

Autumn 1					
Unit 1: Numbers to 10 (12 textbook lessons)		Unit 2: Part-whole within 10 (5 textbook lessons)		Unit 3: Addition and subtraction within 10 (1) (6 textbook lessons)	
Skills focus: -Sorting, grouping and order numbers -Finding ‘one more’ and ‘one less’ -Using a number line to count forwards and backwards -Read and write numerals -Match numerals to quantities Key vocabulary: sort, groups, pattern , order, digits, number, count on, count back, one more than, one less than, matched, equal to, fewer, less than, most, greatest, number line, number track, ten frame Sentence stems: I notice... I know... because... ____ is more/fewer than ____ because... I can show it by...		Skills focus: -Understand that numbers can be partitioned -Recognise whole and parts -Represent numbers using part-whole models -Begin number bonds within 10 Key vocabulary: whole, part, partition, combine, total, altogether, number bond Sentence stems: The whole is ____ The parts are ____ and ____ If I know one part is ____, the other part must be ____		Skills focus: -Add by counting on and subtract by taking away and finding the difference -Use number bonds -Represent calculations using objects, pictures and symbols -Solve one-step problems Key vocabulary: add, plus, altogether, total, subtract, take away, difference equals, number sentence Sentence stems: First, there were... Then... I counted on because... The difference is... I know my answer is correct because...	
Possible resources: Ten frame Number track Number line Counting objects Cubes		Possible resources: Part-whole models Counters Cubes Numicon Bead strings Double sided counters		Possible resources: Counters Cubes Bead strings Number lines Ten frames Rekenrek Bar models	
Possible misconceptions: - Failing to see patterns when using a tens frame - Counting too many, counting too few, counting objects multiple times - Not recognizing 0 on a number line		Possible misconceptions: -Thinking that the parts must be equal -Forgetting that the parts make the whole		Possible misconceptions: -Counting all instead of counting on -Thinking that subtraction always means taking away -Confusing + and - symbols	
Strengthening: -Use concrete resources -Reduce number size -Use structured representations such as ten frames -Encourage touching each object when counting -Practice counting in different arrangements		Deepening: -Comparing numbers -Reverse order of numbers -Explain and justify -Find multiple ways to make a number -Spot and correct mistakes in ordering numbers		Strengthening: -Use concrete resources -Use numbers within 5 -Use ten frames -Practice number bonds	
Deepening: -Use concrete resources -Limit numbers to 5 -Build different part-whole models for the same number		Deepening: -Find all possible partitions -Explain whether another partition is possible by justifying		Deepening: -Compare different methods -Find more than one calculation with the same answer -Explain why a strategy works	
Ready to Progress Link: 1NPV–1 Count within 100, forwards and backwards, starting with any number. 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =		Ready to Progress Link: 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real life contexts.		Ready to Progress Link: 1NF–1 Develop fluency in addition and subtraction facts within 10. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real life contexts.	

Autumn 2					
Unit 4: Addition and subtraction within 10 (2) (12 textbook lessons)		Unit 5: 2D and 3D shapes (5 textbook lessons)		Unit 6: Numbers to 20 (7 textbook lessons)	
Skills focus: -Add by counting on and subtract by taking away and finding the difference -Use number bonds -Represent calculations using objects, pictures and symbols -Solve one-step problems Key vocabulary: add, plus, altogether, total, subtract, take away, difference, equals, number sentence Sentence stems: First, there were... Then... I counted on because... The difference is... I know my answer is correct because...		Skills focus: -Recognise, name and sort 2D and 3D shapes -Describe shapes using mathematical language -Identify shapes in everyday objects Key vocabulary: square, rectangle, circle, triangle, pentagon, hexagon, cube, cuboid, sphere, cylinder, cone, side., corner, face, edge, vertex Sentence stems: I know this is a ____ because... This shape has ____		Skills focus: -Count forwards and backward to 20 from any given number -Read, write and represent numbers to 20 -Recognise the value of numbers using concrete and pictorial representations -Compare and order, including finding one more /one less -Understand the composition of teen numbers as 10 and some more Key vocabulary: count, numeral, number, digit, value, ten, ones, more, less, greater than, less than, equal to, compare, order, before, after, first, last Sentence stems: ____ is made of one ten and ____ ones One more is ____ One less is ____ I represented ____ using... I know this number is ____ because...	
Possible resources: Counters Cubes Bead strings Number lines Ten frames Rekenrek Bar models		Possible resources: Shape sets Sorting hoops Pattern blocks Real-life objects		Possible resources: Ten frames Numicon Bead strings Rekenrek Cubes Counters Dienes tens and ones Number lines	
Possible misconceptions: -Counting all instead of counting on -Thinking that subtraction always means taking away -Confusing + and - symbols		Possible misconceptions: -Thinking that orientation changes the shape -Believing all triangles look the same -Confusing 2D and 3D shapes		Possible misconceptions: -Skipping numbers when counting -Believing 12 is made of 1 and 2 rather than 10 and 2 -Reversing numerals (12/21) -Not seeing patterns in identifying one more and one less	
Strengthening: -Use concrete resources -Use numbers within 5 -Use ten frames -Practice number bonds		Strengthening: -Introduce one family of shapes at a time -Compare only two shapes -Sorting shapes using one criterion -Describing shapes while holding a concrete resource		Strengthening: -Use concrete resources -Consolidate numbers to 10 -Encourage touching each object when counting -Compare only consecutive numbers first	
Deepening: -Compare different methods -Find more than one calculation with the same answer -Explain why a strategy works		Deepening: -Sort using multiple criterion -Explain why a shape belongs in more than one group		Deepening: -Find multiple representations of the same number -Spot and correct mistakes in completed number sentences -Explain patterns -Solve simple one-step reasoning problems	
Ready to Progress Link: 1NF–1 Develop fluency in addition and subtraction facts within 10. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real life contexts.		Ready to Progress Link: 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.		Ready to Progress Link: 1NPV–1 Count within 100, forwards and backwards, starting with any number. 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	

Spring 1					
Unit 7: Addition within 20 (6 textbook lessons)		Unit 8: Subtraction within 20 (8 textbook lessons)		Unit 9: Numbers to 50 (7 textbook lessons)	
Skills focus: -Add numbers within 20 using concrete, pictorial and abstract methods -Use known number bonds to 10 to support calculations within 20 -Understand commutativity ($12 + 8$ is the same as $8 + 12$) -Solve one-step addition problems Key vocabulary: add, plus, altogether, total, sum, equals, count on, number bonds, tens, ones, calculation, number sentence Sentence stems: I started with ____ because it is the greater number. I counted on ____ My total is ____ I know because...		Skills focus: -Subtract within 20 by taking away, counting back and finding the difference -Use inverse relationships -Solve one-step subtraction problems Key vocabulary: subtract, take away, difference, equals, fewer, less, count back, count on, inverse Sentence stems: I started with ____ I took away ____ The difference is ____ I know this because...		Skills focus: -Count forwards and backward to 50 -Understand place value and count using tens and ones -Read, write and represent numbers to 50 -Compare and order, including finding one more/one less Key vocabulary: tens, ones, digit, numeral, value, order, greater than, less than, equal to, count, partition Sentence stems: ____ is made of one ten and ____ ones ____ I greater because... I represented ____ using... I know this number is ____ because...	
Possible resources: Double ten frames Rekenrek Bead strings Counters Cubes Numicon Part-whole models Number lines		Possible misconceptions: -Counting from 1 instead of counting on -Forgetting to bridge through 10 -Thinking numbers must be added in the order given -Confusing the + and - symbols		Possible resources: Dienes tens and ones Place value counters Bead strings Numicon Ten frames Number lines Numeral cards	
Possible misconceptions: -Counting from 1 instead of counting on -Forgetting to bridge through 10 -Thinking numbers must be added in the order given -Confusing the + and - symbols		Possible resources: Counters Cubes Bead strings Number lines Ten frames Rekenrek		Possible misconceptions: -Counting in ones instead of recognizing tens -Believing 12 is made of 1 and 2 rather than 10 and 2 -Reversing numerals (32/23) -Thinking that the first digit tells how many altogether	
Strengthening: -Use concrete resources -Use numbers with 10 as a recap first -Encourage counting on a number line or bead string		Deepening: -Recall number bonds to 10 -Complete missing number calculations -Use different representations for the same calculation		Strengthening: -Use concrete resources -Consolidate teen numbers -Build every number using tens and ones	
Deepening: -Recall number bonds to 10 -Complete missing number calculations -Use different representations for the same calculation		Strengthening: -Use concrete resources -Use numbers with 10 as a recap first -Use bar models to show the relationship		Deepening: -Explain why a number is larger -Investigate patterns in counting -Find different ways to represent numbers	
Ready to Progress Link: 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real life contexts.		Ready to Progress Link: 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real life contexts.		Ready to Progress Link: 1NPV–1 Count within 100, forwards and backwards, starting with any number. 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real life contexts.	

Spring 2			
Unit 10: Introducing length and height (5 textbook lessons)		Unit 11: Introducing weight and volume (7 textbook lessons)	
Skills focus: -Compare, describe and measure length and height -Use mathematical language accurately -Measure using non-standing units before standard units Key vocabulary: longer, shorter, tallest, shortest, height, length, measure, compare, equal Sentence stems: ____ is longer than... ____ is shorter than... I measured using...		Skills focus: -Compare mass and capacity using direct comparison -Use mathematical language to describe weight and volume -Order objects by mass or capacity Key vocabulary: heavy, heavier, heaviest, light, lighter, lightest, full, empty, nearly full, nearly empty, capacity, volume Sentence stems: ____ is heavier because... ____ holds more than... I know because...	
Possible resources: Cubes Paperclips String Rulers Metre sticks Classroom objects		Possible misconceptions: -Measuring from the wrong point -Leaving gaps between measuring units -Thinking taller always means longer	
Possible resources: Balance scales Containers Sand Water Classroom objects		Possible misconceptions: -Larger objects are always heavier -Full containers always weigh the same -Capacity and weight mean the same thing	
Strengthening: -Compare two objects directly before measuring -Use identical non-standard units -Model careful alignment		Deepening: -Explain why measurements differ -Identify inaccurate measuring -Solve comparison problems	
Strengthening: -Begin with direct comparison using hands first -Use transparent containers for capacity		Deepening: -Explain reasoning -Predict before measuring -Identify incorrect comparisons	
Ready to Progress Link: 1NF–1 Develop fluency in addition and subtraction facts within 10. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real life contexts.		Ready to Progress Link: 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	

Summer 1					
Unit 12: Multiplication (6 textbook lessons)		Unit 13: Division (5 textbook lessons)		Unit 14: Halves and quarters (5 textbook lessons)	
Skills focus: -Count in equal groups of 2, 5 and 10 -Recognise equal groups -Make and describe arrays -Understand multiplication as repeated addition -Solve simple multiplication problems using concrete and pictorial representations Key vocabulary: multiply, multiplication, groups, equal groups, repeated addition, lots of, altogether, arrays, rows, columns, equal Sentence stems: There are ____ equal groups of ____ I know because each group has the same number The repeated addition is...		Skills focus: -Share equally between groups and group objects into equal sets -Understand division as sharing and grouping -Solve simple practical division problems Key vocabulary: divide, division, share, share equally, group, equal groups, left over, altogether Sentence stems: I shared equally because... There are ____ groups Each group has ____ I know it is equal because...		Skills focus: -Recognise and find one half and one quarter of shapes and quantities -Understand that parts must be equal -Use practical contexts to explore fractions Key vocabulary: half, quarter, whole, equal parts, fraction, divide, share Sentence stems: A half is one of two equal parts A quarter is one of four equal parts These parts are equal because...	
Possible resources: Counters Cubes Numicon Arrays Egg boxes Ten frames Rekenrek Real-life grouping objects		Possible resources: Counters Cubes Paper bowls Hoops Classroom objects		Possible resources: Shapes Counters Fraction circles Playdough Cubes Food items Fraction strips Folding activities	
Possible misconceptions: -Confusing equal groups with unequal groups -Counting individual objects rather than groups -Thinking multiplication always makes numbers bigger ($4 \times 1 = 4$)		Possible misconceptions: -Sharing unequally -Believing every division has no remainder -Confusing sharing with subtraction		Possible misconceptions: -Thinking that parts do not need to be equal -Confusing one half with two pieces -Believing any four pieces represents quarters	
Strengthening: -Use concrete resources -Use repeated addition alongside grouping -Limit to groups of 2 initially		Strengthening: -Use concrete resources between two groups first -Encourage children to share one object at a time -Use real-life contexts		Strengthening: -Folding shapes Sharing quantities with real-life examples -Begin with half before introducing quarters -Emphasise equal parts	
Deepening: -Find different arrays for the same total -Explain why an arrangement is or isn't an array -Solve reasoning problems -Spot mistakes in representations		Deepening: -Explain whether sharing is fair -Investigate different ways to group the same quantity -Solve reasoning problems involving sharing		Deepening: -Explain why a shape has not been divided into halves or quarters -Compare different representations of the same fraction	
Ready to Progress Link: 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.		Ready to Progress Link:		Ready to Progress Link:	

Summer 2							
Unit 15: Position and direction (3 textbook lessons)		Unit 16: Numbers to 100 (9 textbook lessons)		Unit 17: Time (7 textbook lessons)		Unit 18: Money (3 textbook lessons)	
Skills focus: -Describe position, movement and turns -Follow and give directions -Use positional language accurately -Recognise whole, half, quarter and three-quarter turns Key vocabulary: left, right, forwards, backwards, above, below, beside, next to, between, near, far, turn, clockwise, anticlockwise, quarter turn, half turn, three-quarter turn Sentence stems: I moved... I turned... The object is ___ the... I know because...		Skills focus: -Count forwards and backwards within 100 -Read and write numerals to 100 -Compare and order numbers -Count in tens -Understand place value using tens and ones Key vocabulary: hundred, tens, ones, digit, numeral compare, order, greater than, less than, equal to, count Sentence stems: ___ is made of ___ tens and ___ ones ___ is greater because... I know because...		Skills focus: -Sequence events -Use language relating to time -Read and draw o'clock and half past times -Compare durations -Recognise days of the week and months of the year Key vocabulary: time, o'clock, half past, before, after, earlier, later, morning, afternoon, evening, today, yesterday, tomorrow Sentence stems: The hour hand is pointing to ___ It is ___ o'clock It is half past ___ I know because...		Skills focus: -Recognise and know the value of coins and notes -Count and compare amounts of money -Find totals -Solve simple money problems in practical contexts Key vocabulary: money, coin, note, penny, pence, pound, value, amount, total, cost, more, less, equal Sentence stems: This coin is worth... Altogether I have... I know because... Another way to make this amount is...	
Possible resources: Beebots Maps Arrows Classroom courses Toy figures Directional cards		Possible resources: Dienes Place value counters Hundred squares Number lines Numeral cards Numicon		Possible resources: Teaching clocks Mini clocks Visual timetables Daily routines Calendars Sand timers		Possible resources: Coins and notes Role play shop Price labels Number lines Power Maths money cards	
Possible misconceptions: -Confusing left and right -Mixing clockwise and anticlockwise -Thinking that position changes depending on viewpoint		Possible misconceptions: -Reversing digits (83/38) -Counting by ones instead of recognising tens		Possible misconceptions: -Mixing the minute and hour hands -Confusing o'clock and half past -Thinking that time always moves in equal visible steps		Possible misconceptions: -Thinking that larger coins are worth more -Counting coins instead of their value	
Strengthening: -Use children's own bodies first -Give one-step directions -Practice turns physically		Strengthening: -Recap numbers to 50 before extending -Build numbers with dienes and place value counters -Use counting sticks and hundred squares		Strengthening: -Focus on o'clock times first -Use movable clock hands -Link times to familiar daily routines		Strengthening: -Introduce one coin at a time -Match coins to their value -Count using identical coins before mixing -Use role play	
Deepening: -Create routes for others to follow -Explain errors in directions -Describe different ways to reach the same destination		Deepening: -Explain patterns on a hundred square -Compare non-consecutive numbers -Solve reasoning problems with place value		Deepening: -Explain how they know the time -Compare durations -Solve simple time problems using daily routines		Deepening: -Find different ways to make the same amount -Explain which way was the most efficient -Solve reasoning problems	
Ready to Progress Link:		Ready to Progress Link: 1NPV–1 Count within 100, forwards and backwards, starting with any number.		Ready to Progress Link:		Ready to Progress Link:	