

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	WALT: Count I need to: Move an object for each number. Check.	WALT: Count I need to: Move an object for each number. Check.	WALT: Count I need to: Move an object for each number. Check.	WALT: Order I need to: Listen. Decide. Check. Language: more, less than, bigger, smaller, least, most.	WALT: Count I need to: Move an object for each number. Check. (Moving on to 10)	WALT: Know one more and one less I need to: Listen. Decide what to do. Check. Start with 5 move onto ten in week 7.	WALT: Know one more and one less I need to: Listen. Decide what to do. Check.
Starters.	1,2,3,4,5 Once I caught a fish alive. 5 little ducks.	Songs as for week 1. Count to the beat of a drum, marbles dropped into a pot. 6 jumps, claps etc.	Beat of a drum, puppet counting	Number of the week Order numicon in bags 1-3 1-5 Songs	Grow and throw (confident to 5). Bunny ears.	Grow and throw. Songs	Ten green bottles. Grow and throw. Numicon bags show me.
Counting forwards and backwards must run throughout the whole of the oral mental starters. Shape and space should be taught throughout the year.							
Main Lesson and Guided Group.	Recognise numerals of personal significance. Each day focus on a number to 5. Counting, matching numicon, number hunt. 1 to 1 counting	Introduce numbers to 10 through counting, jumping etc. Numicon Include objects or pictures that cannot be moved. Check number recognition to 5	Matching numbers to the correct number in the set. Using numicon, pencils, out door. Matching the numicon shape to the number in the set. Include objects or pictures that	Ordering groups, ordering numicon, comparing groups. Ordering parcels, teddies, snakes, Sand and water trays. Largest to smallest containers, ice etc. Order 2 or 3	Count and match numbers to groups, pictures where objects can't be moved. Spread objects out, put them close together, is the amount still the same? Mix up objects in groups. Is the amount the same?	Count up to 6 objects from a larger group- what is 1 more? 1 less? Counting objects out of bag, pot. Jumping, marbles in a jar, puppet. Numicon shapes, how does it	Counting objects out of bag, pot. Jumping, marbles in a jar, puppet. Numicon shapes, how does it change when we add one more, one less. Can they find the correct numeral

	<u>Firm</u> <u>Foundations 1a.</u> Counting 1 to 1 counting i.e. move and count.	<u>Firm</u> <u>Foundations 1b</u> Counting Use number names accurately in play i.e. pencils, fruit. Find me 3 etc.	cannot be moved.	items by length or height Shows an interest in representing numbers in different ways- can they explain their recording?	<u>Firm</u> <u>Foundations: 4a</u> Learning to put the numicon shapes in order.	change when we add one more, one less.	to show how many there are now? (to 5, then 10)
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Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	WALT: Count I need to: Move an object for each number. Check	WALT: Estimate I need to: Look closely. Make a guess. Check	WALT: Compare I need to: Look Decide Check	WALT: Add I need to: Put the groups together. Check	WALT: Add I need to: Put the groups together. Check	WALT: Subtract I need to: Start with the biggest. Count back the smallest. Check.	Assess and review.
Starters	Order numicon from smallest to largest, Counting forwards and backwards from any number.	Counting forwards and backwards. Quick show and reveal.	Counting Number fans: show number that matches the picture.	Start at any number and count up to 10. Grow and show.	Start at any number and count up to 10. Grow and show.	Counting forwards and backwards. Recap one less.	
	Counting forwards and backwards must run throughout the whole of the oral mental starters. Shape and space should be taught throughout the year.						
Main Lesson and Guided Group.	Recap counting hide and reveal the success criteria. Using objects, show the children irregular formations of numbers. Are the amounts the same? i.e. match 4 irregular shaped objects to the numicon 4. Firm foundations: 8b <u>Guided Group</u> : Match numbers,	Recap counting. Discuss how if we had a larger group of objects we could make an estimate. Estimate groups, compare groups,. Use the numicon to match guesses to shapes. <u>Guided Group</u> : Firm Foundations 7a. Estimate number of objects in a group. Use really	<u>Language</u> : <u>Larger, smaller, more, less.</u> Remind the children of the importance of counting accurately. Demonstrate putting objects into sets (choose particularly large and small things). Show the children two groups end explain that we need to compare them.	Language: add, total Introduce the idea of combining two groups to reach a total. Which 2 groups can we use to make this group? Up to five using numicon and objects. <u>Firm Foundations 10a</u>	Language: add, total Introduce the idea of combining two groups to reach a total. Listen to a number story. Teacher demonstrates writing a number sentence to match the story. <u>Guided Group</u> . Use a number track to support the generation	Language, less, subtract. Introduce the idea of getting smaller. Listen to a number story. Teacher demonstrates how to use objects to represent the things in the story- remove objects to take away. Then write the number sentence to	

	numicon to the irregular shaped groups.	small and really big objects. 'is this group of footballs bigger than this group of tennis balls?' Select the correct number to match to the groups.	<u>Firm Foundations 10a.</u> <u>Guided Groups:</u> Compare groups, match to objects. Use the words more, less.		of their own number stories i.e 3 bears met three more bears. How many bears are there altogether? Matching number sentences to number stories. <u>Firm Foundations 10b</u>	match the story. <u>Guided Group.</u> Use a number track to support the generation of their own number stories. Focus on getting smaller, less than. Use the numicon pegs and a number track to create and solve subtraction problems. Match to a number sentence given to them by the teacher.	
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Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	WALT: Solve problems. I need to: Listen to the problem. Decide what to do Check.	WALT: Solve problems. I need to: Listen. Decide what to do. Check. (Focus is on addition)	WALT: Identify 2d/3d shapes. I need to use: 2d: (2 days) Square, triangle, hexagon, circle, rectangle. 3d: (3 days) Sides, faces, edges, corners, curved, flat.	WALT: Order I need to: Follow the rule Check	WALT: Use positional language. I need to use: Forwards Backwards Left Right Behind Next to	WALT: Order I need to: Follow the rule Check	Assess and review
Starters.	Counting forwards and backwards. Recap one less	Counting to 20. Estimate counters up to 10- how many do you think there are? Count to check.	Start at any number and count up to 20.	Counting to 20 and back. (work on teen numbers clearly)	Count back from any number up to 10.	Counting to 20. Dot patterns- what can they see? Dice, irregular patterns, tens frames.	
Counting forwards and backwards must run throughout the whole of the oral mental starters. Shape and space should be taught throughout the year.							
Main Lesson and Guided Group.	Listen to a number story. Decide what to do. Do we need to add or subtract? How do you know you know? How could we check? <u>Guided group:</u> Teacher tells a number story pupils decide if it	Children record a number sentence using their own marks and explain what it means. Show the children an addition number sentence with a missing number i.e. $3 + _ = 5$ 'How could we find out how many	<u>Focus on a shape for each day.</u> 2d. Using the smartboard and pictures describe the 2d shapes. Hide and reveal using the smartboard. Remembering that all 2d shapes are completely flat.	Numerals to 10- check children recognise all. Which is the smallest number? Which is the largest number? Order to 10. Check if they can order the numbers if there are some	Demonstrate using children, real objects. Talk about how we use forwards backwards etc. Use the Bee Bots and other programmable toys to reach a certain point, use partners, give directions,	Numerals to 20- check children recognise all. Which is the smallest number? Which is the largest number? Order to 20. Check if they can order the numbers if there are some	

	is addition or subtraction. Use equipment to solve. Match the correct number sentence. Afl: How do you know? How could you check?	more we would need to make 5?’ <u>Guided Group:</u> Select two groups of objects to give a given total of objects. Begin with 5 and extend as necessary. <u>Firm Foundations:</u> <u>11b</u>	<u>Guided group:</u> Printing, ICT ipads, smart notebook. 3d: using pieces of packaging use the descriptive language to describe the 3d shape. Shape feely bag, junk modelling.	missing. Can they order starting with largest number to the smallest?	Bee Bots app.	missing. Can they order starting with largest number to the smallest?	
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Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	WALT: Count I need to: Move an object for each number. Check	WALT: Ordering I need to: Use the words: First Second Third Fourth Fifth etc up to tenth Last	WALT: Tell the time I need to: Look at the o'clock hand (minute) Look at the hour hand. Check	WALT: Solve problems I need to: Read the problem. Decide what to do. Check.	WALT: Know number facts I need to: Start with the number. Think about which number goes with it.	WALT: Estimate I need to: Look closely. Make a guess. Check	Assess and review
Starters.	Order numicon from smallest to largest, Counting forwards and backwards from any number.	Days of the week song. Months of the year song. Counting.	Counting, bunny ears, 3,2,1, show me.	Count- say the number that is 1 more to 10	Count- say the number that is 1 less to 10	Counting forwards and backwards. Quick show and reveal.	

Counting forwards and backwards must run throughout the whole of the oral mental starters.

Shape and space should be taught throughout the year.

Main Lesson and Guided Group.	Select the correct number to match a set. Recap the importance of counting by moving or pointing to one object at a time. Remind pupils that when the objects are rearranged the amounts stay the same.	Using a small group of children create a line. Who is first, second? etc' label with the actual words. What position is ____ in? Set up a train, bus etc Order 2 or 3 items by weight or capacity- use language of heavier/lighter,	<u>Language:</u> O'clock Hour Am PM Begin to discuss time in relation to events in the day i.e. breakfast is in the morning.. Order familiar events and relate them to times in the day. Tell the time to	<u>Language</u> add, cm, m, litre subtract, total, altogether. Using money and measures begin to solve addition and subtraction problems. Use measures stories. Include combining two groups of coins or amounts. Up to 20. Begin by adding	Using a group of four objects. Split the group into two groups. How many are in each group? What is the number sentence that would go with the picture? Explain how to find the matching subtraction (inverse rule)	Check that pupils can instantly recognise a number of objects in a regular pattern i.e. dots on a dice. Then move onto irregular patterns and the importance of making a close estimate and then checking by one to one counting (subitising)	
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	<u>Guided Group.</u> Count objects to match a given number. Select the correct number from 1-20 to match a given set.	full/empty. Demonstrate how to use a ruler and a set of balances, scales. Recap estimating measuring and how we can improve our accuracy. <u>Guided Group:</u> Order objects from lightest to heaviest, biggest to smallest, longest to shortest and vice versa.	one hour. Recap telling the time to the hour. Draw the hands on clocks, use the language of time throughout the day. Reading the time, show on a clock, draw the hands on a clock to show the time. <u>Guided Groups:</u> Use the clocks and tell the time to the hour. Match events to times in the day. Draw the hands on the clock.	and subtracting 1 to an amount up to 10. i.e $10g+1g=$ Ensure that children are taught how to add more than two amounts together. Have experience of using and applying measuring equipment, in the water tray, outdoors etc. <u>Guided Group:</u> Solve problems/number stories using measures.	Repeat with other amounts up to 10. Show the pupils a numicon piece. Begin with 5. Ask them how they could make the five shape using their other numicon shapes. <u>Guided Groups:</u> Give the pupils a number i.e. 7. How many ways can they make seven using numicon, objects, money. What would the matching subtraction be? Children should be able to break up all numbers to 10. How many different ways can they find to make e.g. 9? Know 4 related facts e.g. $5+4=9$, $4+5=9$, $9-5=4$, $9-4=5$	<u>Guided Group:</u> Numicon: Instant recognition of numicon pieces, feely bag. Pick a handful of up to ten objects. Estimate how many they have. Using a given number of numicon pegs. For example 5. Put five in a numicon pattern, five in the dice pattern, five in an irregular pattern. Do we still have 5? How do you know? How can you check? Can you do it without counting? Move onto estimating to 20 with guided group if can do to 10 accurately.	
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Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	WALT: Know number facts I need to: Start with the number. Think about which number goes with it.	WALT: Add I need to: Start with the biggest. Add on the smallest. Check.	WALT: Add I need to: Start with the biggest. Add on the smallest. Check.	WALT: Double I need to: Look at the number. Add the same. Check. WALT: Half I need to: Share into 2 equal groups	WALT: Share equally I need to: Move objects into groups of the same number. Check.	WALT: Solve problems I need to: Read the problem. Decide what to do. Check.	Assess and review
Starters.	Counting, bunny ears, 3,2,1, show me.	Counting. Number fans. Show and reveal.	Counting. Tens frame flash cards- how many can you see?	Counting. Counters on smart board- hide, children estimate how many there were. Count to see how accurate.	Choose a number- count back from that number.	Counting. How many different ways could we make this number? Encourage children to do jottings etc to investigate.	
Counting forwards and backwards must run throughout the whole of the oral mental starters. Shape and space should be taught throughout the year.							
Main Lesson and Guided Group.	Using a group of four objects. Split the group into two groups. How many are in each group? What is the number sentence that would go with the picture? Explain how to find the	Recap how we compare and what we know about numbers .i.e. larger smaller. Show two groups and using the language of comparison describe them. Demonstrate why it is easier	Using the add by counting on strategy can we solve this problem? (smallest number first, not bigger than 20) Is there a quicker way to solve this problem? Discuss how	Use practical equipment to demonstrate how to double a number- printing, spots on a ladybird, double the cubes in a tower, numicon, cooking etc. Show the	Share objects by putting 1 object in each group, then 2 objects in each group, until they are shared equally. <u>Guided group</u> Use fruit and equipment to share objects	<u>Language:</u> pound, penny, coin, add, cm, m, litre subtract, total, altogether. Using money and measures begin to solve addition and subtraction problems. Use money stories. Include combining	

	matching subtraction (inverse rule) Repeat with other amounts up to 10. Show the pupils a numicon piece. Begin with 5. Ask them how they could make the five shape using their other numicon shapes. <u>Guided Groups:</u> Give the pupils a number i.e. 7. How many ways can they make seven using numicon, objects, money. What would the matching subtraction be?	to start with the biggest number and add on the smallest but that the answer will be the same anyway. What happens when we add and subtract 0 to a number? Key Concept. <u>Firm Foundations 10b.</u> <u>Guided Groups:</u> Using groups of objects create and solve addition problems. Use number tracks and pegs to solve calculations.	when we add it is quicker to start with the biggest number. Demonstrate by using objects and on a number track. Understand that when we add a number if we subtract the same number we get back to the original number (inverse) e.g. $5+2=7$ $7-2=5$ Key concept <u>Guided Group:</u> Solving addition problems, stories etc counting on from the biggest number	children how to do jottings to represent doubling a number. Draw 4 counters and then another 4 to show double 4. Use practical equipment to show how to half a number-printing, spots on ladybird, sharing fruit- show link to doubles and how they are inverse operations. Use equipment to find half of different numbers Guided group Double numbers using practical equipment	equally (children have a keen sense of fairness so use this!) Move onto using jottings to represent the equipment and share equally by drawing e.g. dots	two groups of coins. Up to 10p then 20p for those working at greater depth. Begin by adding and subtracting 1p to an amount of money up to 10p. Match the coins to the relevant numicon piece to support. Ensure that children are taught how to add more than two amounts together. <u>Guided Group:</u> Solve problems using the coins and numicon (if required) Discuss repeated addition and how it can be used to solve money problems. Create money stories that use addition and subtraction.	
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Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	WALT: Subtract I need to: Count backwards in order Check	WALT: Partition and recombine. I need to: Split the number. Put it back together.	WALT: Know one more and one less I need to: Listen Decide what to do. Check	WALT: Order I need to: Listen Decide Check	WALT: Solve problems. I need to: Listen. Decide what to do. Check. (Focus is on addition)	WALT: Solve problems. I need to: Listen. Decide what to do. Check. (Focus is on subtraction)	Assess and review
Starters.	Count backwards from 20- ensure teen clear.	Beat of a drum. Puppet counting forwards and backwards, focus on saying teen and ty clearly.	Counting- say number that comes before, after.	Counting. Use dot pattern cards- how many do they think there are? Can they subitise numbers to 7?	Counting. Number fans. Show and reveal.	Counting backwards. Numicon show me which number comes next.	
Counting forwards and backwards must run throughout the whole of the oral mental starters. Shape and space should be taught throughout the year.							
Main Lesson and Guided Group.	Demonstrate how to subtract by counting back. Use counters and objects and demonstrate counting back to find how many left. Use a bead string and count backwards as you move beads. Once confident with objects and	Demonstrate how by splitting a group of objects and putting them back together we end up with the same number that we started with. Move onto whole numbers less than 10. Show the various ways that you can partition 8 for example.	Reminder of 1 more and 1 less. Check all children can say 1 more than any number to 10 then 20. Also 1 less than any number to 10 then 20. Use measures, coins to give a context.	Using numbers cards, pictures, objects, liquids, mass. How do we order these?- look at correct vocabulary. <u>Guided group</u> Ensure all children can order numbers to 10, then 20. Can they order with some numbers missing? If you remove a	Using money, objects and measures discuss how to create and solve a variety of addition problems, not going beyond 20. Ensure that pupils are confident solving repeated addition problems i.e $2p+2p+2p$ $2cm+2cm+2cm$	Using money, objects and measures discuss how to create and solve a variety of subtraction problems, not going beyond 20. Ensure that pupils are confident counting backwards from 20, check pronunciation, starting from	

	bead strings introduce counting back on number track and number line later in the week.	<u>Guided Group: Session 1</u> Partition and recombine groups of objects up to 10. <u>Sessions 2+.</u> Move onto over ten using the numicon pegs, bunches of straws, base 10, tens frames. Creating the patterns to make ten then add on the rest. Recap inverse rule e.g.6 objects can be $4+2$ $2+4$ $6-2=4$ $6-4=2$, use part part whole model.		number can they say which number is missing and how they know? Can they order objects by mass, length, height, capacity. Ensure they are using the correct vocabulary.	Create number stories and word problems for the pupils to solve using their mental maths skills and jottings. <u>Guided Group:</u> Creating and solving word problems using jottings, objects, numicon and number tracks to solve. Ensure the teaching reiterates the importance of having a reasonable estimate before you start to solve the problem.	any number etc. Create number stories and word problems for the pupils to solve using their mental skills and jottings. <u>Guided Group:</u> Creating and solving word problems using jottings, objects, numicon and number tracks to solve. Ensure the teaching reiterates the importance of having a reasonable estimate before you start to solve the problem.	
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