

Autumn Term	Skill	Objectives
Week 1	Baseline	Baseline
Week 2	Baseline	Baseline
Week 3	Baseline	Baseline
	Number and Place Value	Chanting numbers in order to 10/20
Week 4	Baseline	Baseline
	Number and Place Value	Chanting numbers in order to 10/20
Week 5	Number and Place Value	<ul style="list-style-type: none"> - Chanting numbers in order to 10/20 - Counting items into a set - Matching how many to a numeral - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-6 on a number track - Subitise numbers 1 - Ordinal Numbers (1st)
	Problem solving, reasoning and algebra	<ul style="list-style-type: none"> - Copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions
	Geometry: properties of shapes Measurement	<ul style="list-style-type: none"> - Name and use appropriate language to describe simple 2D shapes (Circle) Vocabulary: Straight/curved sides Corners - Money (1p coin) - Time 1 o'clock – Days of the week – Months
Week 6	Number and Place Value	<ul style="list-style-type: none"> - Chanting numbers in order to 10/20 - Counting items into a set - Matching how many to a numeral - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-6 on a number track - Subitise numbers to 2 – Conservation of a number - Ordinal Numbers (2nd) – Two equals a pair - Practical addition/subtraction and doubling (1+1= Double 1 equals 2 - 1 =) - Halving – Split into two equal parts $\frac{1}{2}$ $\frac{1}{2}$ (one cut into 2 equal parts) Practice halving numbers to 10
	Problem solving, reasoning and algebra	<ul style="list-style-type: none"> - Copy, continue, describe, and create patterns using colours, shapes, objects, sounds and actions
	Geometry: properties of shapes Measurement	<ul style="list-style-type: none"> - Name and use appropriate language to describe simple 2D shapes (Semi - Circle) - Money (Value of a 2p coin) - Time 2 o'clock - Days of the week – Months

Week 7	<p>Number and Place Value</p> <p>Problem solving, reasoning and algebra</p> <p>Geometry: properties of shapes</p> <p>Measurement</p>	<ul style="list-style-type: none"> - Chanting numbers in order to 10/20 - Counting 10 items into a set - Matching how many to a numeral - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-10 on a number track (Can say one more/less than a number) - Subitise numbers to 3 - Conservation of a number - Composition - Ordinal Numbers (3rd) - Practical addition/subtraction to 3 - Copy, continue, describe, and create patterns using colours, shapes, objects, sounds and actions - Name and use appropriate language to describe simple 2D shapes (Triangle) - Money (Addition 1p and 2p coins) - Time 3 o'clock - Days of the week - Months
Week 8	<p>Number and Place Value</p> <p>Geometry: properties of shapes</p> <p>Measurement</p>	<ul style="list-style-type: none"> - Chanting numbers in order to 10/20 - Counting 10 items into a set - Matching how many to a numeral – Comparing Quantities say which is less/more - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-10 on a number track (Can say one more/less than a number) - Subitise numbers to 4 - Conservation of a number - Composition - Ordinal Numbers (4th) - Practical addition/subtraction - Name and use appropriate language to describe simple 2D shapes (Rectangle/Square) - Money (Addition 1p and 2p coins) - Time 4 o'clock - Days of the week – Months
Week 9	<p>Number and Place Value</p> <p>Geometry: properties of shapes</p> <p>Measurement</p>	<ul style="list-style-type: none"> - Chanting numbers in order to 10/20 - Counting 10 items into a set - Matching how many to a numeral – Comparing Quantities say which is less/more - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-10 on a number track (Can say one more/less than a number) - Subitise numbers to 5 - Conservation of a number - Composition - Ordinal Numbers (5th) - Practical addition/subtraction - Number Bonds to 5 (addition) - Name and use appropriate language to describe simple 2D shapes (Pentagon) - Money (Introduce 5p - Addition 1p and 2p coins) - Time 5 o'clock – Days of the week - Introduce language related to time
Week 10	<p>Number and Place Value</p>	<ul style="list-style-type: none"> - Chanting numbers in order to 10/20 - Counting 10 items into a set - Matching how many to a numeral – Comparing Quantities say which is less/more - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence

	<p>Geometry: properties of shapes Geometry: position and direction Measurement</p>	<ul style="list-style-type: none"> - Children count 1-15 on a number track (Can say one more/less than a number) - Subitise numbers to 6 - Conservation of a number - Composition - Ordinal Numbers (6th) - Practical addition/subtraction - Number Bonds to 5 (Continue to consolidate addition) - Name and use appropriate language to describe simple 2D shapes (Hexagon) - Introduce language relate to position - Money (Addition/Subtraction using 1p, 2p and 5p coins) - Time 6 o'clock – Days of the week - Introduce language related to time
Week 11	<p>Number and Place Value</p> <p>Geometry: properties of shapes Geometry: position and direction Measurement</p>	<ul style="list-style-type: none"> - Chanting numbers in order to 10/20 - Counting 10 items into a set - Matching how many to a numeral – Comparing Quantities say which is less/more - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-15 on a number track (Can say one more/less than a number) - Subitise numbers to 7 - Conservation of a number - Composition - Ordinal Numbers (7th) - Practical addition/subtraction - Number Bonds to 5 (Continue to consolidate addition/subtraction) - Name and use appropriate language to describe simple 2D shapes (Heptagon) - Consolidate language relate to position - Money (Addition/Subtraction using 1p, 2p and 5p coins) - Time 7 o'clock – Days of the week – Consolidate language related to time
Week 12	<p>Consolidate all learning to date</p> <p>Measurement</p>	<p>Consolidate all learning to date</p> <ul style="list-style-type: none"> - Exploring length and height, using language associated with comparing and measuring. - Explore capacity suing terminology empty, half full, and full. - Compare different containers and explore capacities through play.
Week 13	CHRISTMAS PRODUCTION WEEK	CHRISTMAS PRODUCTION WEEK
Week 14	CHRISTMAS WEEK	CHRISTMAS WEEK

Spring Term	Skill	Objectives
Week 1		<ul style="list-style-type: none"> - Recap all learning to date
Week 2	Number and Place Value Geometry: properties of shapes Geometry: position and direction Measurement	<ul style="list-style-type: none"> - Chanting numbers in order to 20 and beginning to chant numbers to 100 - Counting 10 items into a set - Matching how many to a numeral – Comparing Quantities say which is less/more - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-15 on a number track (Can say one more/less than a number) - Subitise numbers to 8 - Conservation of a number - Composition - Ordinal Numbers (8th) - Practical addition/subtraction - Number Bonds to 5 (Continue to consolidate addition/subtraction) - Name and use appropriate language to describe simple 2D shapes (Octagon) - Money (Addition/Subtraction using 1p, 2p and 5p coins) - Time 8 o'clock – Days of the week – Consolidate language related to time - Seasons: Winter
Week 3	Number and Place Value Geometry: properties of shapes Geometry: position and direction Measurement	<ul style="list-style-type: none"> - Chanting numbers in order to 20 and beginning to chant numbers to 100 - Counting 10/more items into a set - Matching how many to a numeral – Comparing Quantities say which is less/more - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-15 on a number track (Can say one more/less than a number) - Subitise numbers to 9 - Conservation of a number - Composition - Ordinal Numbers (9th) - Practical addition/subtraction - Number Bonds to 5 (Continue to consolidate addition/subtraction) - Name and use appropriate language to describe simple 2D shapes (Nonagon) - Money (Addition/Subtraction using 1p, 2p and 5p coins) - Time 9 o'clock – Days of the week – Consolidate language related to time - Seasons: Autumn – Winter... What comes next?
Week 4	Number and Place Value	<ul style="list-style-type: none"> - Chanting numbers in order to 20 and beginning to chant numbers to 100 - Counting 10/more items into a set - Matching how many to a numeral – Comparing Quantities say which is less/more - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-15 on a number track (Can say one more/less than a number) - Subitise numbers to 10 - Conservation of a number - Composition - Ordinal Numbers (10th) - Practical addition/subtraction

	<p>Geometry: properties of shapes Geometry: position and direction Measurement</p>	<ul style="list-style-type: none"> - Number Bonds to 10 - Begin to partition sets of ten objects and learn pairs to 10. - Name and use appropriate language to describe simple 2D shapes (Decagon) - Money Introduce 10p coin (Addition/Subtraction using 1p, 2p, 5p and 10p coins) - Time 10 o'clock – Days of the week – Consolidate language related to time - Seasons: Autumn – Winter... What comes next?
Week 5	<p>Number and Place Value</p> <p>Measurement</p>	<ul style="list-style-type: none"> - Re-visit previous learning - Explore and represent patterns within numbers to 10, including odd and even, double facts and how quantities can be distributed equally. - Money: Recognise that coins have a different values (they will buy more or less, are worth more or less). They match real coins to amounts of money e.g. 10p is ten 1p coins. They start to use money in small amounts to buy things, using a different combination of coins.
Week 6	ASSESSMENT WEEK	ASSESSMENT WEEK
Week 7	<p>Number and Place Value</p> <p>Geometry: properties of shapes</p> <p>Measurement</p>	<ul style="list-style-type: none"> - Counting on and back from a given number to 15/20 - Say one more/less and understand the corresponding addition/subtraction - Explore and represent patterns within numbers to 10, including odd and even, double facts and how quantities can be distributed equally. - Estimate number objects to 10 and begin to understand that teen numbers are 10 plus some more. - Introduce 3D shapes (Sphere) - Shapes in the environment - Properties – Vocabulary Flat/Curved Faces, straight/Curved Edges, Vertex, Vertices - Money: Recognise that coins have a different values (they will buy more or less, are worth more or less). They match real coins to amounts of money e.g. 10p is ten 1p coins. They start to use money in small amounts to buy things, using a different combination of coins.
Week 8	<p>Number and Place Value</p> <p>Measurement</p> <p>Geometry: properties of shapes</p>	<ul style="list-style-type: none"> - Counting in 2s to 10/20 - Counting 10/more items into a set - Matching how many to a numeral – Comparing Quantities say which is less/more - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-20 on a number track (Can say one more/less than a number) - Subitise numbers to 11 and 12 - Conservation of a number – Composition 11 is TEN and one more 12 is TEN and two more - Ordinal Numbers (11th – 12th) - Count and match objects to number sentences reinforcing language 'add, more than and equals' - Number Bonds to 10 - Begin to partition sets of ten objects and learn pairs to 10 - Money Introduce 10p coin (Addition/Subtraction using 1p, 2p, 5p and 10p coins) - Time 11 o'clock 12 o'clock – Days of the week – Consolidate language related to time - Seasons: Autumn – Winter... What comes next?

	Problem Solving and Reasoning	<ul style="list-style-type: none"> - Introduce 3D shapes (Cylinder) - Shapes in the environment - Properties – Vocabulary Flat/Curved Faces, straight/Curved Edges, Vertex, Vertices - Explore and identify patterns, including line of symmetry in images and simple shapes. Create and extend repeating patterns involving two, three and four items Identify simple linear patterns Recognise and identify odd and even numbers and count in 2s from an even number.
Week 9	<p>Number and Place Value</p> <p>Mental addition and subtraction</p> <p>Measurement</p> <p>Geometry: properties of shape</p>	<ul style="list-style-type: none"> - Counting in 2s to 10/20 - Counting on and back from a given number to 15/20 - Counting 10/more items into a set - Matching how many to a numeral – Comparing Quantities say which is less/more - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-20 on a number track (Can say one more/less than a number) - Subitise numbers to 13 and 14 - Conservation of a number – Composition 13 is TEN and three more 14 is TEN and four more - Ordinal Numbers (13th – 14th) - Count and match objects to number sentences reinforcing language ‘add, more than and equals’ - Practical activities to double, read doubling stories. - Introduced to halving where everything is shared in half. - Number Bonds to 10 - Begin to partition sets of ten objects and learn pairs to 10 - Money Introduce 10p coin (Addition/Subtraction using 1p, 2p, 5p and 10p coins) - Learn how we can time events and some events take longer/shorter time than others. - Start to recognise unit of time - Days of the week – Consolidate language related to time Seasons: Autumn – Winter... What comes next? - Introduce 3D shapes (Cylinder and Sphere) - Shapes in the environment - Properties – Vocabulary Flat/Curved Faces, straight/Curved Edges, Vertex, Vertices
Week 10	<p>Number and Place Value</p> <p>Mental addition and subtraction</p>	<ul style="list-style-type: none"> - Counting in 2s to 10/20 - Counting 10/more items into a set - Matching how many to a numeral – Comparing Quantities say which is less/more - Matching written and spoken numerals (Form numbers correctly) - Count accurately using one-to-one correspondence - Children count 1-20 on a number track (Can say one more/less than a number) - Subitise numbers to 15 and 16 - Conservation of a number – Composition 15 is TEN and five more 16 is TEN and six more - Ordinal Numbers (15th – 16th) - Count and match objects to number sentences reinforcing language ‘add, more than and equals’ - Practical activities to double, read doubling stories. - Introduced to halving where everything is shared in half. - Number Bonds to 10 - Begin to partition sets of ten objects and learn pairs to 10

	<p>Measurement</p> <p>Geometry: properties of shape</p>	<ul style="list-style-type: none">- Money Introduce 10p coin (Addition/Subtraction using 1p, 2p, 5p and 10p coins)- Time Consolidate o'clock – Days of the week – Consolidate language related to timeSeasons: Autumn – Winter – Spring...What comes next?- Introduce 3D shapes (Cylinder, Sphere, Cone, Cube and Cuboid)- Shapes in the environment- Properties – Vocabulary Flat/Curved Faces, straight/Curved Edges, Vertex, Vertices
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Summer Term	Skill	Objectives
Week 1	Number and place value Mental addition and subtraction Measurement	<ul style="list-style-type: none"> - Compare and order numbers to 20 - Match numerals to 20 with number of objects. - Understand that teen numbers are 10 plus some more. - Partition numbers and find pairs of numbers that total the number. - Begin to learn their bonds to 5, 6 7, 8, and 10. - Match sets of objects to addition sentences and begin to see that addition is commutative, i.e. 5+3 is the same as 3+5. - Consolidate subtraction facts to 10. - Re-visit reciting and ordering days of the week. Use language related to time such as 'yesterday, today and tomorrow'. - Talk about how we measure time and understand units' months. Days, weeks, hours, minutes, and seconds. - Match key events in their daily routine/stories to analogue and digital clocks. - Introduce 3D shapes (Cylinder, Sphere, Cone, Cube, Cuboid and Pyramid) - Shapes in the environment - Properties – Vocabulary Flat/Curved Faces, straight/Curved Edges, Vertex, Vertices
Week 2	Number and place value. Geometry: position and direction Measurement	<ul style="list-style-type: none"> - Count to 100 and beyond - Write numbers to make the longest counting snake - Revise teen numbers are made up of 10 and some more and write addition sentences to show this. - Rehearse counting back from 20. - Summarise and conclude all work on 2D and 3D shape in Early Years. - Use language of position and direction including 'left and right' in context of a game. - Explore length, heights and weights learning to compare each of these using direct comparison. Lay lengths alongside each other understanding the need for a baseline and do this with three items of different heights. Learn to measure a length or height using non-standard uniform unit such as crayons or footprints. Compare items of the same size but different weights using balances and then measure these using uniform non-standard units such as conkers or pebbles. -
Week 3	ASSESSMENT WEEK	ASSESSMENT WEEK

Week 4	Number and place value Problem Solving, reasoning and algebra Mental multiplication and division	<ul style="list-style-type: none"> - Double numbers to 5 and halve even numbers to 10, using objects, the image of twins and balancing tales. - Addition/Subtraction counting on/back from the biggest number e.g. $45 + 6 =$ $45 - 6 =$ - They share objects between two children, begin to see as halving and then share objects between four children.
Week 5	Number and place value Problem Solving, reasoning and algebra	<ul style="list-style-type: none"> - Consolidate counting in 2s 5s and 10s - Count sets of objects, including fingers, using 'clever counting' instead of counting in 1s. - Learn the pattern of counting in 2s, 5s, and 10s, recognising that 10s number all end in 0. - Sort numbers into odd and even numbers and revisit doubles and halves - Sorting using a Venn Diagram – 2D & 3D shapes.
Week 6	Number and place value Measurement	<ul style="list-style-type: none"> - Consolidate counting in 2s 5s and 10s - Ordering numbers over 20 e.g. 36 32 39 (look at the units) 45 87 32 21 (First look at tens and then units) - Put days of the week in order. - Talk about how we measure time and understand units' months. Days, weeks, hours, minutes, and seconds. - Match key events in their daily routine/stories to analogue and digital clocks. - Investigating and measuring time. How does it take?
Week 7	Number and place value	<ul style="list-style-type: none"> - Count on and back to/from any number to 20. - Counting to 100 and begins to cement patterns of numbers in the count and special 'tens' numbers. - Consolidate counting in 10s (Use 10p coins) - Ordering numbers over 20 e.g. 36 32 39 (look at the units) 45 87 32 21 (First look at tens and then units)
Week 8	Number and place value Mental addition and subtraction Problem Solving, reasoning and algebra	<ul style="list-style-type: none"> - Find one more/less than numbers to 20, linking this to adding and subtracting - Count 2, 3, or 4 from a hidden quantity (e.g. cars in a car park and pennies in a tin) so that they cannot recount the first quantity but must add by counting on. - Count back where the remaining quantity is hidden in order to encourage counting back. - Read and match number sentences to practical problems. - A number track is used to support counting on to give totals up to 20 and counting back from numbers up to 20. <p>Seasons: Autumn – Winter – Spring – Summer...What comes next?</p>
Week 9	Number and place value Measurement	<ul style="list-style-type: none"> - Continue to consolidate numbers to 20 - Revise and learn all the coins from 1p to £2. Name and describe and begin to order the coins according to value. - Move on to make small amounts and making the value of a coin using other coins. - Subtract by counting back. Subtract small amounts (1-3) by counting back on their fingers. - Begin to recognise and write subtraction sentences.
Week 10	Measurement	<ul style="list-style-type: none"> - Children explore and compare measures: length, weight, and capacities. - Use uniform non-standard units to measure length, weight, and capacities. - Encouraged to compare more than two lengths using inform non-standard units. - Capacity: Using different size containers to solve problems.

Week 11	Number and place value Mental addition and subtraction	<ul style="list-style-type: none"> - Continue to consolidate numbers to 20 - Partition five, six and ten objects into two groups in order to find all numbers with totals of 5,6 and 10. - Matching additions are recorded and read. - Children count 1, 2, 3, or 4 from any number to give totals up to 20 and begin to count back 1,2,3, from numbers to 20.
Week 12	LAST WEEK OF TERM	LAST WEEK OF TERM