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Unit 1 **Number – Number and place value**
Number – Addition and subtraction
Geometry – Properties of shapes

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Number and place value	**Week 1**	
• 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 • 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 • practicing ordering [first, second, third] *	• Count, read and write numbers to 20 in numerals • Identify numbers to 20	1
	• Given a number, identify one more and one less • Use the language of more than, less than	2
	• Count, read and write numbers to 20	3
	• Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number • Practice ordering (first, second, third, …)	4
Number – Addition and subtraction	**Week 2**	
• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20	• Read and interpret mathematical statements involving addition (+) and equals (=) signs • Understand addition as combining two sets of objects • Use addition facts within 5	1
	• Read and interpret mathematical statements involving addition (+) and equals (=) signs • Understand addition as counting on • Use addition facts within 5, and then 10	2
	• Read and interpret mathematical statements involving subtraction (–) and equals (=) signs • Understand subtraction as taking away (counting back) • Use subtraction facts within 5	3
	• Read and interpret mathematical statements involving subtraction (–) and equals (=) signs • Understand subtraction as taking away (counting back) • Use subtraction facts within 5, and then 10	4
Geometry – Properties of shapes	**Week 3**	
• recognise and name common 2-D shapes, including: – 2-D shapes [for example, rectangles (including squares), circles and triangles]	• Recognise and name common 2-d shapes: circles, triangles, squares and rectangles	1
	• Recognise and name common 2-d shapes (circles, triangles, squares and rectangles) in different orientations and sizes	2
	• Distinguish a variety of triangles from other shapes	3
	• Identify rectangles and squares	4

Unit 7 **Number – Addition and subtraction**
Measurement (length and height)

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Addition and subtraction	**Week 1**	
• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• Recall addition facts within 5, then 10	1
	• Recall subtraction facts within 5, then 10	2
	• Recall doubles of numbers to 5	3
	• Recall addition facts within 10 and work out the corresponding subtraction facts	4
	Week 2	
	• Understand that addition can be done in any order • realise the effect of using zero	1
	• Understand subtraction as 'finding the difference'	2
	• Solve simple addition and subtraction problems within the range 0–10 • Solve simple missing number problems involving addition or subtraction	3
	• Solve simple addition and subtraction word problems within the range 0–10	4
Measurement (length and height)	**Week 3**	
• 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 lengths and heights	• Use mathematical vocabulary to describe and compare lengths	1
	• Use mathematical vocabulary to describe and compare heights	2
	• Measure lengths, heights and widths using uniform non-standard units	3
	• Measure lengths using rulers	4

* Notes and guidance (non-statutory)

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Unit 3	Number – Number and place value Number – Multiplication and division Geometry – Position and direction		
National Curriculum attainment targets Pupils should be taught to:		**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Number and place value		**Week 1**	
• count in multiples of twos, fives and tens		• Count in multiples of twos	1
		• Count in multiples of fives	2
		• Count in multiples of tens	3
		• Count in multiples of twos, fives and tens	4
Number – Multiplication and division		**Week 2**	
• 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 • understand multiplication and division through grouping and sharing small quantities *		• Make connections between arrays, number patterns and counting in twos	1
		• Make connections between arrays, number patterns and counting in fives	2
		• Make connections between arrays, number patterns and counting in tens	3
		• Understand division through sharing small quantities	4
Geometry – Position and direction		**Week 3**	
• describe position, directions and movements, including half, quarter and three-quarter turns		• Understand and use words relating to direction and movement: left, right, up, down	1
		• Understand and use a range of words relating to position: top, middle, bottom, above, below, between	2
		• Describe movement, and recognise and make whole and half turns	3
		• Describe movement, and recognise and make quarter and three-quarter turns	4

Unit 4	Number – Addition and subtraction Number – Fractions Measurement (money)		
National Curriculum attainment targets Pupils should be taught to:		**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Addition and subtraction		**Week 1**	
• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9		• Represent and use addition facts within 10, then 15	1
		• Represent and use subtraction facts within 10, then 15	2
		• Solve simple addition and subtraction problems within the range 0–15 • Solve simple missing number problems involving addition or subtraction	3
		• Solve simple addition and subtraction word problems within the range 0–15	4
Number – Fractions		**Week 2**	
• recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise and combine halves as parts of a whole *		• Recognise and find one half, (or $\frac{1}{2}$) of an object or shape • Understand that a half is one of two equal parts	1
		• Recognise and find one half, (or $\frac{1}{2}$) of a quantity • Understand that a half is one of two equal parts	2
		• Recognise and find one half, (or $\frac{1}{2}$) of a length • Understand that a half is one of two equal parts	3
		• Recognise and combine halves as part of one whole	4
Measurement (money)		**Week 3**	
• recognise and know the value of different denominations of coins and notes		• Recognise and understand the value of 1p, 2p, 5p and 10p coins	1
		• Recognise and understand the value of 20p and 50p coins	2
		• Recognise and understand the value of £1 coins and £5 notes	3
		• Solve problems involving money	4

* Notes and guidance (non-statutory)

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Unit 5 **Number – Number and place value**
Number – Addition and subtraction
Geometry – Properties of shapes

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Number and place value	**Week 1**	
• 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 • recognise and create repeating patterns with objects and with shapes *	• Given a number, identify one more and one less • Use the language of equal to, more than, less than, (fewer), most, least	1
	• Develop recognition of pattern in the number system – odd and even numbers	2
	• Recognise and create repeating patterns with objects and with shapes	3
	• Recognise and create repeating patterns with objects and with shapes	4
Number – Addition and subtraction	**Week 2**	
• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• Solve simple one-step problems that involve addition or subtraction in familiar practical contexts, e.g. money • Represent and use addition and related subtraction facts within 20	1
	• Solve simple one-step problems that involve addition or subtraction in familiar practical contexts, e.g. money • Represent and use addition and related subtraction facts within 20	2
	• Solve simple one-step word problems that involve addition in familiar practical contexts, e.g. money • Interpret and write mathematical statements involving addition	3
	• Solve simple one-step word problems that involve subtraction in familiar practical contexts, e.g. money • Interpret and write mathematical statements involving subtraction	4
Geometry – Properties of shapes	**Week 3**	
	• Recognise and name common 3-d shapes (cuboids, cubes, pyramids, spheres, cylinders and cones) in different orientations and sizes	2
	• Identify cuboids and cubes	3
	• Differentiate between 2-d and 3-d shapes	4

Unit 6 **Number – Multiplication and division, including Number and place value**
Measurement (mass)

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Multiplication and division	**Week 1**	
• 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 • understand multiplication and division through grouping and sharing small quantities * • make connections between arrays, number patterns and counting in twos, fives and tens *	• Count in multiples of twos	1
	• Count in multiples of fives	2
	• Count in multiples of tens	3
	• Make connections between arrays, number patterns and counting in twos, fives and tens	4
	Week 2	
	• Understand multiplication through grouping small quantities	1
Number – Number and place value	• Solve simple one-step problems involving multiplication, calculating the answer using concrete objects, pictorial representations and arrays	2
• count in multiples of twos, fives and tens	• Understand division through sharing small quantities	3
	• Solve simple one-step problems involving division, calculating the answer using concrete objects, pictorial representations and arrays	4
Measurement (mass)	**Week 3**	
• compare, describe and solve practical problems for mass or weight [for example, heavy/light, heavier than, lighter than)] • measure and begin to record mass/weight	• Compare and describe the mass or weight of objects	1
	• Compare the mass of objects using a balance	2
	• Weigh objects and compare weights using uniform non-standard units	3
	• Begin to weigh objects using weighing scales, and record weights	4

* Notes and guidance (non-statutory)

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Unit 7 **Number – Addition and subtraction**
Measurement (time)

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Addition and subtraction	**Week 1**	
• 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 • realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations * • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• Recall addition facts for 10	1
	• Recall doubles of all numbers to 5 • Identify near doubles using known doubles	2
	• Recall addition facts within 10 • Use known addition facts within 10 to derive related facts	3
	• Recall subtraction facts within 10 • Use known subtraction facts within 10 to derive related facts	4
	Week 2	
	• Relate addition to counting on • Recall addition facts within 10, then 20	1
	• Relate subtraction to 'taking away' (counting back) • Recall subtraction facts within 10, then 20	2
	• Add and subtract one-digit and two-digit numbers to 20, including zero • Solve simple addition and subtraction missing number problems	3
	• Represent and use addition and subtraction facts within 20 • Recognise patterns of similar calculations • Realise the effect of adding and subtracting zero	4
Measurement (time)	**Week 3**	
• 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	• Identify and use the names of the days of the week and months of the 1 year, and year numbers	1
	• Sequence events correctly, including seasons of the year, using appropriate language	2
	• Read and understand times to the hour	3
	• Read and understand times to the hour and half past the hour	4

Unit 8 **Number – Number and place value**
Number – Fractions
Measurement (volume and capacity)

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Number and place value	**Week 1**	
• 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 • 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	• Read and write numbers from 1 to 20 in numerals and words	1
	• Recognise place value in numbers to 20	2
	• Identify and represent numbers using objects and pictorial representations • Use the language of equal to, more than, less than (fewer), most, least	3
	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	4
Number – Fractions	**Week 2**	
• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • recognise and combine quarters as parts of a whole *	• Recognise and find one quarter, (or $\frac{1}{4}$) of an object or shape • Understand that a quarter is one of four equal parts	1
	• Recognise and find one quarter, (or $\frac{1}{4}$) of a quantity • Understand that a quarter is one of four equal parts	2
	• Recognise and find one quarter, (or $\frac{1}{4}$) of a length • Understand that a quarter is one of four equal parts	3
	• Recognise and combine quarters as part of one whole	4
Measurement (volume and capacity)	**Week 3**	
• compare, describe and solve practical problems for mass or weight capacity/volume [for example, full/empty, more than, less than, quarter] • measure and begin to record capacity and volume	• Use mathematical vocabulary to describe and compare capacity/volume	1
	• Measure capacity using uniform non-standard measures	2
	• Measure capacity using uniform non-standard measures	3

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	• Measure capacity using the standard unit – litre	4

* Notes and guidance (non-statutory)

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Unit 9	**Number – Number and place value** **Number – Addition and subtraction** **Geometry – Position and direction**	
National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Number and place value	**Week 1**	
• 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 • 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 • recognise place value in numbers beyond 20 *	• Read and write numbers from 1 to 20 in numerals and words	1
	• Recognise place value in numbers beyond 20	2
	• Practice counting beyond 20, to indicate a quantity • 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	3
	• 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	4
Number – Addition and subtraction	**Week 2**	
• 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 • realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations * • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• Recall doubles of all numbers to 10	1
	• Identify near doubles, using doubles already known	2
	• Understand addition as counting on • Understand that addition can be done in any order • Solve one-step problems that involve addition	3
	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Use known addition and subtraction facts to 10 and 20 to derive related facts • Realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations	4
Geometry – Position and direction	**Week 3**	
• describe position, directions and movements, including half, quarter and three-quarter turns	• Understand and use a range of words relating to position: on top of, underneath, in front of, behind, inside, outside	1
	• Understand and use a range of words relating to position: around, near, close, far	2
	• Understand and use a range of words relating to direction and movement: left, right, forwards and backwards	3
	• Describe movement, and recognise and make whole, half, quarter and three-quarter turns	4

Unit 10	**Number – Multiplication and division, including Number and place value** **Measurement (length and height)**	
National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Multiplication and division	**Week 1**	
• 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 • understand multiplication and division through grouping and sharing small quantities * • make connections between arrays, number patterns and counting in twos, fives and tens *	• Count in multiples of twos	1
	• Make connections between arrays, number patterns and counting in twos	2
	• Count in multiples of fives and tens	3
	• Make connections between arrays, number patterns and counting in fives and tens	4
	Week 2	
	• Understand multiplication through grouping small quantities	1
Number – Number and place value • count in multiples of twos, fives and tens	• Solve simple one-step problems involving multiplication, calculating the answer using concrete objects, pictorial representations and arrays • Understand division through sharing small quantities	2
	• Understand division through sharing small quantities	3
	• Solve simple one-step problems involving division, calculating the answer using concrete objects, pictorial representations and arrays	4
Measurement (length and height)	**Week 3**	

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• 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, heavier than, lighter than] • measure and begin to record lengths and heights	• Measure using a standard 30 cm ruler and understand what a metre rule is	1
	• Estimate and measure objects	2
	• Solve problems involving mass	3
	• Solve problems involving mass	4

* Notes and guidance (non-statutory)

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Unit 11	Number – Addition and subtraction Geometry – Properties of shapes	
National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Addition and subtraction	**Week 1**	
• 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	• Recall addition and subtraction facts to 20	1
	• Recognise patterns of similar calculations • Realise the effect of adding and subtracting zero	2
	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	3
	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	4
	Week 2	
	• Add and subtract one-digit and two-digit numbers to 20, including zero	1
	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations	2
	• Represent and use addition and related subtraction facts within 20	3
	• Add and subtract one-digit and two-digit numbers to 20, including zero	4
Geometry – Properties of shapes	**Week 3**	
• 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]	• Make patterns using 2-d shapes: circle, triangle, square and rectangle	1
	• Recognise, name and sort common 2-d shapes in real life: circles, triangles, squares and rectangles	2
	• Make patterns and models using 3-d shapes: cuboids, cubes, pyramids, spheres, cylinders and cones	3
	• Recognise, name and sort common 3-d shapes in real life: cuboids, cubes, pyramids, spheres, cylinders and cones	4

Unit 12	Number – Multiplication and division Number – Fractions Measurement (time)	
National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Multiplication and division	**Week 1**	
• 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 • double numbers and quantities * • find simple fractions of objects, numbers and quantities *	• Double numbers and quantities	1
	• Find simple fractions of objects, numbers and quantities – halves	2
	• Find simple fractions of objects, numbers and quantities – quarters	3
	• Double numbers and quantities • Find simple fractions of objects, numbers and quantities – halves and quarters	4
Number – Fractions	**Week 2**	
• 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 • connect halves and quarters to the equal sharing and grouping of sets of objects and to measures * • recognise and combine halves and quarters as parts of a whole *	• Recognise and find one half of an object or shape • Recognise and find one quarter of an object or shape	1
	• Recognise and find one half of a quantity • Recognise and find one quarter of a quantity	2
	• Understand that two halves or four quarters are equal to one whole • Understand that two quarters are equal to one half	3
	• Connect halves and quarters to the equal sharing and grouping of sets of objects and to measures	4
Measurement (time)	**Week 3**	
• compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] • measure and begin to record time (hours, minutes, seconds) • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	• Read and order times to the hour and half past the hour	1
	• Draw hands on clocks to show and compare times	2
	• Begin to understand how long a second, a minute and an hour is	3
	• Solve problems related to time	4

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* Notes and guidance (non-statutory)