To be used as the main input and drive for maths provision/ enhancements. Introductions to sessions should begin with a NCETM/subitize/recap activity.

Reception	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	**Getting to know you:** (take this time to play, get to know your children and allow them time to explore your maths provision).		**Match, Sort and Compare.** ● Match objects ● Match pictures and objects ● Identify a set ● Sort objects into a type ● Explore using techniques ● Create sorting rules ● Compare amounts		**Talk about Measure and Pattern.** ● Compare size ● Compare mass ● Compare capacity ● Explore simple patterns ● Copy and continue simple patterns ● Create simple patterns		**It's me, 1,2,3.** ● Find 1, 2 and 3 ● Subitise 1, 2 and 3 ● Represent 1, 2 and 3 ● 1 more ● 1 less ● Composition of 1, 2 and 3		**Circles and Triangles.** ● Identify and name circles and triangles ● Compare circles and triangles ● Shapes in the environment ● Describe position	**1,2,3,4,5**. ● Find 4 and 5 ● Subitise 4 and 5 ● Represent 4 and 5 ● 1 more ● 1 less ● Composition of 4 and 5 ● Composition of 1-5		**Shapes with 4 sides.** ● Identify and name shapes with 4 sides ● Combine shapes with 4 sides ● Shapes in the environment ● My day abd night
Spring term	**Aive in 5** ● Introduce zero ● Find 0 to 5 ● Subitise 0 to 5 ● Represent 0 to 5 ● 1 more ● 1 less ● Composition ● Conceptual subitising to 5		**Mass and Capacity** ● Compare mass ● Find a balance ● Explore capacity ● Compare capacity	**Growing 6,7,8** ● Find 6, 7 and 8 ● Represent 6, 7 and 8 ● 1 more ● 1 less ● Composition of 6, 7 and 8 ● Make pairs - odd and even ● Double to 8 (find a double) ● Double to 8 (make a double) ● Combine 2 groups ● Conceptual subitising	**Length, Height and Time.** ● Explore length ● Compare length ● Explore height ● Compare height ● Talk about time ● Order and sequence time		**Building 9 and 10.** ● Find 9 and 10 ● Compare numbers to 10 ● Represent 9 and 10 ● Conceptual subitising to 10 ● 1 more ● 1 less ● Composition to 10 ● Bonds to 10 (2 parts) ● Make arrangements of 10 ● Bonds to 10 (3 parts) ● Doubles to 10 (find a double) ● Doubles to 10 (make a double) ● Explore even and odd.		**Explore 3-D shapes.** ● Recognise and name 3-D shapes ● Find 2-D shapes within 3-D shapes ● Use 3-D shapes for tasks ● 3-D shapes in the environment ● Identify more complex patterns ● Copy and continue patterns ● Patterns in the environment	
Summer term	**To 20 and beyond.** ● Build numbers beyond 10 (10-13) ● Continue patterns beyond 10 (10-13) ● Build numbers beyond 10 (14-20) ● Continue patterns beyond 10 (14-20) ● Verbal counting beyond 20 ● Verbal counting patterns		**How many now?** ● Add more ● How many did I add? ● Take away ● How many did I take away?	**Manipulate, Compose and Decompose.** ● Select shapes for a purpose ● Rotate shapes ● Manipulate shapes ● Explain shape arrangements ● Compose shapes ● Decompose shapes ● Copy 2-D shape pictures ● Find 2-D shapes within 3-D shapes	**Sharing and Grouping.** ● Exploring sharing ● Sharing ● Exploring grouping ● Grouping ● Even and odd sharing ● Play with and build doubles.		**Visualise, Build and Map.** ● Identify units of repeating patterns ● Create own pattern rules ● Explore own pattern rules ● Replicate and build scenes and constructions ● Visualise from different positions ● Describe positions ● Give instructions to build ● Explore mapping ● Represent maps with models ● Create own maps from familiar places ● Create own maps and plans from story situations		**Make connections.** ● Deepen understanding ● Patterns and relationships	**Consolidation.**

<table>
<tr><th>YEAR ONE</th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr>
<tr>
<td>Autumn term

Focus on counting on 2s.</td>
<td colspan="5">Place value within 10.
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
Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
Step 1 Sort objects
Step 2 Count objects
Step 3 Count objects from a larger group
Step 4 Represent objects
Step 5 Recognise numbers as words
Step 6 Count on from any number
Step 7 1 more
Step 8 Count backwards within 10
Step 9 1 less
Step 10 Compare groups by matching
Step 11 Fewer, more, same
Step 12 Less than, greater than, equal to
Step 13 Compare numbers
Step 14 Order objects and numbers
Step 15 The number line</td>
<td colspan="5">Addition and subtraction within 10.
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)
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 1-digit and 2-digit numbers to 20, including zero
Step 1 Introduce parts and wholes
Step 2 Part-whole model
Step 3 Write number sentences
Step 4 Fact families – addition facts
Step 5 Number bonds within 10
Step 6 Systematic number bonds within 10
Step 7 Number bonds to 10
Step 8 Addition – add together
Step 9 Addition – add more
Step 10 Addition problems
Step 11 Find a part
Step 12 Subtraction – find a part
Step 13 Fact families – the eight facts
Step 14 Subtraction – take away/cross out (How many left?)
Step 15 Subtraction – take away (How many left?)
Step 16 Subtraction on a number line
Step 17 Add or subtract 1 or 2</td>
<td>Geometry: shape
- 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]
Step 1 Recognise and name 3-D shapes
Step 2 Sort 3-D shapes
Step 3 Recognise and name 2-D shapes
Step 4 Sort 2-D shapes
Step 5 Patterns with 2-D and 3-D shapes</td>
<td>Consolidation</td>
</tr>
<tr>
<td>Spring term

Focus on counting in 10s.</td>
<td colspan="2">Place value within 20.
Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
Identify and represent numbers using objects and pictorial including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Given a number, identify 1 more and 1 less</td>
<td colspan="2">Addition and subtraction within 20.
Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
Add and subtract 1-digit and 2-digit numbers to 20, including zero
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</td>
<td colspan="2">Place value within 50.
Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given numb
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
Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</td>
<td colspan="2">Length and height.
Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time
Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time
Step 1 Compare lengths and heights
Step 2 Measure length using objects
Step 3 Measure length in centimetres</td>
<td colspan="2">Mass and volume
Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time
Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time</td>
</tr>
</table>

	Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20		Step 1 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction – counting back Step 8 Subtraction – finding the difference Step 9 Related facts Step 10 Missing number problems		Step 1 Count from 20 to 50 Step 2 20, 30, 40 and 50 Step 3 Count by making groups of tens Step 4 Groups of tens and ones Step 5 Partition into tens and ones Step 6 The number line to 50 Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less		Step 1 Heavier and lighter Step 2 Measure mass Step 3 Compare mass Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity
Summer term Focus on counting in 5s.	Multiplication and division. ● Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s ● 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 Step 1 Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups – grouping Step 9 Make equal groups – sharing	Fractions. ● Recognise, find and name a half as one of two equal parts of an object, shape or quantity Step 1 Recognise a half of an object or a shape Step 2 Find a half of an object or a shape Step 3 Recognise a half of a quantity Step 4 Find a half of a quantity Step 5 Recognise a quarter of an object or a shap Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity	Geometry: position and direction. - Describe position, direction and movement, including whole, half, quarter and three-quarter turns - Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance) - Practise counting (1, 2, 3…), ordering (for example, 1st, 2nd, 3rd …) (non-statutory guidance) Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers	Place value within 100. ● Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number ● Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s ● 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 Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers	Measurement : money - Recognise and know the value of different denominations of coins and notes - Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins	Measurement: Time. ● 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 ● Compare, describe and solve practical problems for time ● 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 clockface to show these times Step 1 Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour	Consolidation.

<table>
<tr><th>YEAR TWO</th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr>
<tr>
<td>Autumn term
Counting in 2's and 10s.</td>
<td colspan="5">Place value
● Read and write numbers from 1 to 20 in numerals and words (Y1)
● Read and write numbers to at least 100 in numerals and in words
● Identify, represent and estimate numbers using different representations, including the number line
● Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward
● Recognise the place value of each digit in a 2-digit number (tens, ones)
● Compare and order numbers from 0 up to 100; use <, > and = signs

Step 1 Numbers to 20
Step 2 Count objects to 100 by making 10s
Step 3 Recognise tens and ones
Step 4 Use a place value chart
Step 5 Partition numbers to 100
Step 6 Write numbers to 100 in words
Step 7 Flexibly partition numbers to 100
Step 8 Write numbers to 100 in expanded form
Step 9 10s on the number line to 100
Step 10 10s and 1s on the number line to 100
Step 11 Estimate numbers on a number line
Step 12 Compare objects
Step 13 Compare numbers
Step 14 Order objects and numbers
Step 15 Count in 2s, 5s and 10s
Step 16 Count in 3s</td>
<td colspan="5">Addition and subtraction
● Represent and use number bonds and related subtraction facts within 20 (Y1)
● Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
● Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers
● Compare and order numbers from 0 up to 100; use <, > and = signs

Step 1 Bonds to 10
Step 2 Fact families – addition and subtraction bonds within 20
Step 3 Related facts
Step 4 Bonds to 100 (tens)
Step 5 Add and subtract 1s
Step 6 Add by making 10
Step 7 Add three 1-digit numbers
Step 8 Add to the next 10
Step 9 Add across a 10
Step 10 Subtract across 10
Step 11 Subtract from a 10
Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)
Step 13 10 more, 10 less
Step 14 Add and subtract 10s
Step 15 Add two 2-digit numbers (not across a 10)
Step 16 Add two 2-digit numbers (across a 10)
Step 17 Subtract two 2-digit numbers (not across a 10)
Step 18 Subtract two 2-digit numbers (across a 10)
Step 19 Mixed addition and subtraction
Step 20 Compare number sentences
Step 21 Missing number problems</td>
<td colspan="2">Geometry: Shape.
● Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
● Compare and sort common 2-D and 3-D shapes and everyday objects
● Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
● Identify 2-D shapes on the surface of 3-D shapes

Step 1 Recognise 2-D and 3-D shapes
Step 2 Count sides on 2-D shapes
Step 3 Count vertices on 2-D shapes
Step 4 Draw 2-D shapes
Step 5 Lines of symmetry on shapes
Step 6 Use lines of symmetry to complete shapes
Step 7 Sort 2-D shapes
Step 8 Count faces on 3-D shapes
Step 9 Count edges on 3-D shapes
Step 10 Count vertices on 3-D shapes
Step 11 Sort 3-D shapes
Step 12 Make patterns with 2-D and 3-D shapes</td>
</tr>
<tr>
<td>Spring term
Counting in 5's. Mastering 2s and 10s.</td>
<td colspan="2">Measurement: money.
● Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
● Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</td>
<td colspan="3">Multiplication and division.
● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
● Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
● Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</td>
<td colspan="3">Length and height.
● Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels
● Compare and order lengths, mass, volume/capacity and record the results using >, < and =
● Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures
● Solve problems involving</td>
<td colspan="2">Mass, capacity and temperature.
● Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
● Compare and order lengths, mass, volume/capacity and record the results using >, < and =</td>
</tr>
</table>

	Step 1 Count money – pence Step 2 Count money – pounds (notes and coins) Step 3 Count money – pounds and pence Step 4 Choose notes and coins Step 5 Make the same amount Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change Step 10 Two-step problems	Step 1 Recognise equal groups Step 2 Make equal groups Step 3 Add equal groups Step 4 Introduce the multiplication symbol Step 5 Multiplication sentences Step 6 Use arrays Step 7 Make equal groups — grouping Step 8 Make equal groups — sharing Step 9 The 2 times-table Step 10 Divide by 2 Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table	multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights	Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature	
Summer term Mastering 2s, 10s and 5s. Counting in 3s.	Fractions. • Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½ Step 1 Introduction to parts and whole Step 2 Equal and unequal parts Step 3 Recognise a half Step 4 Find a half Step 5 Recognise a quarter Step 6 Find a quarter Step 7 Recognise a third Step 8 Find a third	Measurement: Time. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times • Know the number of minutes in an hour and the number of hours in a day Step 1 O'clock and half past Step 2 Quarter past and quarter to Step 3 Tell time past the hour Step 4 Tell time to the hour Step 5 Tell the time to 5 minutes Step 6 Minutes in an hour Step 7 Hours in a day	Statistics. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • Ask and answer questions about totalling and comparing categorical data • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Step 1 Make tally charts Step 2 Tables Step 3 Block diagrams Step 4 Draw pictograms (1-1) Step 5 Interpret pictograms (1-1) Step 6 Draw pictograms (2, 5 and 10) Step 7 Interpret pictograms (2, 5 and 10)	Geometry: Position and direction. • 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) Step 1 Language of position Step 2 Describe movement Step 3 Describe turns Step 4 Describe movement and turns Step 5 Shape patterns with turns	Consolidation.

	Step 9 Find the whole Step 10 Unit fractions Step 11 Non-unit fractions Step 12 Recognise the equivalence of a half and two quarters Step 13 Recognise three-quarters Step 14 Find three-quarters Step 15 Count in fractions up to a whole				