|  |  |  |
| --- | --- | --- |
| Strand | First Visit | Second Visit |
| Revise | Teach | Revise | Teach |
| Number and Place Value | * count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
 | * count to 100, forwards and backwards, beginning with 0 or 1
* given any number up to 100, identify one more and one less
* read and write numbers from 1 to 20 in numerals
 | * count to 100, forwards and backwards, beginning with 0 or 1
* read and write numbers from 1 to 20 in numerals
 | * count to 100, forwards and backwards, from any given number
* count, read and write numbers to 100 in numerals
* identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
* read and write numbers from 1 to 20 in numerals and words.
* count in multiples of twos, fives and tens
 |
| Vocabulary | number, digit, count, more, less, number-bonds, count on/back, equal to, more than, less than, fewer, most, least, pair, ones, tens, compare, order, size, value |
| Addition and Subtraction | * use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.
* solve problems, including doubling, halving and sharing.
 | * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
* represent and use number bonds and related subtraction facts within 20
* memorise and reason with all number bonds to 10 and 20 in several forms (eg, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9).
 | * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
* memorise and reason with all number bonds to 10 and 20 in several forms (eg, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9).
 | * add and subtract one-digit and two-digit numbers to 20, including zero
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = \_\_\_ – 9.
 |
| Vocabulary | number-bonds, numberline, add, more, plus, addition, make, total, sum, altogether, equals, the same as, difference between, take away, subtract, how many more/less,  |
| Multiplication and Division | * solve problems, including doubling, halving and sharing.
 | * Understand multiplication as repeated addition
* understand division as sharing and grouping
* solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
 |  | * solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays
 |
| Vocabulary  | count in…, double/doubling, half/halving, share/sharing, group(s), repeated addition,  |
| Fractions |  | * recognise, find and name a half as one of two equal parts of an object, shape or quantity
 | * recognise, find and name a half as one of two equal parts of an object, shape or quantity
 | * recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
* use knowledge of half and quarter to reason and solve problems
 |
| Vocabulary  | equal, part, share, half, halve, quarter, whole |
| Measure | * use everyday language to talk about size, weight, capacity, distance, time and money to compare quantities and objects and to solve problems
 | * compare, describe and solve practical problems for:
* lengths and heights [for example, longer/shorter, tall/short]
* mass/weight [for example, heavy/light, heavier than, lighter than]
* capacity [for example, full/empty, more than, less than, half full
* time [for example, quicker, slower, earlier, later]
* recognise and know the value of different denominations of coins and notes
* sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
* recognise and use language relating to dates, including days of the week, weeks, months and years
 | * compare, describe and solve practical problems for a range of measures
* recognise and use language relating to dates, including days of the week, weeks, months and years
 | * measure and begin to record the following:
* lengths and heights
* mass/weight
* capacity
* time (hours, minutes, seconds)
* tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
* use knowledge of a range of measures to reason and solve problems
 |
| Vocabulary  | length, height, tall(er), short(er) long(er), mass, weight, heavy/heavier, heaviest, light, lighter, lightest, full, empty, quick(er), slow(er), fast(er), ruler, scale, container, money, coin, notes, pounds, pence, amount, value, day, week, month, year, before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening, hour(s), minute(s), second(s), o’clock, half past |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Geometry: Properties of Shape | * explore characteristics of everyday objects and shapes and use mathematical language to describe them
 | * identify, draw and compare 2-D shapes in a range of orientations and sizes
* understand that a triangle has 3 straight sides, which do not have to be of equal length
* identify and construct 3-D shapes and describe some of their properties
 | * identify, draw and compare 2-D shapes in a range of orientations and sizes
* identify 3-D shapes and describe some of their properties
 | * identify everyday objects that are (or contain) 2D and 3D shapes
* understand the difference between 2D and 3D shapes
* use knowledge of 2D and 3D shapes to reason and solve problems
 |
| Vocabulary  | 2D shape, 3D shape, circle, square, rectangle, triangle, sphere, cube, cuboid, pyramid, corner (point), sides, faces, cone, cylinder, flat, curved, straight, round |
| Geometry: Position and Direction | * use everyday language to talk about position
* recognise, create and describe patterns
 | * describe position of objects in comparison to others
* describe direction and movement, including whole, half, quarter and three-quarter turns
 |  |
| Vocabulary  | position, over, under, underneath, above, below, turn, left, right, top, bottom, in, outside, inside, around, in front, behind, front, back, close, far, near, before, after, beside, next to, opposite, apart, between, middle, edge, centre, corner, clockwise,  |