

Strands Covered	Building Block	EYFS and Y1 Key Objectives
Number and Place Value	Subitise up to 3 Recite numbers to 5 Ordinality of number to 5 1:1 correspondence with support <u>Able to recite numbers to and from 20</u>	Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Estimate and guess how many there might be before counting. <u>Count to and across 100 from any given number.</u> <u>Can identify one more and one less than any given number.</u> <u>Read and write numerals 1-20.</u> <u>Can represent numbers to 20 including on numberlines.</u>
Shape	Explore shape and sort Compare shape with simple language <u>Able to sort shapes based on similar properties. May know some shape names.</u>	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. <u>Recognise and identify common 2D and 3D shapes.</u>
Addition and Subtraction (Y1 Focus)	Compare quantities Will carry on in Spring Term	Able to distinguish between more and less when comparing quantities and use objects to make quantities equal. <u>Represent and use number bonds within 20.</u> <u>Add and subtract single and two digit numbers within 20.</u> <u>Read, write and interpret mathematical symbols + - =</u>

Autumn Term breakdown by week

Week	Class Objectives	Teaching Strategies
Week 1 wb 14.9	I can recite numbers to 3/5/10/20/100. I can recite numbers forwards and backwards.	Focus on the independence of showing what they already know. BASELINE for YR. Y1 focus on clear annunciation of teen and ty words.
Week 2	I can show 1:1 correspondence for quantities to 3/5/10/20	Focus on the independence of showing what they already know. BASELINE for YR. Intro of part part whole e.g. how to make 5.
Week 3	I can match quantities and numerals.	Focus on the independence of showing what they already know. BASELINE for YR.
Week 4	I can order numerals to 5/10/20/ <u>100</u> .	Focus on the independence of showing what they already know. BASELINE for YR.
Week 5	I can use the language of 'more and less'. I can show one more/one less.	Focus on the independence of showing what they already know. BASELINE for YR. Intro of bar model representation.
Week 6	I can represent quantities in a range of ways.	Focus on the independence of showing what they already know. BASELINE for YR.
Week 7	I can sort shapes by properties.	Able to explain- focus on maths talk and explanation. Use stem sentences to support.
Week 8	I can name a range of 2D and 3D shapes.	Just an intro to shape- will revisit in summer term.
Week 9	I can identify quantities that are more/less (revisit). I can say how many more/less is needed to make the same.	Use a range of resources to show- include scales?
Week 10	I can identify quantities that are more/less (revisit). I can say how many more/less is needed to make the same. I can represent that equation.	Use of numicon is key for children to be able to visualise.
Week 11	I can identify, read and work out simple + equations with symbols.	
Week 12	I can identify, read and work out simple - equations with symbols.	
Week 13	Assessment Week	2 more weeks of addition and subtraction in Spring Term needed.
Vocabulary: number names, more, less, fewer, greater than,		