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| 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 | | | |

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| 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, | | | |