Llangyfelach Primary School

Numeracy Scheme

Year 1

NUMBER

Number and place value

Number

number
numeral
zero
one, two, three … twenty
teens numbers, eleven, twelve … twenty
twenty-one, twenty-two … one hundred
none
how many …?
count, count (up) to, count on (from, to), count back (from, to)
forwards
backwards
count in ones, twos, fives, tens
equal to
equivalent to
is the same as
more, less
most, least
many
odd, even
multiple of
few
pattern
pair

Place value

ones
tens
digit
the same number as, as many as
more, larger, bigger, greater
fewer, smaller, less
fewest, smallest, least
most, biggest, largest, greatest
one more, ten more
one less, ten less
equal to
one more, ten more
one less, ten less
compare
order
size
first, second, third… twentieth
last, last but one
before, after
next
between
half-way between
above, below

Estimating

guess
how many ...?
estimate
nearly
roughly
close to
about the same as
just over, just under
too many, too few
enough, not enough

Addition and subtraction

addition
add, more, and
make, sum, total
altogether
double
near double
half, halve
one more, two more … ten more
how many more to make …?
how many more is … than …?
how much more is …?
subtract
take away
how many are left/left over?
how many have gone?
one less, two less, ten less …
how many fewer is … than …?
how much less is …?
difference between
equals
is the same as
number bonds/pairs
missing number

Multiplication and division

multiplication
multiply
multiplied by
multiple
division
dividing
grouping
sharing
doubling
halving
array
number patterns

Fractions

fraction
equal part
equal grouping
equal sharing
parts of a whole
half
one of two equal parts
quarter
one of four equal parts

MEASUREMENT

measure
measurement
size
compare
guess, estimate
enough, not enough
too much, too little
too many, too few
nearly, close to, about the same as
roughly
just over, just under

Length

centimetre, metre
length, height, width, depth
long, short, tall
high, low
wide, narrow
thick, thin
longer, shorter, taller, higher … and so on
longest, shortest, tallest, highest … and so on
far, near, close
ruler
metre stick

Weight

kilogram, half kilogram
weigh, weighs, balances
heavy, light
heavier than, lighter than
heaviest, lightest
scales

Capacity and volume

litre, half litre
capacity
volume
full
empty
more than
less than
half full
quarter full
holds
container

Time

time
days of the week, Monday, Tuesday …
months of the year (January, February ...)
seasons: spring, summer, autumn, winter
day, week, weekend, month, year
birthday, holiday
morning, afternoon, evening, night
bedtime, dinner time, playtime
today, yesterday, tomorrow
before, after
earlier, later
next, first, last
midnight
date
now, soon, early, late
quick, quicker, quickest, quickly
slow, slower, slowest, slowly
old, older, oldest
new, newer, newest
takes longer, takes less time
how long ago?
how long will it be to …?
how long will it take to …?
how often?
always, never, often, sometimes
usually
once, twice
hour, o'clock, half past, quarter past, quarter to
clock, clock face, watch, hands
hour hand, minute hand
hours, minutes

Money

money
coin
penny, pence, pound
price, cost
buy, sell
spend, spent
pay
change
dear, costs more
cheap, costs less, cheaper
costs the same as
how much …?
how many …?
total

GEOMETRY

Properties of shape

shape, pattern
flat
curved, straight
round
hollow, solid
sort
make, build, draw
size
bigger, larger, smaller
symmetry, symmetrical, symmetrical pattern
pattern, repeating pattern
match

2-D shape

corner, side
point, pointed
rectangle (including square)
circle
triangle

3-D shape

face, edge, vertex, vertices
cube, cuboid
pyramid
sphere
cone
cylinder

Position and direction

position
over, under, underneath
above, below
top, bottom, side
on, in
outside, inside
around
in front, behind
front, back
beside, next to
opposite
apart
between
middle, edge
centre
corner
direction
journey
left, right
up, down
forwards, backwards, sideways
across
next to, close, near, far
along
through
to, from, towards, away from
movement
slide
roll
turn
stretch, bend
whole turn, half turn, quarter turn, three-quarter turn

STATISTICS

count, sort, vote
group, set
list, table

GENERAL

pattern
puzzle
problem, problem solving
mental, mentally
what could we try next?
how did you work it out?
explain your thinking
recognise
describe
draw
compare
sort

Daily Counting and Remembered Facts: Rapid Recall									
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Number bonds	All pairs of numbers with total of 5	Introduction of pair of numbers to total 10	All pairs of numbers with total of 10	All pairs of numbers with total of 20	All pairs of numbers with total of 50	Pairs of numbers with a total of 100	Pairs of numbers with a total of 1000	Pairs of numbers with a total of 1000 and 1 (1dp)	Pairs of numbers with a total of 1000 and 1 (up to 3dp)
Adding and subtracting			Addition and subtraction facts to 5	Addition and subtraction facts to 10	Addition and subtraction facts to 20	Addition and subtraction facts to at least 20	Pairs of decimals that total 1	Pairs of decimals that total 10	
Halves and doubles			Doubles of all numbers to 5	Doubles of numbers to 15 Halves of even numbers to 20	Doubles of numbers to 20 **Doubles of multiples of 5 to 100** Halves of any multiple	Doubles and halves of numbers up to 100	Doubles and halves of numbers up to 100 **Doubles of multiples of 10 to 1,000** Doubles of multiples of 100 to 10,000	Doubles and halves of numbers up to 100. **Double and halve decimal fractions to 2 decimal places**	
Multiply and divide				Multiplication facts 2 and 10 times table and corresponding division facts **Multiplication facts up to 5x5**	Multiplication and division facts for the 2, 5 and 10 times-table	Multiplication and division facts for the 2, 3, 4, 5 and 10 times table	Multiplication and division facts to 10x10 **Squares of all numbers to 10 x10**	Multiplication and division facts to 10x10 **Squares of all numbers to 12 x12** Prime numbers	

Daily Counting and Remembered Facts: Counting									
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Rote counting	Rote count to beyond 10	Rote count to 20	Rote count to 100	Count on or back to at least 100	Count on or back to at least 1,000	Count on or back to at least 10,000	Count on or back to at least 100,000	Count on or back to 1,000,000	Count on or back to and beyond 1,000,000
Count Objects Reliably	Count reliably up to 5 objects	Count reliably up to 10 objects	Count on or back in ones to at least20	Count sets of objects by grouping in sets of 2, 5 & 10					
Counting on from given starting point	Count in ones from any single digit number	Count on or back in ones from **any number** up to 20	Count on or back in ones from **any number** up to 100	Count on or back in ones from **any number** beyond 100	Count on or back in ones from **any number** beyond 1,000	Count on or back in ones from **any number** beyond 10,000 and negative single numbers	Count on or back in whole numbers and 1dp numbers and negative numbers	Count on or back in whole numbers, 2dp numbers and negative numbers	Count on or back in whole numbers, 3dp numbers and negative numbers in halves
Recognising more/less and before/after	Say a number that is 1 before/after than a given number from 1 to 10	Say a number that is 1 more/less than a given number from 1 to 10	Say a number that is 1 more/less than a given number to 50	Say a number that is 1, 10 or 20 more/less than any 2-digit number	Say a number that is 1, 10 or 100 more/less than any 2 or 3-digit number	Say a number that is one, ten, hundred or thousand more/less than any 2, 3 or 4-digit number	Say a number that is 1, 10, 100 or 1,000 more/less than any number	Say a number that is 1, 10, 100, 1,000, 10^{th} or 100^{th} more/less than any number or decimal	Say a number that is any place value more/less than any number or decimal

Bridging across the 10	Identify the number 10	Bridging through 10 and 20	Bridging through multiples of 10	Bridging through multiples of 10 and 100	Bridging through multiples of 100 up to 1,000	Bridging through multiples of 100 up to 10,000	Bridging through multiples of 100 up to 100,000	Bridging through multiples of 100 up to 1,000,000, including 2dp numbers	Bridging through multiples of 100 up to 1,000,000, including 3dp numbers
Counting in powers of 10	Identify the number 10	Count in 10s	Count on and back in 10s to 100	Count on and back in 10s from any 2-digit number	Count on and back in 10s and 100s from any 2 or 3-digit number	Count on and back in 10s, 100s, 1000s from any whole number up to 10,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 100,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers
Counting in multiples		Begin to count in 2s to 10	Count in 2s and 5s to 100	Count in 2s and 5s to 100 from any given number (100 square)	Count in 2s and 5s to 100 from any given number	Count in 2s, 3s, 4s and 5s from any given number to 100 and beyond	Count in 6s, 7s, ’s and 9s from any number to 100	Count in 6s, 7s, 8s and 9s from any number to 100 and beyond	Count in any multiple from any given number
Recognising multiples		Recognise odd and even numbers	Recognise odd/ even numbers and multiples of 2, 5 and 10 (100 square)	Recognise multiples of 2, 5, 10 and 100 (understand and explain)	Recognise multiples of 2, 5, 10, 50 and 100	Recognise multiples in the 2, 3, 4 and 5 times tables	Recognise multiples in the 6, 7, 8 and 9 times tables	Recognise multiples to at least 10 x 10 and beyond (x25, x75)	Recognise multiples to at least 12 x 12 and beyond (x25, x75)
Divisibility				Recognise whole numbers divisible by 2	Recognise whole numbers that are divisible by 2 and 10	Recognise whole numbers that are divisible by 2, 4, 5, 10 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 10 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100

Year 1 – Autumn Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
1 A U T U M N	**Day 1:** Order numbers to 10 **Day 2**: Comparing numbers **Day 3:** Numerals 1 to 10 **Day 4:** Recite numbers to 20 **Day 5:** Ordering teens numbers	***Number and place value*** **Day 1:** 1. Count reliably to 10. 2. Understand that when a number of objects is rearranged the quantity does not change (Conservation of number) **Day 2:** 1. Recognise numbers as more or less than 6. 2. Estimate a number of objects up to 10. **Day 3:** 1. Place numbers 1-10 on a number track. 2. Begin to order numbers to 10. **Day 4:** 1. Put three numbers less than 10 in order. 2. Order numbers to 10 on a line. **Day 5:** 1. Count and order numbers to 10. 2. Say a number in between two numbers up to 10.	***Number and place value*** **Day 1:** 1. Count reliably to 20. 2. Estimate a number of objects up to 10. 3. Understand conservation of number. **Day 2:** 1. Knowing whether a number is more or less than 10. 2. Begin to order numbers to 20. **Day 3:** 1. Recognise missing numbers from a 1-20 number washing line. 2. Use landmarks of 5, 10, 15 and 20 to help place numbers on a bead bar or number track. **Day 4:** 1. Use knowledge of other numbers to place numbers on a line. 2. Recognise a teen number as 10 and some more. 3. Make teen numbers showing partitioning. **Day 5:** 1. Understand 'teen' numbers as numbers which can be partitioned into 10 and 'some more'. 2. Begin to record in additions, e.g. 10 + 4 = 14.	***Number and place value*** **Day 1:** 1. Locate 2-digit numbers on a beaded line. 2. Say which is more. 3. Say a number between neighbouring multiples of ten. **Day 2:** 1. Count in tens from a single-digit number marking jumps on a beaded line. **Day 3:** 1. Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100). **Day 4:** 1. Show 2-digit numbers on a bead string and write the place value addition (e.g. 26 = 20 + 6). **Day 5:** 1. Partition 2-digit numbers into multiples of ten and one. 2. Use place value to add and subtract (e.g. 30 + 4, 53 – 3)

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
2 A U T U M N	**Day 1:** Recognise quantities **Day 2**: Recognise quantities **Day 3:** Count on **Day 4:** Count on **Day 5:** Pairs to 5	***Addition*** **Day 1:** 1. Say quickly the number shown on each face of a spotty dice. 2. Match numbers on a spotty dice to numerals and numbered sets of objects. **Day 2:** 1. Match a number card 1-10 to a spoken number. 2. Form correct number, 1-10, on hearing the number spoken. **Day 3:** 1. Use sets of objects to say what one more than each number 1-6 is. **Day 4:** 1. Spot errors in the correct sequence of numbers 1-10. 2. Use sets of objects to say what one more than each number is from 1-10. **Day 5:** 1. Be able to say which number comes next with any number 1-10 selected at random. 2. Also be able to show this as a written number.	***Addition*** **Day 1:** 1. Understanding addition as combining two sets. Partition 5 into different pairs (1 and 4, etc.). 2. Record these pairs as written additions. **Day 2:** 1. Count on a small number using a number line. 2. Add two numbers by holding the larger number of two in your head and counting on the smaller. **Day 3:** 1. Add 1, 2, 3, 4 or 5 more to a given set of objects and know what the new total will be. 2. Count on 1, 2, 3, 4 or 5 successfully more from a given start number. **Day 4:** 1. Use a visual stimulus to aid counting on 1, 2, 3, 4 or 5 from a given start number. 2. Be able to count on from a small number in your head. **Day 5:** 1. Add two numbers less than ten by counting on. 2. Begin to add two numbers, one of which is greater than 10, by counting on.	***Addition and subtraction*** **Day 1:** 1. Know pairs to 10, 8 and 9. 2. Use the = sign to represent equality. 3. Understand how □ can represent an unknown. **Day 2:** 1. Partition 10 and 20 into pairs and write related addition and subtraction facts. **Day 3:** 1. Begin to know by heart pairs with a total of 20. **Day 4:** 1. Add and subtract 10 to/from 2-digit numbers by using counting in tens, not ones. **Day 5:** 1. Add and subtract ten using coins; relate counting on/back in tens to finding 10 more/less.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
3 A U T U M N	**Day 1:** Compare 1 to 10 **Day 2**: Count on 1 or 2 **Day 3:** Count on 1 or 2 **Day 4:** Counting to 100 **Day 5:** Days of the week	***Money and measures*** **Day 1:** 1. Recognise £1 and £2 coins. 2. Know how many £1 coins are in different amounts and make amounts using £1 coins **Day 2:** 1. Recognise £1 and £2 coins. 2. Buy items from a pretend shop and pay using £1 coins. **Day 3:** 1. Recognise different coin amounts. 2. Buy different items from a pretend shop using the correct coins. **Day 4:** 1. Know the days of the week. 2. Order days of the week and talk about what happens on each day. **Day 5:** 1. Know that 1 minute is a unit of time. 2. Count actions that can be carried out in 1 minute.	***Money and measures*** **Day 1:** 1. 1. Know how much each coin to 10p is worth. 2. Begin to find the total of two coins. **Day 2:** 1. Add 1p and 2p to coins up to 10p and write the addition. **Day 3:** 1. Find ways to pay amounts to 10p. **Day 4:** 1. Tell the time to the hour. 2. Show o'clock times on small clocks. **Day 5:** 1. Know the key times of events of the day.	***Addition and subtraction and Money*** **Day 1:** 1. Recognise all coins. 2. Add the values of 2 coins. **Day 2:** 1. Begin to use ordered lists to find all possibilities. 2. Find totals of two coins. **Day 3:** 1. Find the total of 2 prices (total) less than 20p). 2. Find change from 20p. **Day 4:** 1. Read the time to the half hour on digital and analogue clocks. **Day 5:** 1. Read the time to the ¼ hour on analogue clocks. 2. Begin to identify time intervals.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
4 A U T U M N	**Day 1:** Estimation **Day 2**: Comparing numbers to 20 **Day 3:** Comparing numbers **Day 4:** Estimating lengths **Day 5:** Bonds to 5	***Measures and shape*** **Day 1:** 1. Compare different lengths. 2. Begin to use mathematical vocabulary e.g. longest/shortest. **Day 2:** 1. Compare two lengths and decide which is longer/shorter. 2. Begin to measure by using non-uniform units of measurement. **Day 3:** 1. Measure by using non-uniform units of measurement. 2. Order different lengths from shortest to longest. 3. Find objects which are longer/shorter than a 30 cm ruler. **Day 4:** 1. Begin to understand and create symmetrical patterns and pictures. **Day 5:** 1. Begin to identify symmetrical patterns. 2. Create their own symmetrical patterns.	***Measures and shape*** **Day 1:** 1. Measure length with non-standard units. 2. Make sensible estimations, stating whether something is shorter or longer. **Day 2:** 1. Measure length with non-standard units. 2. Order different lengths. **Day 3:** 1. Begin to have a sense of how long a metre is. 2. Estimate using metres and find items longer and shorter than 1 m. **Day 4:** 1. Understand the term 'symmetry'. 2. Create symmetrical patterns. **Day 5:** 1. Recognise whether a pattern or object is symmetrical. 2. Find a line of symmetry.	***Measures and Shape*** **Day 1:** Estimate and measure lengths using standard units, i.e. decimetres. **Day 2:** Estimate and measure lengths using standard units, i.e. centimetres; know that there are 10cm in a decimetre. **Day 3:** Measure using rulers marked in centimetres and metres. **Day 4:** Identify left and right; give accurate directions. **Day 5:** Understand clockwise and anticlockwise turns; use half and quarter turns, recognise right angles as quarter turns.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
5 A U T U M N	**Day 1:** Counting **Day 2**: Count back **Day 3:** Numbers to 20 **Day 4:** Count back 2 **Day 5:** Bonds to 5	***Addition and subtraction*** **Day 1:** 1. Find different ways of partitioning 5 objects. 2. Begin to recognise an addition number sentence. **Day 2:** 1. Find different ways of partitioning 5 objects. 2. Read the corresponding addition. **Day 3:** 1. Find different ways of partitioning 6 objects. 2. Begin to read an addition number sentence. **Day 4:** 1. Find different ways of partitioning 6 objects. 2. Begin to read and say an addition number sentence. **Day 5:** 1. Begin to link addition/partitioning work to early subtraction. 2. Guess how many from a set of 5 or 6 is missing.	***Addition and subtraction*** **Day 1:** 1. Understand subtraction as 'take away'. 2. Count what's left and record the related subtraction sentences. **Day 2:** 1. Begin to count back to subtract. **Day 3:** 1. See how subtraction 'undoes' addition. 2. Add and subtract numbers up to 15. **Day 4:** 1. Add and subtract 1 or 2. 2. Read the signs + and –. **Day 5:** 1. Decide whether to add or subtract to solve a word problem. 2. Represent objects in a word problem with cubes or fingers.	***Addition and subtraction and Money*** **Day 1:** 1. Use pairs to 10 and the image of the 100 beaded string to find what needs to be added to a 2-digit number to make the next multiple of 10. **Day 2:** 1. Use pairs to 10 and the image of the 1-100 grid to find what needs to be added to a 2-digit number to make next multiple of 10. **Day 3:** 1. Use pairs to 10 to find what needs to be added to a 2-digit number to make next multiple of 10. **Day 4:** 1. Find change from 20p. 2. Solve and write simple number stories involving money. **Day 5:** 1. Add and subtract 10, 11 and 20 in the context of money.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
6 A U T U M N	**Day 1:** Count to 20 **Day 2**: Count to 100 in ones **Day 3:** Count from 50–100 **Day 4:** Counting from multiples of 10 **Day 5:** Identifying multiples of 10	***Number and place value*** **Day 1:** 1. Count up to 10 objects and match numerals. 2. Think about the best way to count objects. **Day 2:** 1. Count a set of objects that cannot be moved by counting in a systematic way or marking the ones they have counted. 2. Match numerals to the number in a set. **Day 3:** 1. Understand the concept of zero. 2. Count backwards. **Day 4:** 1. Continue a repeating pattern of sets of two objects. **Day 5:** 1. Continue a repeating pattern.	***Number and place value*** **Day 1:** 1. Order numbers on a track. 2. Mark numbers on a beaded line using the 'landmarks' of 5, 10, 15 and 20 to help. **Day 2:** 1. Compare 2 numbers less than 20. **Day 3:** 1. Count from 1 to 100. 2. Count in 10s from 10, matching multiples on their fingers .**Day 4:** 1. Recognise ½ of shapes. 2. Divide regular shapes in half. **Day 5:** 1. Understand how to find ¼ of different shapes.	***Number and fractions*** **Day 1:** 1. Describe and continue patterns. 2. Count in 2s and 10s. 3. Recognise multiples of 2 and 10. **Day 2:** 1. Understand multiplication as repeated addition. 2. Count in 10s. **Day 3:** 1. Recognise odd and even numbers to at least 20. **Day 4:** 1. Find halves and quarters of shapes by folding. 2. Recognise which shapes are divided in halves/ quarters and which are not. **Day 5:** 1. Colour ¼ or ¾ of shapes.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
7 A U T U M N	**Day 1:** Count to at least 20 **Day 2**: Count to 100 **Day 3:** Count in 2s **Day 4:** Days of the week **Day 5:** Order numbers to 20	***Doubling and halving and measures*** **Day 1:** 1. Read and write numbers 10 to 20. 2. Begin to compare and order numbers to 20. **Day 2:** 1. Say the next number after 10. 2. Begin to say the next number for numbers between 10 and 20. **Day 3:** 1. Understand that a double is two of the same number added together. 2. Find doubles 1 to 5. **Day 4:** 1. Order days of the week. **Day 5:** 1. Order days of the week. 2. Know which days are school days and which days are weekend days.	***Doubling and halving and measures*** **Day 1:** 1. Understand that a double is two of the same number added together. 2. Begin to know doubles 1 to 5. **Day 2:** 1. Try to share numbers to 10 to find which are even and which are odd. 2. Begin to recognise which numbers are odd and even without sharing. **Day 3:** 1. Find odd and even numbers on a 1–20 track. 2. Count in 2s from 1 and 2 to find odd and even numbers to 20. **Day 4:** 1. Order days of the week. 2. Answer questions about the order of days of the week. **Day 5:** 1. Order months of the year. 2. Recognise when the months are ordered incorrectly.	***Doubling and halving and Mental Addition & Subtraction*** **Day 1:** 1. Find doubles to double 20 using bead strings to help. **Day 2:** 1. Investigate which numbers to 30 can be halved (whole number answers), and find that these are even numbers. **Day 3:** 1. Use strips to halve even numbers and write the corresponding double. **Day 4:** 1. Add 10, 20, 11 and 21 to 2-digit numbers less than 80. **Day 5:** 1. Subtract 10, 20, 11 and 21 from 2-digit numbers.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
8 AUTUMN	**Day 1:** Pairs to 10 **Day 2**: Pattern **Day 3:** 2D shape **Day 4:** 2D shapes **Day 5:** Sorting coins	***Shape and data*** **Day 1:** 1. Begin to name and describe squares, rectangles, circles and triangles. **Day 2:** 1. Begin to name and describe squares, rectangles, circles and triangles. **Day 3:** 1. Begin to name and describe squares, rectangles, circles and triangles. **Day 4:** 1. Use a list to help sort objects. **Day 5:** 1. Use a Venn diagram to help sort objects.	***Shape and data*** **Day 1:** 1. Name and describe some properties of squares, rectangles, circles and triangles. **Day 2:** 1. Name and describe properties of squares, rectangles, circles and triangles. 2. Begin to use more mathematical vocabulary to describe properties. **Day 3:** 1. Name, describe properties of squares, rectangles, circles and triangles and match them into sets. 2. Recognise simple shapes no matter the proportion or orientation. **Day 4:** 1. Understand that objects can be sorted in different ways. 2. Use lists to sort objects. **Day 5:** 1. Think of different ways to sort shapes. 2. Use a table to sort objects.	***Shape and Data*** **Day 1:** Describe and recognise regular and irregular common 2D shapes; identify from pictures in different positions and orientations. **Day 2:** Describe, visualise and draw common 2D shapes; sort 2-D shapes, referring to their properties. **Day 3:** Make and describe polygons ; sort 2-D shapes, referring to their properties. **Day 4:** Use Venn diagrams to sort 2-D shapes; referring to their properties including symmetry and right angles ('square' corners). **Day 5:** Use Carroll diagrams to sort 2-D shapes; referring to their properties including symmetry and right angles ('square' corners).

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
9 A U T U M N	**Day 1:** Count to 20 **Day 2**: Place value of teen **Day 3:** Count to 100 **Day 4:** Count back from 100 **Day 5:** Ordering numbers to 100	***Measure, addition and subtraction*** **Day 1:** 1. Compare heights, using the vocabulary of comparison. **Day 2:** 1. Compare heights, using the vocabulary of comparison. **Day 3:** 1. Compare two numbers first up to 10, then between 10 and 20. **Day 4:** 1. Use non-standard units to compare heights. **Day 5:** 1. Use non-standard units to compare lengths or heights.	***Measure, addition and subtraction*** **Day 1:** 1. Find one more/one less than any number up to 20. 2. Record as number sentences. **Day 2:** 1. Find two more/less than any number up to 20 recording the hops on a beaded line. 2. Understand hopping backwards as subtraction. **Day 3:** 1. Find one more/one less than 2-digit numbers. 2. Fill in missing numbers in sequences. **Day 4:** 1. Find one more/less than any 2-digit number, crossing over the tens barrier. **Day 5:** 1. Partition 10 into pairs and write as additions. 2. Begin to systematically order pairs to 10.	***Addition & Subtraction*** **Day 1:** 1. Find pairs to 20 and record the addition and subtraction fact. 2. Recognise the inverse relation between addition and subtraction and use this. **Day 2:** 1. Recognise the use of a symbol such as ■ to represent an unknown. 2. Recognise the inverse relation between addition and subtraction and use this **Day 3:** 1. Add 1-digit numbers to 2-digit numbers (not crossing a multiple of ten). 2. Subtract 1-digit numbers from 2-digit numbers (not crossing a multiple of ten). 3. Use number facts and patterns to add and subtract rather than counting on or back in ones. **Day 4:** 1. Add 1-digit numbers to 2-digit numbers. 2. Use number bonds to 10 and place value to add rather than counting on in ones. **Day 5:** 1. Subtract 1-digit numbers from 2-digit numbers. 2. Use number bonds to 10 and place value to subtract rather than counting back in ones.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
10 A U T U M N	**Day 1:** Pairs to 5 **Day 2**: Pairs to 6 **Day 3:** Pairs to 10 **Day 4:** Count on **Day 5:** – Adding by counting on	***Addition and subtraction*** **Day 1:** 1. Partition 5 into pairs. 2. Begin to read matching additions. **Day 2:** 1. Partition 6 into pairs. 2. Begin to read matching additions. **Day 3:** 1. Partition 6 into pairs. 2. Begin to read matching additions. **Day 4:** 1. Begin to partition 10 into pairs. 2. Begin to read matching additions. **Day 5:** 1. Begin to partition 10 into pairs. 2. Begin to read matching additions.	***Addition and subtraction*** **Day 1:** 1. Partition 6 into pairs, write the addition. 2. Find related subtraction facts. **Day 2:** 1. Partition 7 and record the related addition sentences. 2. Write the related subtraction facts. **Day 3:** 1. Partition 10 and record the related addition sentences. 2. Begin to find the related subtraction facts. **Day 4:** 1. Relate counting on to addition. 2. Add 2, 3 or 4 by counting on. **Day 5:** 1. Realise that addition can be done in any order. 2. Put the larger number first when adding two numbers.	***Addition & Subtraction*** **Day 1:** Add and subtract 20, 30, 40, 50 to/from two-digit numbers using the 100 grid. **Day 2:** Add and subtract 20, 30, 40, 50 to/from two-digit numbers using the beaded line. **Day 3:** Add 11, 12, 21 and 22 to two-digit numbers (answers less than 100). **Day 4:** Add 11, 12, 21 and 22 to two-digit numbers (answers less than 100. **Day 5:** Subtract 11, 12, 21 and 22 from two-digit numbers.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
11 A U T U M N	**Day 1:** Pairs with a total of 6 **Day 2**: Pairs with a total of 7 **Day 3:** Bonds to 7 **Day 4:** Numbers to 100 **Day 5:** One more/less	***Number, addition and subtraction*** **Day 1:** 1. Count to 100. **Day 2:** 1. Say the next number for numbers to 12. 2. Begin to say the next number for numbers to 20. **Day 3:** 1. Begin to use ordinal numbers in context. **Day 4:** 1. Read and begin to write numbers to 20. **Day 5:** 1. Read and begin to write numbers to 20.	***Number, addition and subtraction*** **Day 1:** 1. Count to 100 from different starting points. **Day 2:** 1. Find one more and one less than a given number up to 100. **Day 3:** 1. Use ordinal numbers in context up to the 10th place. **Day 4:** 1. Know number bonds to 10 finding matching pairs. **Day 5:** 1. Know by heart number bonds to 10 and record as number sentences.	***Mental Addition*** **Day 1:** 1. Add near multiples of 10 spotting patterns. **Day 2:** 1. Add near multiples of 10 by adding a multiple of 10 then subtracting 1. **Day 3:** 1. Add near multiples of 10 by adding a multiple of 10 then subtracting 1. **Day 4:** 1. Add a 2-digit number ending in 1, 2 or 3 by counting on in 10s then adding 1, 2 or 3. **Day 5:** 1. Add near multiples of 10 and numbers ending in 1, 2 or 3 choosing how to do so.

Year 1 – Spring Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
1 S P R I N G	**Day 1:** Count to 100 **Day 2**: Count to 100 **Day 3:** Number facts for 5 **Day 4:** Pairs to 10 **Day 5:** Pairs to 6 and 10	***Number and place value*** **Day 1:** 1. Count reliably to 20. **Day 2:** 1. Recognise numbers as more or less than 10. 2. Read and write numbers over 10. **Day 3:** 1. Count up to 20 objects. 2. Count back from 20 using objects, recognising and using zero to show there are no objects left. **Day 4:** 1.Order numbers up to 20 by placing them on a line. **Day 5:** 1. Place 3 numbers up to 20 in order.	***Number and place value*** **Day 1:** 1. Know the number before and after any 2-digit number. **Day 2:** 1.Find one more/less than any 2-digit number. **Day 3:** 1. Count in tens from 10. 2. Find missing multiples of ten in a sequence. **Day 4:** 1.Count on in tens from 10 to 100 and in ones from any number to 100. 2. Fill in missing number sequences of multiples of ten. 3. Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100). **Day 5:** 1. Find ten more and ten less than a given number. 2. Recognise and describe what is happening to the multiples of ten on the number grid.	***Place Value & Number*** **Day 1:** 1. Mark two-digit numbers on a landmarked line (labelled in tens). 2. Compare numbers using the symbols < and >. **Day 2:** 1. Identify properties of numbers and use this to sort them. 2. Solve logic problems. **Day 3:** 1. Use ordinal numbers in context up to 10th and beyond. 2. Solve problems using ordinal numbers. **Day 4** 1. Round two-digit numbers to nearest multiple of ten. **Day 5:** 1. Round two-digit numbers to nearest multiple of ten.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
2 S P R I N G	**Day 1:** Bonds to 6 **Day 2**: Bonds to 10 **Day 3:** Bonds to 9 **Day 4:** Pairs to 10 **Day 5:** Doubles	***Number and Addition*** **Day 1:** 1. Begin to know ordinal numbers. **Day 2:** 1. Count actions and sounds up to 20. 2. Recite numbers to 20 and then to 100. **Day 3:** 1. Place numbers 1-20 on a number line. **Day 4:** 1. Place three numbers up to 20 in order. **Day 5:** 1. Say the next number to a given number up to 10; match numerals to spoken numbers.	***Number and Addition*** **Day 1:** 1. Know number bonds to 8 by heart. 2. Write number bonds as number sentences. 3. Know that addition can be done in any order. **Day 2:** 1. Know number bonds to 9 by heart. 2. Write number bonds as a number sentence. 3. Know that addition can be done in any order. **Day 3:** 1. Know how to double a number. 2. Find doubles to double 6 and record as an addition; begin to know by heart. **Day 4:** 1. Add three small numbers, spotting pairs to ten. 2. Understand that changing the order of addition does not change the total. **Day 5:** 1. Add three small numbers, spotting pairs to ten or doubles.	***Addition & Subtraction*** **Day 1:** 1. Add a single-digit number to a two-digit number, bridging ten. **Day 2:** 1. Add a single-digit number to a two-digit number, bridging ten. **Day 3:** 1. Subtract a single-digit number from a two-digit number, bridging ten. **Day 4:** 1. Use number facts to add and subtract. **Day 5:** 1. Use number facts or place value to add and subtract.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
3 S P R I N G	**Day 1:** Pairs to 5 **Day 2**: Pairs to 6 and 7 **Day 3:** Find totals of 2/3 coins **Day 4:** Bonds to 10 **Day 5:** Finding one more	***Money and Number*** **Day 1:** 1. Recognise 1p, 2p, 5p, 10p coins. 2. Begin to know what coins they would need to buy different priced objects. **Day 2:** 1. Use money in shopping. 2. Use 1p, 2p, 5p, 10p coins in play shopping. **Day 3:** 1. Use money in shopping using 1p, 2p, 5p, 10p coins. 2. Recognise different hidden coins, say what coins it can/cannot be. **Day 4:** 1. Solve practical problems involving counting or role-play. **Day 5:** 1. Solve practical problems involving counting or role-play. 2. Exchange coins, e.g. 10 pennies for 10 pence coin.	***Money and Number*** **Day 1:** 1. Recognise each coin up to £2. 2. Know the value of each coin to £2. **Day 2:** 1. Find totals of 2 and 3 coins to 10p. 2. Begin to find what coins can be used to pay a given amount up to 20p. **Day 3:** 1. Find what coins can be used to make a given amount less than 10p. 2. Begin to find all possibilities by making an ordered list. **Day 4:** 1. Count in tens from single-digit numbers. 2. Find 10 more than any 2-digit number less than 90. **Day 5:** 1. Count back tens from 2-digit numbers. 2. Find 10 less than any 2-digit number.	***Addition & Subtraction*** **Day 1:** 1. Add 2-digit numbers using a number grid and Spider. **Day 2: 1.** Add 2-digit numbers using the grid. 2. Add 2-digit numbers where the ones will cross the tens barrier using known facts. **Day 3:** 1. Use a landmarked line to add 2-digit numbers. 2. Take bigger jumps when adding using the number line. **Day 4:** 1. Subtract 2-digit numbers using a number grid where the ones do not cross a 10s barrier. **Day 5:** 1. Subtract 2-digit numbers using a landmarked number line.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
4 S P R I N G	**Day 1:** Counting in tens **Day 2**: Ordering teens numbers **Day 3:** Estimating & comparing **Day 4:** O'clock times **Day 5:** Make o'clock times	***Measures and shape*** **Day 1:** 1. Compare two weights. 2. Start to use language of heavier and lighter than. **Day 2:** 1. Compare two weights. 2. Use language of heavier and lighter than. 3. Make predictions about which item may weigh more. **Day 3:** 1. Use uniform non-standard units to measure weights up to 10 units. 2. Understand that a scale will balance when two items weigh the same. **Day 4:** 1. Know how key times of day (hours only) are shown on the clock, analogue and digital clock. **Day 5:** 1. Know how key times of day (hours only) are shown on the clock, analogue and digital clock. 2. Show o'clock times by using their arms.	***Measures and shape*** **Day 1:** 1. Compare weights using direct comparison. 2. Estimate and find objects that are heavier and lighter. **Day 2:** 1. Compare weights using direct comparison. 2. Estimate and find objects that are heavier and lighter. **Day 3:** 1. Use uniform non-standard units to measure weight. 2. Estimate how heavy an object is using uniform non-standard units. **Day 4:** 1. Tell the time to the hour and half hour. 2. Describe what would be happening at different times of the day. **Day 5:** 1. Tell the time to the half hour. 2. Find the time half an hour later.	***Measure*** **Day 1:** 1. Compare weights and measure weight using uniform non-standard units. **Day 2:** 1. Know that weight can be measured in kg and g. 2. Measure weights to the nearest 100g using 100g weights. **Day 3:** 1. Compare objects with the 100g and kg weights and develop a sense of how heavy these weights are. **Day 4:** 1. Telling the time to the quarters. 2. Have an idea of the length of 15, 30 and 60 seconds. **Day 5:** 1. Have a sense of the length of a minute. 2. Time events in minutes.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
5 S P R I N G	**Day 1:** Count in tens **Day 2**: Whisper counting **Day 3:** Count in tens **Day 4:** Whisper counting **Day 5:** Count in tens	***Number and Multiplication*** **Day 1:** 1. Count up to 20 and then 100 using a number square. 2. Count objects in a set and match to numbers. 3. Use zero for an empty set. **Day 2:** 1. Count back from 20 to 0. 2. Count objects in a set and match to numbers. **Day 3:** 1. Compare numbers up to 20. 2. Begin to use the language of more/less. **Day 4:** 1. Read numbers up to 20. 2. Count numbers in a set and match written numerals. **Day 5:** 1. Read numbers up to 20. 2. Compare numbers saying whether they are larger/smaller.	***Number and Multiplication*** **Day 1:** 1. Count in 2s from different starting numbers. 2. Recognise a sequence and continue it. **Day 2:** 1. Recognise odd and even numbers up to 20. 2. Sort numbers up to 20 into odd and even. **Day 3:** 1. Using prior knowledge of numbers, sort them onto Venn diagrams and into tables. 2. Explain how and why they have sorted them in that way. **Day 4:** 1. Double numbers up to 20. 2. Explain what they are doing by doubling. **Day 5:** 1. Halve numbers up to 20. 2. Understand why it is tricky to halve odd numbers.	***Multiplication & Division*** **Day 1:** 1. Count in 2s, 5s and 10s from any number to 100. 2. Recognise multiples of 2, 5 and 10. 3. Describe patterns. 4. Begin to investigate general statements. **Day 2:** 1. Understand multiplication as repeated addition. 2. Record multiplication facts for the 5 times table. **Day 3:** 1. Use multiplication and division sentences to describe an array and groups of numbers on a number line. **Day 4:** 1. Understand grouping and lots of as one model of division. 2. Begin to understand that division can leave some left over. **Day 5:** 1. Imagine what action would be needed to solve a word problem and decide what calculation is necessary (multiplication or division).

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
6 S P R I N G	**Day 1:** Count in 1s and 10s to 100 **Day 2**: Count in 10s **Day 3:** Counting in tens **Day 4:** Ten more/ten less **Day 5:** Ten more /ten less	***Addition, Number and place value*** **Day 1:** 1. Say the next number, without counting from 1. 2. Begin to recognise this as addition. **Day 2:** 1. Say the next number, without counting from 1. 2. Begin to record this in an addition sentence. **Day 3:** 1. Add 1 to any number to 10; say corresponding addition. **Day 4:** 1. Add 2 to any number to 10; say corresponding addition. **Day 5:** 1. Add 2 to any number to 10; say corresponding addition.	***Addition, Number and place value*** **Day 1:** 1. Show a 2-digit number by combining groups of ten and one. 2. Know what each digit means in a 2-digit number. **Day 2:** 1. Know what each digit means in a 2-digit number. 2. Estimate a number of objects and group in tens when counting to check. **Day 3:** 1. Compare two numbers less than 100, say which is more or less. .**Day 4:** 1. Give a number between two neighbouring multiples of 10. **Day 5:** 1. Investigate and make 2-digit numbers and say what each of the digits represents. 2. Begin to record findings in a systematic way.	***Number and Fractions*** **Day 1:** 1.Make comparisons about two 2-digit numbers. 2.Describe properties of numbers and locate numbers on a number line. 3. Find a number in between 2 given numbers. **Day 2:** 1.Understand why and how we round numbers. 2. Round numbers to the nearest 10. **Day 3:** 1. Find ½ and ¼ of amounts by sharing objects between groups of 2 and 4. **Day 4:** 1. Find ½ and ¼ by sharing and by using some number facts. **Day 5:** 1. Find ½, ¼ and 1/3 of amounts by sharing and using number facts.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
7 S P R I N G	**Day 1:** Compare numbers **Day 2**: Count in 2s **Day 3:** Find 2 more than a number **Day 4:** Number bonds to 10 **Day 5:** Number bonds to 10	***Addition and Measures*** **Day 1:** 1. Add one or two to a number up to 10. 2. Begin to recognise this addition as a number sentence. **Day 2:** 1. Add one or two to a number up to 10. 2. Begin to record in a number sentence. 3. Measure the length of string with cubes. **Day 3:** 1. Find one more than a number up to 20. 2. Begin to understand how to partition a teens number into one ten and ones using fingers and toes. **Day 4:** 1. Begin to find small differences using 'it's not fair'. **Day 5:** 1. Begin to find small differences using 'it's not fair'. 2. Find what is the 'same' and what is 'different' in comparing two quantities (e.g. you have 4 and I have 4 but you also have 2 more.).	***Addition and Measures*** **Day 1:** 1. Measure objects accurately using cubes. 2. Compare lengths. **Day 2:** 1. Measure lengths of string in cubes, including wiggly lines. **Day 3:** 1. Estimate and compare lengths. 2. Find the difference in length using uniform, non-standard units (cubes). **Day 4:** 1. Find the difference between two towers of cubes. 2. Measure height using uniform, non-standard units (cubes). **Day 5:** 1. Find towers that have a difference of 3. 2. Begin to use a systematic way of going about the investigation, recognising patterns.	***Measure and Addition & Subtraction*** **Day 1:** 1. Add 2-digit numbers using a number grid and spider to add the tens and then the ones. 2.Write addition number sentences. **Day 2:** 1. Add 2-digit numbers using a number grid and spider to add the tens and then the ones. 2. Add, crossing the tens barrier. **Day 3:** 1. Subtract 2-digit numbers where the number being subtracted has fewer ones than the number being subtracted from. 2. Use a number grid and spider to take away tens first and then ones. **Day 4:** 1. Find change from 50p using pairs to ten. **Day 5:** 1. Find change by counting up to find a difference.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
8 S P R I N G	**Day 1:** Say the number that is 1 more **Day 2**: Say the number that is 1 more **Day 3:** Counting in tens **Day 4:** Number bonds to 10 **Day 5:** Number bonds to 10	***Shape and Measures*** **Day 1:** 1. Begin to name and describe 3D shapes. 2. Begin to use some simple shape vocabulary. **Day 2:** 1. Begin to name and describe cube, cuboid, sphere. 2. Make 3D shapes and describe what they have made. **Day 3:** 1. Begin to name and describe cube, cuboid, sphere. 2. Use 3D shapes to make models and describe the shapes they have used. **Day 4:** 1.Use 3D shapes to print 2D shapes. 2. Describe the 2D shapes printed and identify by name. **Day 5:** 1. Revise the properties of 2D shapes. 2. Find 2D and 3D shapes in 'real-life' on a shape walk.	***Shape and Measures*** **Day 1:** 1. Name common 3D shapes and their faces. **Day 2:** 1. Name, describe and sort common 3D shapes. 2. Recognise 2D drawings of common 3D shapes. **Day 3:** 1. Describe properties of common 3D shapes. 2. Make models of 3D shapes. **Day 4:** 1. Read the time to the half hour on analogue clocks. **Day 5:** 1. Read the time to the half hour on analogue and digital clocks. 2. Match analogue and digital clocks.	***Measure*** **Day 1:** 1. Recognise common 3D solids including in pictures in different positions and orientations. 2. Sort and describe 3D shapes, referring to their properties. **Day 2:** 1. Count number of faces and corners of common 3D shapes. **Day 3:** 1. Describe 3D shapes. **Day 4:** 1. Read the time to the 1/4 of an hour on analogue clocks. **Day 5:** 1. Read the time to the 1/4 of an hour on an analogue clock. 2. Match times on an analogue clock to digital times (to the 1/4 of an hour). 3. Begin to read the time to the nearest 5 minutes on an analogue clock.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
9 S P R I N G	**Day 1:** Pairs to 6, 7 and 10 **Day 2**: Pairs to 6 **Day 3:** Pairs to 7 **Day 4:** Count in 10s from 10 **Day 5:** Count in tens	***Addition and subtraction*** **Day 1:** 1. Understand that 5 objects can be split in different ways. 2. Find different ways to partition sets of 5 objects. 3. Read the corresponding addition. **Day 2:** 1. Understand that 6 objects can be split in different ways. 2. Find different ways to partition sets of 6 objects. 3. Read the corresponding addition. **Day 3:** 1. Begin to understand subtraction as taking away. 2. Work out how many objects are 'hiding'. 3. Begin to recognise how to record a subtraction number sentence. **Day 4:** 1. Begin to understand subtraction as taking away. 2. Work out how many objects are 'hiding'. 3. Begin to recognise how to record a subtraction number sentence. **Day 5:** 1. Begin to understand subtraction as counting back. 2. Work out subtractions by counting back, e.g. 'how many people are left on the bus?'	***Addition and subtraction*** **Day 1:** 1. Find addition pairs to 8 and 9. 2. Record the number pairs as addition number sentences. **Day 2:** 1. Relate addition and subtraction number bonds by discussing the relationship between the numbers used. 2. Write the corresponding subtraction number sentences. **Day 3:** 1. Find doubles to double 6. 2. Use these facts to work out near doubles. **Day 4:** 1. Add 10, 20 or 30 to any 2-digit number (answers less than 100). **Day 5:** 1. Subtract 10, 20 or 30 from 2-digit numbers.	***Multiplication & Division*** **Day 1:** 1. Understand arrays and the facts that can be found from them. 2. Work out multiplication/division using beaded lines and ringing groups or lots. **Day 2:** 1. Work out multiplication/division using beaded lines and drawing hops. **Day 3:** 1. Draw arrays and create their own multiplication word problems. 2. Use beaded lines/landmarked lines to work out multiplication problems. **Day 4:** 1. Draw arrays and create their own division word problems. 2. Understand that division is the inverse of multiplication. **Day 5:** 1. Sort word problems into division and multiplication. 2. Understand that division is the inverse of multiplication and use this to check answers.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
10 S P R I N G	**Day 1:** Adding tens **Day 2**: 10 + single-digit numbers **Day 3:** Pairs to 10 **Day 4:** Partition 5, 6 & 7 **Day 5:** Number facts	***Addition/subtraction, Measures, shapes and data*** **Day 1:** 1. Find different ways to partition sets of 10 objects and read corresponding additions. 2. Begin to recall number bonds to 10. **Day 2:** 1. Find different ways to partition sets of 10 objects and read additions. 2. Begin to know what needs to be added to a number to make 10. **Day 3:** 1. Begin to recognise coins. 2. Sort coins into sets in different ways. **Day 4:** 1. Sort 3D shapes into sets according to whether they roll or not, stack or not. 2. Recall some properties of 3-D shapes. **Day 5:** 1. Sort 3D shapes into a table according to curved and flat faces. 2. Recall some properties of 3-D shapes.	***Addition/subtraction, Measures, shapes and data*** **Day 1:** 1.Know all number bonds to 10. **Day 2:** 1. Use pairs to ten to bridge ten with the support of bead strings and beaded lines. **Day 3:** 1. Use pairs to ten to bridge ten with the support of money lines. 2. Add coins and amounts which total more than 10p. **Day 4:** 1. Use pairs to ten to bridge ten with the support of beaded lines. **Day 5:** 1. Sort calculations according to whether they will bridge ten or not. 2. Choose the most effective method for working out additions.	***Addition & Subtraction*** **Day 1:** 1. Add 5 small numbers spotting pairs to 10 or doubles. **Day 2:** 1. Sort additions according to whether they are known facts or need to be worked out. 2. Work out additions using different methods. **Day 3:** 1. Sort subtractions according to whether they are known facts or need to be worked out. 2. Work out subtractions using different methods. **Day 4:** 1. Subtracting two two-digit numbers (where units are smaller in the number being taken away) using the grid and Spider. **Day 5:** 1. Decide whether a word problem requires addition or subtraction to solve it. 2. Solve addition/subtraction word problems using Spider and number grid.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
11 S P R I N G	**Day 1:** Make amounts up to 10p **Day 2**: Coin recognition **Day 3:** Count in tens **Day 4:** Pairs to 10p **Day 5:** Count on and back in 10s	***Number, Addition/subtraction*** **Day 1:** 1. Revise coin recognition for coins up to 20p. 2. Begin to recognise 50p, £1 and £2 coins. 3. Begin to know the value of these coins, e.g. which have bigger values than others. **Day 2:** 1. Add very small amounts of money in context. 2. Begin to put biggest amount first when adding. **Day 3:** 1. Add very small amounts of money in context. 2. Begin to put biggest amount first when adding. 3. Begin to recognise how some number facts can help them when adding. **Day 4:** 1. Begin to know months of the year, including important months, e.g. birthday, celebrated festivals. 2. Begin to recognise different seasons and their months and weather. **Day 5:** 1. Begin to know months of the year, including important months, e.g. birthday, celebrated festivals. 2. Begin to recognise different seasons and their months and weather.	***Number, Addition/subtraction*** **Day 1:** 1. Find ways to pay up to 10p. **Day 2:** 1. Find totals of single-digit prices using known facts or counting on, including bridging 10p. **Day 3:** 1. Add 10p and 20p to 2-digit prices, answers less than £1. **Day 4:** 1. Find change from 10p by counting on and using number bonds. **Day 5:** 1. Find the difference between amounts of money less than 20p, with a difference of 5p or less.	***Mental Addition & Subtraction and Money*** **Day 1:** 1. Subtract two-digit numbers lying either side of a multiple of 10 by counting up. **Day 2:** 1 Subtract two-digit numbers lying either side of a multiple of 10 by counting up and finding the difference using a landmarked line. 2. Begin to sort subtractions choosing either to find the difference (counting up) or counting back. **Day 3:** 1. Use finding the difference to subtract amounts. 2. Use a number square to support. **Day 4:** 1. Recognise coins. 2. Use coins to make 2-digit amounts. **Day 5:** 1. Add two-digit money amounts using partitioning.

Year 1 – Summer Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
1 S U M M E R	**Day 1:** Recite numbers to 100. **Day 2**: Count in 10s from 10. **Day 3:** Ordering numbers to 100. **Day 4:** Teens numbers. **Day 5:** Finding doubles.	***Number, place value and Fractions*** **Day 1:** 1. Recite numbers to 100 noticing the multiples of 10. **Day 2:** 1. Accurately count up to 20 objects. 2. Make sensible estimates **Day 3:** 1. Know that counting in groups of numbers is quicker than counting in ones. 2. Count in 10s up to 100. **Day 4:** 1.Begin to recognise half of a shape. 2. Find half of a shape. **Day 5:** 1. Begin to find half of an amount up to 10. 2. Recognise that this has to be fair and equal.	***Number, place value and Fractions*** **Day 1:** 1. Compare two numbers less than 100; say which is more or less. **Day 2:** 1. Find numbers in-between any smaller neighbouring pairs of multiples of ten by using a beaded line for support. **Day 3:** 1. Find ten more than a number by using a number line. **Day 4:** 1. Find half and a quarter of simple shapes. **Day 5:** 1. Find half and a quarter of smaller amounts and lengths of ribbon.	***Number and place value and Fractions*** **Day 1:** 1 Can count in 2s, 5s and 10s confidently. 2. Recognise multiples of 2, 5 and 10. 3. Are beginning to count in 3s. **Day 2:** 1. Count in 3s. 2. Recognise multiples of 3. **Day 3:** 1. Count in 1/2s. 2. Count in 1/4s. 3. Know that 2/4 is the same as ½. **Day 4:** 1. Find ½ and ¼ of amounts by sharing and using number facts. 2. Find ¾ of amounts by adding ½ and ¼. **Day 5:** 1. Find ½ and ¼ of amounts by sharing and using number facts. 2. Find ¾ of amounts by adding ½ and ¼.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
2 S U M M E R	**Day 1:** Counting on and back. **Day 2**: Count in 10s from single-digit numbers. **Day 3:** Count in 10s from single-digit numbers. **Day 4:** Number bonds to 10. **Day 5:** Number bonds to 10.	***Addition and subtraction*** **Day 1:** 1 Begin to know what one more is than a number up to 20. 2. Use counting on to find the answer **Day 2:** 1. Work out what 2 more than a given number is by counting on. **Day 3:** 1 Add 2 or 3 to a given number up to 17. 2. Use counting on to help work this out. **Day 4:** 1. Add 2 or 3 to a given number up to 17 by counting on. **Day 5:** 1. Begin to add 2 or 3 to a given number up to 17 by using a number track and 'jumping on.'	***Addition and subtraction*** **Day 1:** 1. Add tens to 2-digit numbers. **Day 2:** 1. Add 10 to a 2-digit number. 2. Add 11 to a 2-digit number **Day 3:** 1. Subtract tens from 2-digit numbers. **Day 4:** 1. Subtract 10 from a 2-digit number. 2. Subtract 11 from a 2-digit number. **Day 5:** 1. Add and subtract 10 to/from a 2-digit number. 2. Add or subtract 11 to/from a 2-digit number.	***Addition and subtraction*** **Day 1:** 1. Double 2-digit numbers using partitioning (answers less than 100). 2. Halve 2-digit numbers using partitioning (friendly numbers). **Day 2:** 1. Add any pair of 2-digit numbers using partitioning. **Day 3:** 1. Add any pair of 2-digit numbers using partitioning or counting on in 10s and ones. **Day 4:** 1. Subtract a 2-digit number by counting back in 10s (not crossing 10s). **Day 5:** 1. Subtract a 2-digit number by counting back in 10s.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
3 S U M M E R	**Day 1:** Number bonds to 10. **Day 2**: Number bonds to 10. **Day 3:** Comparing 2-digit numbers. **Day 4:** Comparing and estimating. **Day 5:** Telling the time.	***Addition and subtraction*** **Day 1:** 1.Explore and find different ways of partitioning 5 and 6. 2. Begin to record these in addition number sentences. **Day 2:** 1. Explore and find different ways of partitioning 6 and 7 into two sets. 2. Record these in addition number sentences. **Day 3:** 1. Find different ways of partitioning 6 and 7. 2. Record these as subtraction number sentences. **Day 4:** 1. Find different ways of partitioning 10. 2. Record these in matching addition number sentences. 3. Begin to spot if any other ways of partitioning 10. **Day 5:** 1. Begin to solve practical addition problems that involve pairs to 10.	***Addition and subtraction*** **Day 1:** 1. Know number bonds to 10. 2. Use pairs to ten to add to the next tens number. **Day 2:** 1. Use number bonds to add, bridging ten. 2. Recognise whether two numbers added together will bridge 10. **Day 3:** 1. Use bonds to ten to bridge ten when subtracting (12 – 2, 12 – 3, 12 – 4, …) with visual support. **Day 4:** 1. Use pairs to ten to bridge ten when subtracting (12 – 2, 12 – 3, 12 – 4, …). 2. Record the steps on a beaded line. **Day 5:** 1. Use pairs to ten to bridge ten when subtracting (12 – 2, 12 – 3, 12 – 4, …) and record the steps on a beaded line. 2. Sort calculations according to whether they will bridge ten or not.	***Addition and subtraction*** **Day 1:** 1. Find a difference between two 2-digit numbers by counting up. **Day 2:** 1. Find a difference between two 2-digit numbers by counting up. 2. Begin to find differences totalling more than 20. **Day 3:** 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up. **Day 4:** 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up. **Day 5:** 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
4 S U M M E R	**Day 1:** Using Place value to subtract. **Day 2**: Adding to make bonds to 20. **Day 3:** Bonds to 20. **Day 4:** 1/2's. **Day 5:** Count in steps of one hour.	***Measures and data*** **Day 1:** 1. Compare two capacities by pouring in water and making observations. 2. Begin to use vocabulary half empty, full etc. **Day 2:** 1. Compare two capacities. 2. Discuss shapes of bottles when thinking about capacity. **Day 3:** 1. Use uniform and non-standard units (cups) to measure capacity. 2. Order containers according to their capacity. **Day 4:** 1. Use uniform and non-standard units (cups) to measure capacity. 2. Order containers according to their capacity. **Day 5:** 1. Compare two containers to a third container. 2. Use non-standard units of measurement.	***Measures and data*** **Day 1:** 1. Compare and discuss capacities, by direct comparison. 2. Understand the vocabulary relating to capacity. **Day 2:** 1. Estimate, measure and compare capacities, using cups. 2. Use a uniform, non-standard unit to measure capacity. 3. Order capacities from least to greater. **Day 3:** 1. Estimate, measure and compare capacities, using cups. 2. Use a uniform, non-standard unit to measure capacity. 3. Find containers that hold a greater capacity and order different capacities. **Day 4:** 1. Understand how to read a pictogram. 2. Create a pictogram and write a sentence describing what it shows. **Day 5:** 1. Create a block graph and analyse the results.	***Measure and data*** **Day 1:** 1. Estimate and measure capacity in cupfuls. **Day 2:** 1. Begin to have a sense of a litre and make comparisons between other amounts. **Day 3:** 1. Estimate which containers holds more or less than a litre. **Day 4:** 1. Draw and interpret a block graph. **Day 5:** 1. Draw and interpret a pictogram.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
5 S U M M E R	**Day 1:** Count in 2s. **Day 2**: Count in 5s. **Day 3:** 1/2s. **Day 4:** Counting in 2s. **Day 5:** Counting in 5s and 10s.	***Number and Multiplication*** **Day 1:** 1. Begin to recognise odd and even numbers. 2. Count in 2s whispering the odd numbers. **Day 2:** 1. Count sets of objects in 2s. 2. Count in 2s up to 20. **Day 3:** 1. Count in 2s using 2p coins. **Day 4:** 1. Begin to recognise repeating patterns. 2. Spot missing shapes within a pattern. 3. Discuss a pattern and continue it. **Day 5:** 1. Recognise repeating sound patterns. 2. Spot a pattern and continue the sequence.	***Number and Multiplication*** **Day 1:** 1. Count in 2s, 5s and 10s. 2. Record counting on a beaded line with hops. **Day 2:** 1. Count in 2s, 5s and 10s. 2. Use repeated addition to work out multiplication problems. **Day 3:** 1. Work out simple multiplications by counting 'sets of'. 2. Begin to use a penny number line to ring sets. **Day 4:** 1. Work out simple division problems by working out how many sets in a given number. **Day 5:** 1. Work out division problems by grouping objects. 2. Begin to use a beaded line to group.	***Multiplication and division*** **Day 1:** 1. Work out multiplications using beaded lines and drawing hops. 2. Begin to use landmarked lines to work out multiplications. **Day 2:** 1. Work out multiplications using beaded lines and drawing hops. 2. Begin to use landmarked lines to work out multiplications. **Day 3:** 1. Work out divisions using beaded or landmarked lines and drawing hops. 2. Understand that division is the inverse of multiplication. **Day 4:** 1. Work out divisions using beaded or landmarked lines and drawing hops. 2. Understand that division is the inverse of multiplication. **Day 5:** 1. Use division as the inverse of multiplication to solve problems.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
6 S U M M E R	**Day 1:** Pairs to 10. **Day 2**: Make amounts up to 10p. **Day 3:** Count on/back in 10s. **Day 4:** Subtraction facts. **Day 5:** Complements to multiples of 10.	***Addition and subtraction*** **Day 1:** 1. Recognise different coins and their values. 2. Describe what these coins look like. **Day 2:** 1. Recognise that there are 100 pennies in a pound. 2. Use pound coins to buy different items that cost whole pounds up to £10. **Day 3:** 1. Recognise that 2 £1 coins are the same value as a £2 coin. 2. Count £2 coins in 2s**.** **Day 4:** 1. Compare two amounts of money in pounds. 2. Describe each amount is higher or lower and order different amounts. **Day 5:** 1. Pay for different items using £1 and £2 coins. 2. Recognise that amounts can be paid for in different ways e.g. £3 with 3 x £1 coins or 1 x £2 coin and 1 x £1 pound coin.	***Addition and subtraction*** **Day 1:** 1. Work out totals to 20p by using number bonds to ten and twenty. **Day 2:** 1. Find totals of amounts by using different number facts to help. **Day 3:** 1. Find totals by adding ten or twenty to a number. **Day 4:** 1. Find change from 20p by counting on and finding the difference. **Day 5:** 1. Find the difference between two amounts by counting on.	***Addition and subtraction*** **Day 1:** 1. Mark 2-digit numbers on an 'empty' number line (only 0 and 100 labelled). **Day 2:** 1. Say which multiples of 10 a 2-digit number is between. 2. Round a 2-digit number to the nearest 10. **Day 3:** 1. Recite numbers 100 to 200. 2. Mark 3-digit numbers between 100 and 200 on a bead string. 3. Use knowledge of the order of numbers to 100 to order numbers 100 to 200. **Day 4:** 1. Partition three-digit numbers into multiples of 100, 10 and 1 2. Write addition sentences. **Day 5:** 1. Partition three-digit numbers into multiples of 100, 10 and 1 and write addition sentences. 2. Know what each digit represents in a three-digit number.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
7 S U M M E R	**Day 1:** Pairs to 10. **Day 2**: Mark numbers on beaded lines. **Day 3:** Number facts. **Day 4:** Number bonds to 10. **Day 5:** Doubling numbers.	***Addition and subtraction*** **Day 1:** 1. Begin to recall the number bonds to 10. 2. Find different ways of partitioning 10. **Day 2:** 1. Find different ways of partitioning 10. 2. Begin to write these as addition number sentences. **Day 3:** 1. Know bonds to 5. 2. Begin to recall number bonds to 6. 3. Write addition number sentences. **Day 4:** 1. Begin to recall number bonds to 7. 2. Work out how many are 'hidden' from a set of 7. 3. Record these as addition number sentences. **Day 5:** 1. Recall number bonds to 5, 6 and 7. 2. Begin to recognise which number bonds they can use to work out different additions.	***Addition and subtraction*** **Day 1:** 1. Use pairs to ten to find the complement to the next multiple of ten, using a bead string for support. **Day 2:** 1. Use pairs to ten to find the complement to the next multiple of ten, using a beaded number line for support. **Day 3:** 1. Add 1-digit numbers to 2-digit numbers using patterns, e.g. 2 + 4 and 12 + 4. **Day 4:** 1. Adding 1-digit numbers to 2-digit numbers using number facts and patterns. **Day 5:** 1. Adding 1-digit numbers to 2-digit numbers using number facts such as pairs to 10 and doubles. 2. Find numbers that are easier to add together and explain why.	***Addition and subtraction*** **Day 1:** 1. Add any pair of two-digit numbers using partitioning or counting on in tens and ones. **Day 2:** 1. Add any pair of two-digit numbers using partitioning or counting on in tens and ones. **Day 3:** 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up. **Day 4:** 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up. **Day 5:** 1. Solve money (<£1) word problems, know whether to use addition or subtraction.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
8 S U M M E R	**Day 1:** Days of the week. **Day 2**: Count in steps of one hour. **Day 3:** Set the clock game. **Day 4:** 2D shape. **Day 5:** 2D shape.	***Shape and Measures*** **Day 1:** 1. Know the days of the week in order. 2. Begin to remember the months of the year. 3. Recognise that the year is broken into different seasons. **Day 2:** 1. Recognise that there are two types of clocks; analogue and digital. 2. Recognise what an o' clock time looks like on both of these. 3. Understand what events might be happening at different times of the day. **Day 3:** 1. Recognise different 3-D shapes. 2. Describe some of the properties of 3-D shapes. 3. Sort 3-D shapes into two hoops according to their properties. **Day 4:** 1. Recognise different 3-D shapes. 2. Recognise a pyramid and how they can have different faces on the bottom. 3. Sort 3-D shapes into two hoops according to their properties. **Day 5:** 1. Understand instructions involving direction. 2. Remember which side is left and which is right. 3. Give instructions to other children.	***Shape and Measures*** **Day 1:** 1. Know the order of days of the week and months of the year. 2. Say the next month/day that comes after any given month/day. **Day 2:** 1. Tell the time to the nearest half hour with confidence. 2. Work out times half an hour later. **Day 3:** 1. Tell the time to the nearest half hour with confidence. 2. Work out time problems involving half hour time intervals. **Day 4:** 1. Recognise 3D shapes and describe some of their properties. 2. Describe how a 3D object has been turned. 3. Understand ¼, ½ and ¾ turns. **Day 5:** 1. Recognise 3D shapes and describe some of their properties. 2. Describe the position of a 3D shape using directional language.	***Measures, shape and data*** **Day 1:** 1. Know the days of the week in order. **Day 2:** 1. Know the months of the year in order. 2. Know what usually happens during each month of the year. **Day 3:** 1. Answer a question by showing data in a block graph. **Day 4:** 1.Tell the time on an analogue clock to the nearest 5 minutes. 2. Order times shown on analogue clocks. **Day 5:** 1. Tell the time on an analogue clock to the nearest 5 minutes. 2. Show the time, to the nearest 5 minutes, on an analogue clock.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
9 S U M M E R	**Day 1:** Doubling numbers to 6. **Day 2**: Odd/even numbers. **Day 3:** Counting in 2s. **Day 4:** Counting in 5s. **Day 5:** Count on/back in 10s.	***Number and place value/Multiplication and division*** **Day 1:** 1. Count reliably to 20. 2. Read and write numbers to 20. 3. Recognise missing numbers up to 20. **Day 2:** 1. Recognise numbers up to 20. 2. Read and write numbers from 10-20. **Day 3:** 1. Read 2-digit numbers and find on a 1-100 number grid. 2. Recognise that in each row on a 1-100 grid the numbers have the same amount of tens. **Day 4:** 1. Count to 100. 2. Understand how many ones are in 2-digit numbers and show on hands. **Day 5:** 1. Count to 100. 2. Work out missing numbers on a 1-100 grid. 3. Begin to read and write numbers to 100.	***Number and place value/Multiplication and division*** **Day 1:** 1. Double a number up to 20 by doubling the tens and then doubling the ones. **Day 2:** 1. Understand what halving a number means. 2. Halving even numbers up to 20. **Day 3:** 1. Understand multiplication as 'sets of' in a practical context. 2. Begin to record 'sets of' as a multiplication number sentence 3. Find doubles to double 6. 4. Use these facts to work out near doubles. **Day 4:** 1. Work out multiplication as sets of 5 and 10 using towers of cubes. **Day 5:** 1. Work out practical multiplication problems involving money. 2. Begin to work out practical division problems as grouping.	***Multiplication and division*** **Day 1:** 1. Halve or double a 2-digit number. 2. Understand that halving is the inverse of doubling. **Day 2:** 1. Understand arrays and the facts that can be found from them. 2. Solve multiplications using beaded or landmarked lines. **Day 3:** 1. Solve multiplications using beaded or landmarked lines. 2. Use multiplication to solve word problems. **Day 4:** 1. Solve divisions using beaded or landmarked lines. 2. Say the multiplication which is the inverse of a given division. **Day 5:** 1. Solve multiplications and divisions using landmarked or beaded lines. 2. Understand that multiplication is the inverse of division. 3. Interpret a word problem – know whether it involves multiplication or division.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
10 S U M M E R	**Day 1:** Counting on and back in 10s. **Day 2**: Counting on and back in 10s. **Day 3:** Count in 10s from single-digit numbers. **Day 4:** Make amounts up to 10p. **Day 5:** Pairs to 10.	***Money /Addition and subtraction*** **Day 1:** 1. Count reliably to 20. 2. Add and subtract from a number up to 20 by counting on or back using a number track. **Day 2:** 1. Count reliably to 20. 2. Add and subtract from a number up to 20 by counting on or back using a number track. **Day 3:** 1. Use repeated addition or subtractions to find an answer to a problem. 2. Begin to recognise how to write repeated addition/subtraction as a number sentence. **Day 4:** 1. Recognise coin values up to 50p. 2. Begin to understand the value of each coin. 3. Begin to work out small totals of different coins. **Day 5:** 1. Understand how many pennies each coin is worth. 2. Begin to understand that coins can be exchanged for other numbers of coins, e.g. 5p could be given as 5 pennies or two 2p coins and one 1p coin.	***Money /Addition and subtraction*** **Day 1:** 1. Adding 1-digit numbers to 2-digit numbers using facts and patterns. **Day 2:** 1. Subtracting 1-digit numbers from 2-digit numbers using facts and patterns. **Day 3:** 1. Use the correct operation to work out number sentences. 2. Work out addition and subtraction number sentences using facts and patterns to help. **Day 4:** 1. Find totals of money amounts using number facts. 2. Find the best order for adding money amounts. 3. Use pairs to ten to bridge ten with the support of beaded lines. **Day 5:** 1. Find change from 30p by finding the difference.	***Addition and subtraction*** **Day 1:** 1. Recognise coins. 2. Use coins to make 2-digit amounts. **Day 2:** 1. Add 2-digit money amounts (totalling less than £1) using counting up or partitioning. **Day 3:** 1. Find change by counting up to find a difference, differences less than 30. **Day 4:** 1. Find change by counting up to find a difference. 2. Find change by counting back to subtract. 3. Choose a strategy for taking away. **Day 5:** 1. Use addition and subtraction to solve a 2-step problem.

Wk	Starter	Reception: Weekly Objectives	Y1: Weekly Objectives	Y2: Weekly Objectives
11 S U M M E R	**Day 1:** Days of the week. **Day 2**: Days of the week and months of the year. **Day 3:** Count in steps of one hour. **Day 4:** Set the clock game. **Day 5:** Days of the week.	***Measures and data*** **Day 1:** 1. Revise the days of the week. 2. Say what day comes before/after a given day. 3. Begin to know the months of the year. **Day 2:** 1. Know the days of the week and answer questions about them. 2. Understand what the day will be after '1 or 2 sleeps'. 3. Begin to use correct language to describe time. **Day 3:** 1. Understand what the day will be after '1 or 2 sleeps'. 2. Use the correct language to describe time. **Day 4:** 1. Begin to understand what a minute is and what can be done in that time. 2. Understand that a minute is 60 seconds. 3. Begin to time events using a minute sand timer. **Day 5:** 1. Begin to learn the months of the year. 2. Know important times of the year relating to months e.g. special festivals, their birthday, etc. 3. Know the different seasons of the year and begin to identify the months that form these.	***Measures and data*** **Day 1:** 1. Know the days of the week and months of the year in order. 2. Say the month that comes before or after a given month. **Day 2:** 1. Use the language of time to describe events. 2. Order events into chronological order. **Day 3:** 1. Read o'clock and half-past times on analogue and digital clocks. 2. Convert digital times to analogue times. 3. Order times from earliest to latest. **Day 4:** 1. Show data in block graphs. 2. Answer questions about their block graphs. **Day 5:** 1. Present data in pictograms. 2. Compare data from two pictograms.	***Fractions, multiplication & division, time*** **Day 1:** 1. Find ½ and ¼ of amounts by sharing and using number facts. 2. Find ¾ of amounts by adding ½ and ¼ **Day 2:** 1. Count in halves. 2. Count in quarters. 3. Know that 2/4 is the same as ½. 4. Find ¼ of an amount by sharing. **Day 3:** 1. Use multiplication and division (number facts & sharing) to solve 1-step word problems. **Day 4:** 1. Tell the time on an analogue and digital clock to quarter of an hour intervals. 2. Begin to tell the time to 5 minute intervals. **Day 5:** 1. Tell the time on an analogue and digital clock to 5 minute intervals.