	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	**Autumn 1** **Number: Place Value**			**Autumn 2** **Number: Calculation**			**Autumn 3** **Number: Fractions Decimals and Percentages**				**Autumn 4** **Geometry: Angles, Coordinates, Position and Direction**	
Spring	**Spring 1** **Place Value**	**Spring 2** **Number: Calculation and Algebra**			**Spring 3** **Measures**			**Spring 4** **Number: Fractions**			**Spring 5** **Statistics**	
Summer	**Summer 1** **Number: Calculation**			**Summer 2** **Revision**			**Summer 3** **Ratio Proportion Geometry**	**Summer 4** **Measures**			**Summer 5** **Number: Calculation and Algebra**	

	Foundation Stage Reception	Year 1	Year 2
Autumn 1 Number and Place Value	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10 Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) – 23 = 20 + 3 and 23 = 10 + 13 Understand 0 as a place holder use place value and number facts to solve problems.
Autumn 2 Number Calculation	Estimates how many objects they can see and checks by counting them. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Finds the total number of items in two groups by counting all of them Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects	read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero	solve problems with addition and subtraction: ▯▯using concrete objects and pictorial representations, including those involving numbers, quantities and measures ▯▯applying their increasing knowledge of mental and written methods Demonstrate understanding using an empty number line. recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 3 + 7 = 10 30 + 70 = 100 Use varied language including sum, difference, minus etc

			add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ⁉⁉a two-digit number and ones ⁉⁉a two-digit number and tens ⁉⁉two two-digit numbers ⁉⁉adding three one-digit numbers
Autumn 3 Number: Fractions	solve problems, including doubling, halving and sharing.	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.	recognise, find, name and write fractions one third, ¼ 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½
Autumn 4 Geometry: Position and Direction	Can describe their relative position such as '*behind*' or '*next to*'.	describe position, direction and movement, including whole, half, quarter and three- quarter turns. use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.	movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti- clockwise). use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).

Spring 1 Place Value	Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects.	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.	identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words
Spring 2 Calculation	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 30 + 70 = 100 ; 100 – 70 = 30 Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.
Spring 3 Measures	Orders two or three items by length or height. Orders two items by weight or capacity.	recognise and know the value of different denominations of coins and notes sequence events in chronological order	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

	Beginning to use everyday language related to money.	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 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
Spring 4 Number: Fractions	They solve problems, including doubling, halving and sharing.	recognise and find half a length, quantity, set of objects or shape.	finding fractions of lengths, quantities, sets of objects or shapes Pupils should count in fractions up to 10 for example, 1 ¼ , 1 2/4 (or 1 1/2), 1 3/4, 2
Spring 5 Statistics	Records, using marks that they can interpret and explain.	Begin to explore asking and answering questions around data	interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data. Pupils record, interpret, collate, organise

			and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).
Summer 1 Number: Calculation	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.	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. Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in twos, fives and tens.	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Summer 2 Revision	Place Value Calculation beginning with addition, subtraction, multiplication and division Fractions Measure Geometry	Place Value Calculation beginning with addition, subtraction, multiplication and division Fractions Measure Geometry	Place Value Calculation beginning with addition, subtraction, multiplication and division Fractions Measure Geometry
Summer 3	Beginning to use mathematical names	recognise and name common 2-D and 3-D	order and arrange combinations of

Geometry: Shape	for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models.	shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]	mathematical objects in patterns and sequences identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects. identify the properties of each shape (for example, number of sides, number of faces). draw lines and shapes using a straight edge.
Summer 4 Measures	Orders and sequences familiar events. Measures short periods of time in simple ways.	compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light,	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and

		heavier than, lighter than] ⍰⍰capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ⍰⍰time [for example, quicker, slower, earlier, later] measure and begin to record the following: ⍰⍰lengths and heights ⍰⍰mass/weight ⍰⍰capacity and volume ⍰⍰time (hours, minutes, seconds)	measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =
Summer 5 Number: Calculation	Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer		begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 × 5 = 20 and 20 ÷ 5 = 4).