| Term | Week | Topic | Objectives |
| --- | --- | --- | --- |
| 1 | 1 |  |  |
| 2 | Place Value | * 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 * 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 |
| 3 |
| 4 |
| 5 |
| 6 | Geometry Shape- two weeks of addition subtraction before. 2025-2026 | * recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [for example, rectangles (including squares), circles and triangles] * 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] |
| 7 |
| 8 |
| 2 | 1 | Addition and Subtraction | * 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 one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. |
| 2 |
| 3 |
| 4 |
| 5 | Money | * recognise and know the value of different denominations of coins and note |
| 6 | Christmas |  |
| 7 | Assessment week included |  |
| 3 | 1 | Place Value | * 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 * 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 |
| 2 |
| 3 | Addition and Subtraction | * 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 one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. |
| 4 |
| 5 |
| 6 | Measure: Length and Height | * compare, describe and solve practical problems for: * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * measure and begin to record the following: * lengths and heights |
| 4 | 1 | Measure: Length and Height | * compare, describe and solve practical problems for: * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * measure and begin to record the following: * lengths and heights |
| 2 | Place Value | * 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 * 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 |
| 3 |
| 4 | Measure: Time | * compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] * measure and begin to record the following: time (hours, minutes, seconds) * 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 * tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
| 5 | Measure: Weight and Volume | * compare, describe and solve practical problems for:   + \*mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * measure and begin to record the following: * mass/weight * capacity and volume |
| 6 | Assessment week |  |
| 5 | 1 | Measure: Weight and Volume | * compare, describe and solve practical problems for:   + \*mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * measure and begin to record the following: * mass/weight * capacity and volume |
| 2 | Multiplication and Division | * 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. |
| 3 |
| 4 |
| 5 | Fractions | * 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 |
| 6 | 1 | Place Value/ Number: Numbers within 100 | * 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 one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. |
| 2 |
| 3 | Geometry: Position and Direction | * describe position, direction and movement, including whole, half, quarter and three-quarter turns. |
| 4 | Time | * compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] * measure and begin to record the following: time (hours, minutes, seconds) * 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 * tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
| 5 | Geometry: Shape | * recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [for example, rectangles (including squares), circles and triangles] * 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] |
| 6 | Consolidation | This may have a focus on Fractions due to a shorter term 5. |
| 7 | Assessment Week |  |