

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
<p><b>Autumn</b></p> <p>Each week: M- Daily arithmetic -5 qus T- Number of the week W- Daily arithmetic- 5 qus Th- Number connections F – Daily arithmetic -5 qus</p> <p>Daily arithmetic to include all operations at the appropriate level.</p> <p>Ensure differentiation takes place as needed</p>	<p><b>Number: Place Value</b></p> <p><i>National Curriculum objectives</i> 1. count in steps of 2, 3, and 5 from 0, and in tens from <b>any number</b>, forward and backward 2. Recognise the place value of each digit in a two-digit number (tens, ones) 3. Identify, represent and estimate numbers using different representations, including the number line 4. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs 5. Read and write numbers to at least 100 in numerals and in words 6. Use place value and number facts to solve problems.</p> <p>Small Steps - Week 1</p> <ul style="list-style-type: none"> <li>Count objects to 100 and read and write numbers in numerals and words</li> <li>Represent numbers to 100</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Tens and ones with a part-whole model</li> <li>Tens and ones using addition</li> <li>Use a place value chart</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>Compare objects</li> <li>Compare numbers</li> <li>Order objects and numbers</li> </ul>			<p><b>Number: Addition and Subtraction</b></p> <p><i>National Curriculum objectives</i> 1. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures &amp; applying their increasing knowledge of mental and written methods 2. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 3. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers 4. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Small Steps - Week 1</p> <ul style="list-style-type: none"> <li>Fact families – addition and subtraction bonds to 20</li> <li>Compare number sentences</li> <li>Bonds to 100</li> <li>Add 2- digit and ones (crossing 10)</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Add 3 one-digit numbers (making 10)</li> <li>Add ten to a 2-digit number</li> <li>Missing number problems</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>Subtract 1-digit from a 2 digit (crossing 10)</li> <li>Subtract 10 from a 2-digit number</li> <li>Missing number problems</li> </ul>			<p><b>Geometry: Properties of shape</b></p> <p><i>National Curriculum objectives</i> 1. Identify &amp; describe the properties of 2-D shapes, 2. Identify &amp; describe the properties of 3-D shapes, 3. Identify 2-D shapes on the surface of 3-D shapes, 4. Compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>Small Steps - Week 1 2D shapes</p> <ul style="list-style-type: none"> <li>Count sides and vertices</li> <li>Draw 2D shapes</li> <li>Lines of symmetry</li> <li>Sort 2D shapes</li> <li>Make patterns with 2D shapes</li> </ul> <p>Week 2 3D shapes</p> <ul style="list-style-type: none"> <li>Count faces, edges and vertices</li> <li>Sort 3D shapes</li> <li>Make patterns with 3D shapes</li> </ul>			<p><b>Measurement: Money</b></p> <p><i>National Curriculum objectives</i> 1. recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 2. Find different combinations of coins that equal the same amounts of money 3. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Small Steps - Week 1</p> <ul style="list-style-type: none"> <li>Count money – pence</li> <li>Count money – pounds (notes and coins)</li> <li>Count money – notes and coins</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Select money</li> <li>Make the same amount</li> <li>Compare money</li> </ul>			<p><b>Geometry: Position and Direction</b></p> <p><i>National Curriculum objectives</i> 1. Order and arrange combinations of mathematical objects in patterns and sequences 2. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p> <p>Small Steps - Week 1</p> <ul style="list-style-type: none"> <li>Describe movement</li> <li>Describe turns</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Describe movement and turns</li> <li>Making patterns with shapes</li> </ul>		
<p><b>Spring</b></p> <p>Each week: M- Daily arithmetic -8 qus T- Number of the week W- Daily arithmetic- 8 qus Th- Number connections F – Daily arithmetic –8 qus</p> <p>Daily arithmetic to include all operations at the appropriate level.</p> <p>Ensure differentiation takes place is needed</p>	<p><b>Number: Place Value</b></p> <p><i>National Curriculum objectives</i> 1. count in steps of 2, 3, and 5 from 0, and in tens from <b>any number</b>, forward and backward 2. Recognise the place value of each digit in a two-digit number (tens, ones) 3. Identify, represent and estimate numbers using different representations, including the number line 4. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs 5. Read and write numbers to at least 100 in numerals and in words 6. Use place value and number facts to solve problems.</p> <p>Week 1 Count in 2s Count in 5s <b>You could start referring to the clock going round in 5s</b> Count in 10s Count in 3s</p>	<p><b>Number: Multiplication and Division</b></p> <p><i>National Curriculum objectives</i> 1. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 2. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs 4. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Small Steps - Week 1 &amp; 2 (x)</p> <ul style="list-style-type: none"> <li>Recognise, make and add equal groups</li> <li>Repeated addition</li> <li>Multiplication symbols using the x symbol</li> <li>Multiplication sentences from pictures</li> <li>Use arrays</li> <li>2-, 5- and 10-times table (TT Rockstars)</li> <li>Commutative rule in multiplication. Triangle numbers</li> <li>Problem solving and reasoning</li> </ul> <p>Week 3 &amp; 4 (÷)</p> <ul style="list-style-type: none"> <li>Make equal groups sharing</li> <li>Dividing into equal groups</li> <li>Odd and even numbers</li> <li>Divide by 2, 5 and 10</li> <li>Inverse</li> <li>Problem solving and reasoning.</li> </ul>				<p><b>Measurement: Length and Height</b></p> <p><i>National Curriculum objectives</i> 1. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) 2. Compare and order lengths and record the results using &gt;, &lt; and =</p> <p>Small Steps - Week 1</p> <ul style="list-style-type: none"> <li>Measure length (cm)</li> <li>Measure length (m)</li> <li>Compare length</li> <li>Order lengths</li> <li>Use four operations</li> </ul>	<p><b>Number: Addition and Subtraction</b></p> <p><i>National Curriculum objectives</i> 1. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures &amp; applying their increasing knowledge of mental and written methods 2. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 3. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers 4. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Small Steps - Week 1</p> <ul style="list-style-type: none"> <li>Add a 2 digit and a tens (rewind)</li> <li>Add two 2-digit numbers – not crossing ten – add ones and add tens <b>Teach checking calculations throughout unit</b></li> <li>Add 2-digit numbers – crossing ten – add ones and add tens</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Subtract ten from a 2-digit number (rewind)</li> <li>Subtract a 2-digit number not crossing ten</li> <li>Subtract a 2-digit number crossing ten</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>Fact families</li> <li>Comparing addition and subtraction sentences a + b &gt; c</li> <li>Comparing addition and subtraction sentences a + b &gt; c + d</li> <li>Inverse to check calculations.</li> </ul>			<p><b>Number: Fractions</b></p> <p><i>National Curriculum objectives</i> 1. recognise, find, name and write fractions 1/3 1/4 2/4 3/4 of a length, shape, set of objects or quantity 2. Write simple fractions and recognise the equivalence</p> <p>Small Steps - Week 1</p> <ul style="list-style-type: none"> <li>Make equal parts</li> <li>Recognise and find a half</li> <li>Recognise and find a quarter</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Recognise and find a third</li> <li>Unit fractions</li> <li>Non-unit fractions</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>Equivalence of 1/2 and 2/4</li> <li>Find three quarters</li> <li>Count in fractions</li> </ul>					
<p><b>Summer</b></p> <p>Each week: M- Daily arithmetic -10 qus T- Number of the week W- Daily arithmetic- 10 qus Th- Number connections F – Daily arithmetic –10 qus</p> <p>Daily arithmetic to include all operations at the appropriate level.</p> <p>Ensure differentiation takes place is needed</p>	<p><b>Measurement: Money</b></p> <p><i>National Curriculum objectives</i> 1. recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 2. Find different combinations of coins that equal the same amounts of money 3. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Find the total Find the difference Find change (link to addition and subtraction of 2-digit numbers)</p>	<p><b>Measurement: Time</b></p> <p><i>National Curriculum objectives</i> 1. Compare and sequence intervals of time to the time to five minutes and draw a clock face to show these times 3. Know the number of minutes in an hour and the number of hours in a day.</p> <p>Small Steps - Week 1</p> <ul style="list-style-type: none"> <li>O' clock and half past</li> <li>Quarter past and quarter to</li> <li>Telling time to 5 minutes</li> <li>Writing time</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Hours and days</li> <li>Find durations of time</li> <li>Compare durations of time</li> </ul>	<p><b>Statistics</b></p> <p><i>National Curriculum objectives</i> 1. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 2. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 3. Ask and answer questions about totalling and comparing categorical data</p> <p>Small Steps - Week 1</p> <ul style="list-style-type: none"> <li>Make tally charts</li> <li>Draw pictograms (1-1)</li> <li>Interpret pictograms (1-1)</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Draw pictograms (2, 5 and 10)</li> <li>Interpret pictograms (2, 5 and 10)</li> <li>Block diagrams</li> </ul>	<p><b>Measurement: Mass, Capacity and Temperature</b></p> <p><i>National Curriculum objectives</i> 1. Choose and use appropriate standard units to estimate and measure mass (kg/g) temperature (°C); capacity (litres/ml) 2. Compare and order mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p>Small Steps - Week 1</p> <ul style="list-style-type: none"> <li>Measure and compare mass</li> <li>Measure mass in grams and kilograms</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Measure and compare capacity</li> <li>Compare volume</li> <li>Millilitres and litres</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>Temperature</li> </ul>			<p>Number: Place value Key skills recap</p>	<p>Week 1 Number: Addition and subtraction Key skills recap</p> <p>Week 2 Number: Multiplication and division Key skills recap</p>	<p>Consolidation and problem solving.</p>						

Any spare weeks in any term = gap analysis