7 Consolidation								
Half term								
1	Words for counting including- number names, count, how many, forwards, backwards Words for comparing size, length height and quantity - bigger, smaller, largest, smallest, same size,	Numberblock s 1:1 counting Subitising Repeating pattern 10 fat sausages	4: Linking Numicon shapes with number ideas and numerals SSM focus exploring capacity of	1. Counting the holes in Numicon Shapes 2. Building towers with Numicon Shapes and Pegs 3. Matching Numicon Shapes with numerals	- To count up to 10 objects accurately. - To join in counting to find 'how many ...?' - To begin to compare outcomes of counts, saying which represents more and which fewer. - To give number names	6 7 9 10	Series 1- episode 1 – one-learning all about the number 1 with numberblock one; counting to 1 Series 1 – episode 2 - another one- 2 is more than one Series 1 – episode 4 – three – learning all about the number 3 – 3 is more than 2	Can children use the cardinal principle e.g., how many are in a set? Can children say which group has more/ fewer Can children refer to the Numicon shapes by their name Can children compare the lengths of the number rods?

	all, some, part, whole, more, fewer, less, same Words for position including before, after, first, last, next, in between, upside down Words for action including match, order, put in order, cover, flip, turn over, turn around, point to Words for describing, comparing volume and capacity including full, empty, nearly full, nearly empty, hold less/ more Words for describing geometric shapes including triangle, square, circle, cylinder, pyramid, flat, corner, solid, straight		various containers	Number of the day- number 1,2,3,4	to Numicon Shapes. - To label Numicon Shapes with numerals. - To recognize that the number idea 3 can be represented in many different ways. - To begin to compare and order number rods by length. - To compare the capacities of different containers. - To use ordering and sorting to organize classroom play resources.		Series 1 – episode 5 – learn all about the number 4, 4 is more than 3. Count to 4, the structure of 4 as a squared number	Can children match the Numicon shapes to numerals and objects? Can children sort the objects into sets and describe their sets? Can children compare and describe capacities of different containers
2	Words for counting including- number names, count, how many, forwards, backwards Words for comparing size, length height and quantity - bigger, smaller, largest, smallest, same size, all, some, part, whole, more, fewer, less, same Words for position including before, after, first, last, next, in between, upside down Words for action including match, order, put in order, cover, flip, turn over, turn around, point to Words for describing 2d and 3d shapes including cube, cuboid, cylinder, straight, flat, round	Repeating pattern 2d shapes Numberblocks 10 in a bed	5: Linking numerals with Numicon shapes, and ordering number rods SSM focus 2D and 3D geometric shapes	1. Read the numeral, find the Shape 2. Visualizing Numicon Shape patterns 3. Finding 'how many?' with Numicon Shape patterns 4. Building Numicon Shape patterns 5. Exploring rods Number of the day 5,6,7,8	- To make links between Numicon Shapes, Numicon Shape patterns, numerals and numbers. - To find how many objects there are by counting accurately and by making and/or recognizing Numicon Shape patterns. - To recognize that the number idea 4 can be represented in many different ways. - To compare and order rods by height. - To use informal positional language, e.g. next to, between. - To describe parts and properties of cuboids and cylinders.		Series 1 – episode 7- five – learn all about the number 5, 5 is more than 5, counting to 5, line up 0-5 in order Series 2 – episode 1 – six, the number blocks make a new friend who likes to roll the dice, counting 1-6, subitising dice patterns. Series 2- episode 2 – seven – it's a rainy day for a picnic but lucky number 7 makes everything come up rainbows- 7 is more than 6 Series 2 – episode 3 eight – counting 1-8, 8 is one more than 7, subitising	Can children use mathematical vocabulary when playing Can children recognise Numicon shapes without counting Can children count objects accurately Can children count on from a given number Can children estimate a given group of objects? Can children begin to subitise up to 5 Can children describe the properties of shapes?

3	Words for counting including- number names, count, how many, forwards, backwards Words for comparing size, length height and quantity - bigger, smaller, largest, smallest, same size, all, some, part, whole, more, fewer, less, same Words for position including before, after, first, last, next, in between, upside down Words for action including match, order, put in order, cover, flip, turn over, turn around, point to	Numerals Numicon shapes Pattern Capacity Hickory dickory dock	6: Finding how many by grouping, and teen numbers SSM focus Length	1. Checking estimates with Numicon Shape patterns 2. Finding how many pictures on gift wrap 3. Comparing and ordering rods Number of the day 9,10	- To use Numicon Shapes, Numicon Shape patterns, numerals and number names confidently to represent number ideas. - To begin to group objects into Numicon Shape patterns as an efficient way of finding out how many there are. - To begin to represent numbers greater than 10 with Numicon Shapes and Numicon Shape patterns. - To recognize that the number idea 5 can be represented in many different ways. - To put number rods in order of size. - To compare lengths in a range of different situations. - To sort objects into sets. - To create repeating patterns.		Series 2- nine – counting 1-9, structures of the number 9, combining number to make 9 Series 2 – ten – counting 1-10, 10 ones are equivalent to ten ones	Can children recite the count sequence to 20? Can children pronounce the numbers correctly? Can children represent numbers to 10 and begin to explore numbers beyond Can children compare length, width, height of a range of objects Can children talk and compare their height with someone else Can children devise simple repeating patterns and talk about their pattern Can children order number rods 1-10 Can children arrange/ organise equipment/ objects in a logical way
4	Words for counting including- number names, count, how many, forwards, backwards Words for comparing size, length height and quantity - bigger, smaller, largest, smallest, same size, all, some, part, whole, more, fewer, less, same Words for position including before, after, first, last, next, in between, upside down Words for action including match, order, put in order,	Capacity Numbers Counting Subitising Shapes Pattern Colour Rainbow song	7: Adding with Numicon shapes SSM focus Weight	1. Putting Numicon Shapes together 2. Spin for and add two Numicon Shapes 3. Adding more 4. Combining rods to fill the gap Addition, ordering numbers, cardinality	- To begin to know that we add when we need to find out 'how many?' - To find the total number of items by combining Numicon Shapes. - To find totals in 'adding more' situations by adding on one Numicon Shape to another. - To recognize that the number idea 6 can be represented in many different ways. - To become confident with describing the relative lengths of number rods. - To explore things that feel heavy or light and begin to compare the weights of objects.		Series 1- episode 8 – the three little pigs – counting- adding 1s Series 1 – episode 9 –off we go – counting, line up 1-5, identifying the missing number Series 1- episode 10 – how to count – one to one correspondence, cardinality, stable order	Can children complete simple additions Do children know when to use simple addition equations in day to day situations Can children say the total when two groups are combine? Can children make up their own addition stories Can children create pictures to show addition Can children use rods to make pictures Can children fill the Numicon board with Numicon shapes and work out which number fit in the gaps? Can children fill in missing gaps with number rods Can children compare by weight Can children compare by capacity

	cover, flip, turn over, turn around, point to Words for geometric shapes including cube, cuboid				To experience that weight is not always related to size.			
5-7 Consolidation								

Spring Term

Week(s)	vocabulary, conversation starters	Fluency focus – not limited to Maths songs	Activity card	Activities with Numicon structured manipulatives	Learning opportunities based on Numicon firm foundations	Inspire page links	Numberblocks Series, episode, summary Link to episodes: https://www.ncetm.org.uk/media/tncbns3/numberblocksepisodesseries1to5.pdf	Assessment opportunities
1-2	Words for counting including- number names, count, how many Words for adding including add, add one more, 1 more, add one, altogether makes, equals, equal to, same, same number, adding more, adding on Words for time including next, after, names of days, months seasons, might time, day time, long time, short time, yesterday, today, tomorrow, soon, late, early, minute, timetable	Counting forward and backwards 2d shape names Subitising 5 little firemen	8: Adding 1 more SSM focus time	1. Finding 1 more with Numicon Shapes 2. Finding 1 more – game 3. Finding 1 more with numerals 4. Exploring rod trains Shape based activities	- To find 1 more on a number line and notice that when 1 is added to any number the result is the next number. - To add 1 and find 1 more using Numicon Shapes and Shape patterns. - To understand that adding includes increase. - To find 1 more than a given number, starting with 1–9 and extending to 19. - To solve ‘1 more’ problems and make up ‘1 more’ stories. - To recognize that the number idea 7 can be represented in many different ways. - To sequence everyday events and explain the order using appropriate language.	19 115	Series 1- episode 14 holes- the number of a group can be changed by adding to it or taking away	Can the children find one more than a given number? Can children notice when one more has been added Can children use Numicon to find out one more Can children find one more than a given number Can children say one more Can children recognise numbers Can children recognise that the number 7 can be made up of numerous numbers Can children sequence every day events? can children use vocabulary linked to time
3	Words for counting including- number names, count, how many, forwards, backwards Words for comparing quantities and subtracting including how many more, how many fewer, how much smaller, odd, even	Subitising Numicon recognition Colour recognition	9: Subtracting- finding the difference SSM focus money, comparing data on simple class pictogram	1. See the difference between Numicon Shapes 2. Comparing numbers using Spinners 3. Making trains with white rods 4. Combining two or more rods to fit another rod	- To find the difference between whole numbers, without counting, using Numicon Shapes. - To find the differences in size between collections of objects. - To compare everyday quantities and begin to find differences between them. - To begin to use the terms ‘odd’ and		Series 2 - Subtracting 2 from numbers up to 10; counting in 2s	Can the children discuss similarities and differences between everyday objects? Can the children sort objects according to their properties? Can children describe Numicon shapes as odd and even Can children find the numerical difference between Numicon shapes/ numbers?

	Words for money and shopping including money, coin, pence, penny, change Words for sorting including set, sort, odd, even	5 little speckle frogs			'even' using Numicon Shapes. - To recognise that the number idea 8 can be represented in many different ways. - To begin to give number names to rods. - To recognize coins and sort them in different ways. - To use everyday language to talk about money. - To begin to appreciate that shopping involves exchange.			Can children find numerical differences between small collections of everyday objects Can children use number names for rods Can children use vocabulary linked to money Can children use money when playing Can children recognise some coins
4	Words for counting including- number names, count, how many, forwards, backwards Words for subtracting including take away, less, fewer, leaves, equals Words for sharing including equal, fair, fair share, same Words for shape including shape names Words for pattern including repeating, next, before, after, repeating pattern Words for action including sort, share	money Counting forwards and backwards Numicon shapes colours one tow buckle my shoe	10: subtracting- taking away SSM focus 3D geometric shapes, sorting	1. Subtracting with Numicon Shapes 2. Subtracting from 10 3. Subtracting from 5, then from other numbers to 10 4. Using number names for rods Matching rods with numerals	- To recognize the taking away structure of subtracting as removing a part from a whole or an amount. - To use the language of subtraction. - To show 'taking away' by covering holes in Numicon Shapes. - To recognize that the number idea 9 can be represented in many different ways. - To consolidate the correspondences between number rods, number names and numerals. - To sort geometric shapes. - To create repeating patterns with objects. To experience fair sharing as each person having an equal amount.	20 113	Series 1- episode 15 – hide and seek – addition and subtraction of numbers to 5 ; number bonds to 5	Can children know when to take away during day to day activities Can children name the Numicon pattern? Can children recognise Numicon shapes without counting holes Can children explain the rules for how they have organised groups of objects? Can children share equally Can children use a repeating pattern with more than two different types of objects/ elements? Can children make up subtraction stories Can children complete simple subtraction problems
5	Words for counting including number names Words for doubling and halving including double, twice, pair, equal, the same as, identical half, halves, equal, equal parts, part, part whole Words for exploring symmetry including	Money Doubling shape	11: Doubling and halving SSM focus Exploring mirror symmetry	1. Finding doubles with Numicon Shapes 2. Feeling for pairs of Numicon Shapes 3. Doubling game 4. Connecting doubling and halving using Numicon Shapes 5. Finding half of a collection	- To see and learn 'doubles' as special combinations of two numbers. - To begin to see inverse connections between doubling and halving. - To recognize that the		Series 2 – episode 9- double trouble Doubling numbers and halving, partitioning Series 2 – episode 10 partitioning 9 into 3 equal parts	Can children using objects and Numicon to represent doubles Can children recall some doubles? Can children have sets of objects accurately Can children chant in twos Can children create symmetrical patterns

	mirror, reflections, symmetrical			6. Building a doubles staircase	number idea 10 can be represented in many different ways. - To notice and discuss mirror symmetry. - To create simple symmetrical patterns. - To begin to learn to count in steps of two and ten.			
6 and 7 Consolidation								
Half term								
1	Words for counting including number names Words for adding and subtracting including 1 more, take away, less, fewer, smaller, 1 less, equals Words for contrasting and comparing size including bigger and smaller, wider, narrowed, higher, lower Words for opposites including underneath, on top, thick, thin, quiet, below, above, before, after Words for actions including sort	Capacity Number bonds Doubling 0-20 20-0	12: Subtracting 1, connecting increase and decrease SSM focus noticing opposites when making comparisons	- Taking away 1 from a Numicon Shape pattern - Hiding 1 hole – what is left? - Taking away 1 from a Numicon Shape - Spotting the Peg that has been moved - Adding 1 more to number rods - Taking away 1 from number rods	- To identify each previous number from 10 to 1 (inverse of the successor relationship), using ordered Numicon Shapes or number rods. - To show 1 fewer by removing an object from a Numicon Shape pattern. - To find 1 fewer than any number from 1 to 10 (extending to 20). - To begin to describe 'nothing' with the word 'zero'. - To solve '1 fewer' and 'one less' problems. - To generalize that when 1 is taken away from a number, the result is always the previous number.		Series 2 – episode 13 – subtracting 2 from a number up to 10. Series 2 – episode 15 – subtracting 1 (1-10) counting down	Can children take away 1 or answer what is one less Can children notice and comment when something has been taken away Can children describe connections between addition and subtraction Can children use mathematical vocabulary including take away
2	Words for counting including number names Words for sharing and halving including whole, fair, share, equal, equal parts/ share, equal numbers, half, halves	Number bonds Doubling 0-20 20-0 Shapes	13: halving and sharing SSM focus Finding half by weighing, sharing liquids, cutting	- Halving collections - Sharing Pegs from Numicon Shape patterns - Sharing collections - Identical rod trains	- To create shares and equal shares of a whole. - To understand that a whole can be made up of different-sized parts or parts that are the same size.	15 58	Series 2 – episode 9- double trouble Doubling numbers and halving, partitioning Series 2 – episode 10 partitioning 9 into 3 equal parts	Can children share objects into equal parts Can children divide a whole into different size parts which are equal parts? Can children use the part, part, whole model? Can children half a shape in different ways

			shapes in half		- To identify and create two equal parts of a whole and know that each part is called a 'half'. - To begin to realize that a whole shape can be halved in different ways. - To halve collections of up to 10 objects accurately. - To find 'half' of Numicon Shapes. - To find two identical number rods that are equal in length to one larger rod.			Can children explore halving food
3	Words for counting including number names Words for comparing quantities including how many more, how many fewer, how much less, how many left, fewer than, difference between larger amount, smaller amount, equal amounts	Number bonds Doubling 0-20 20-0	14: how many more, how many fewer SSM money	- How many more? - How many fewer? - How many more and how many fewer? - How many more (with rods)? - Finding the hidden number rod	- To understand subtracting as how many more, how many fewer or how much less. - To find 'how many more?' or 'how many fewer?' without counting, using Numicon Shapes or number rods. - To solve 'how many more?' / 'how many fewer?' / 'how much less?' problems in a data-handling situation. - To experience that there are several different ways of making 10 with two numbers. - To experience constructing pictograms. - To use money in role-play.	13 14 24	Series 3 – episode 2 – comparing numbers 1-5 using the language greater than and less than Series 3 – episode 9 Comparison of numbers to 10 using the language of 'bigger than', 'smaller than' leading to 'greater than' and 'less than'	Can children give a numerical answer to how many more and how many fewer? Can children compare Numicon shapes Can children solve how many more Can children solve how many fewer Can children use money in role play situations Can children recall some pairs to make 10
4	Words for counting including number names Words for adding including add, makes, equals, all together, adding, adding story, adding sentences, same, whole number, part	Number bonds Doubling 0-20 20-0	15: adding parts and wholes	- Numicon Shape towers - Make that number - Turn it over - Working efficiently with Numicon Shape patterns - Adding number rods	- To use Numicon Shapes or number rods to add whole numbers. - To note that a whole can be made up of parts that are either the same or different	32 33 45 46 49	Series 1- episode 12 - Composition of numbers 1 to 5: introduction to 'part-part-whole' Structure; partitioning a whole number into parts; conservation of number	Can children combine Numicon shapes or number rods and explain whichever way the numbers are displayed the answer is still the same Can children describe Numicon shapes

	Words for comparing quantities, size and weight including more, less, fewer, larger, smaller, heavy, light, weight, heaviest, lightest				sizes. - To begin to realize that a whole is larger than any of its parts. - To begin to understand that adding two numbers can be done in any order. - To understand that weight is not necessarily related to size.			Can children add different combinations Can children recall addition facts Can children explore objects and compare them by weight
5-6 Consolidation								

Summer Term

Week(s)	vocabulary, conversation starters	Fluency focus – not limited to Maths songs	Activity card	Activities with Numicon structured manipulatives	Learning opportunities based on Numicon firm foundations	Inspire page links	Numberblocks Series, episode, summary Link to episodes: https://www.ncetm.org.uk/media/tncbnsg3/numberblocksepisodesseries1to5.pdf	Assessment opportunities
1-2	Words for counting including- number names, count, how many Words for subtraction including less, fewer, take away, leaves, equals, parts, whole Words for position and direction including on, in, under, behind, top, bottom, turn, left, right, outside, inside, above	Numbers bonds to 5 and 10 Odd and even numbers	16: subtracting- parts and wholes SSM focus Position and direction	1. Using subtracting covers when taking away 2. Taking away using Numicon Shape patterns 3. More taking away 4. Taking away a rod	- To use Numicon Shapes or number rods to subtract whole numbers. - To note that a whole can be made of parts that are either the same or different sizes. - To begin to realize that a whole is larger than any of its parts. - To begin to notice the pattern when counting aloud in fives.		https://www.bbc.co.uk/iplayer/episode/b0bn5bpz/numberblocks-series-3-numberblock-rally	Can children using Numicon shapes to subtract Can children use Numicon shapes and subtracting covers to show parts and wholes Can children say how much is left when part of a Numicon has been covered by looking at the remaining part Can children describe a take away and say the whole number and the parts? Can children show an understanding that when a number is subtracted from the same number 0 is left? Can children use language of position spontaneously
3-4	Words for counting including- number names, count, how many, forwards, backwards Words for adding and subtracting including add, and, take away, makes, leaves, equals, more, fewer Words for comparing lengths and distance including longer, longest,	Numbers bonds to 5 and 10 Odd and even numbers	17: connecting adding, subtracting and number lines Length and distance	1. Connecting adding and subtracting in number stories 2. Connecting adding and subtracting with Numicon Shapes 3. Connecting moving along a number line, adding and subtracting with Numicon Shapes 4. Increase and decrease	- To connect moving forwards along a number line with increase and adding. - To connect moving backwards along a number line with decrease and subtracting. - To begin to be aware of the inverse			Can children confidently find the numerals on the number line that shows the answer to their addition and subtraction calculations Can children recall addition facts and point to the total Can children count on Can children compare different lengths when using nonstandard measures Can children move forwards and backwards when giving directions

	short, shortest, shorter, how far, long way, a short distance, the same distance, equal distance, near, far, not far, far away			5. Connecting adding and subtracting	relationship between adding and subtracting. - To compare lengths. - To notice and describe distances between objects and places, and distances travelled.			Can children give clear directions
5-6	Words for counting including- number names, count, how many, forwards, backwards Words for comparing including different, the same, fewer, greater than, taller, shorter, difference between Words for position including next to, above, below Words for adding and subtracting including add, and, take away, makes, leaves, equals, more, fewer Words for investigating including find, how many	Numbers bonds to 5 and 10 Odd and even numbers	18: more teen numbers, adding and subtracting facts	1. Making a Numicon Shape in different ways 2. Finding equivalent combinations of Shapes 3. Finding equivalent combinations of rods 4. Matching Shapes and teen numbers 5. How many 2-rods? Exploring the twos sequence 6. Connecting Numicon Shapes and number rods	- To notice equivalences. - To use adding and subtracting facts and structured manipulatives in solving problems. - To use comparative language effectively.			Can children recall be adding and subtracting number sentences without reference to Numicon shapes or number rods Can children show an understanding of equivalence and adding facts in problem solving situations? Can children work systematically
7 Consolidation								
Half term								

Summer 2

		Learning objectives	Key vocabulary	Resources
Inspire maths Unit 1: numbers to 10	Counting to 10 Week 1	- Understanding numbers 0-10 - count from 0 to 10 - recognise, read and write numbers 0 to 10 and the corresponding number words zero to ten. - associate a number of items with the correct number and the correct number word - remember the order of numbers 0 to 10/	numbers 0 to 10 take away how many left the same more than fewer than	Cubes Pictorial representations (Oxford Owl)
	Compare	Two sets of objects can be compared using the method of one-to-one correspondence	more fewer greater than smaller than	counters apples cubes

		• The number of objects can be the same as, smaller than or greater than another set of objects		
	Order and pattern	• A sequence of objects and numbers can form a pattern	how many pattern more than less than smaller than	cubes abacus

Mathematical books:

- 10 in a bed
- One is a Snail, Ten is a Crab
- How Big is a Million?
- How Many Legs?
- The Very Hungry Caterpillar
- Ten Stars Twinkle
- How Long is a Whale?
- How Many Jelly Beans
- 10 Little Monsters
- What Time is it Mr wolf?
- How Many Seeds in a Pumpkin?