Suggested oral mental starters (ongoing, throughout the term):

- Count forwards and backward to at least 50 in ones, beginning with 0 or 1, or from any given number
- Count forwards and backwards in twos to the 10th multiple; in tens to the 10th multiple
- Begin to count forwards and backwards in fives to the 10th multiple
- Given a number identify the number that is 1 more or less within 50 (and beyond) and say the number that comes between two numbers within 50
- Recognise numbers to 20 written in words
- Recall number bonds and related addition and subtraction facts to ten
- Double numbers and quantities to 6 + 6; find the corresponding halves
- Consolidate using ordinal numbers in different practical contexts (first, second, third... tenth)
- Recognise and use language relating to dates, including days of the week and months of the year (use daily routines to support)
- Tell the time to the hour (and half past the hour) using an analogue clock face; relate times to events during the day (use daily routines to support)
- Recognise, name and describe common 2D and 3D shapes; reason about shapes

Area of Study	No of days	Statutory Requirements and non-statutory guidance	Suggested Key Vocabulary
Number Number **Week 1**	3-5	Count to at least 50, forwards and backwards, in ones, beginning with 0 or 1, or from any given number (consider as mental/oral starters); use everyday routines to support e.g. how many children are in class today? Read and write numbers to at least 50 **in numerals** Write numbers to 20 **in words** and match to the numerals Given a number, identify the number that is 1 more or less within 50 (and then beyond 50) Say the number that comes between two numbers within 50 (and then beyond 50) Use the language of fewer than/more than, most, least and equal to when comparing numbers or quantities **Reason** about numbers e.g. Tom counts on in ones from eighteen- 18, 19, 20, 21, 23. What mistake did Tom make? How do you know? Use ordinal numbers up to tenth (10th) in different contexts e.g. Who is third in the line? Circle the tenth shape in this pattern	Number, numeral Count Zero, one, two, three… twenty One more, one less More than, less than, fewer, fewer than, more, most, least, equal to Between, before, after First, second…..tenth

Produced for Southwark Primary Schools by a working party led by Diane Andrews, maths consultant

Number Number and place value **Week 2**	5	Count to at least 50, forwards and backwards, in ones, beginning with 0 or 1, or from any given number (consider as mental/oral starters using a counting stick) Order numbers to at least 50 **Reason** about numbers e.g. If you put these numbers in order starting with the smallest, which one would come third? 21, 12, 8, 28, 18. How do you know? Recognise place value in teen numbers using practical apparatus (e.g. straws, cubes, ten sticks and ones/units, base ten materials, Unifix, Numicon) Solve missing number problems using knowledge of place value and addition and subtraction e.g. 10 + 5 = ☐; 14 = 10 +☐; 16 – 6 =☐ ; 14 - ☐ = 10; ☐ + 9 = 19 Begin to recognise place value in numbers beyond 20, using practical resources	Order, smallest, biggest Ten, ones /units, teen number Empty box Tens, ones /units
Number Addition **Week 3**	5	Read, write and interpret mathematical statements involving addition (+) and equals (=) sign and use the vocabulary related to addition Consolidate adding two one-digit numbers, including adding zero, crossing the tens boundary by counting on using a marked number track; extend to adding to and within 20; record using number sentences **(See Written Calculation Policy, 2017 and Mental Calculation Strategies, 2017)** Solve **simple** word problems involving addition of numbers (and money) within 20, using concrete objects, number tracks and pictorial representations to support; record using a number sentence Solve problems involving addition e.g. 'Pick a Pair' **(See Mathematical Challenges for all pupils booklet, 2016)**	Addition,+, add, plus, more, put together, Altogether, total One more, two more etc Count on =, equals, is the same as Problem, answer
Number Subtraction **Week 4**	5	Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs and use the vocabulary related to subtraction Consolidate subtracting a one digit number, including subtracting zero, from a one-digit number or from a teen number by counting back using a marked number track; extend to subtracting from and within 20; record using number sentences **(See Written Calculation Policy, 2017 and Mental Calculation Strategies, 2017)** Solve **simple** word problems involving subtraction of numbers (and money) within 20, using concrete objects, number tracks and pictorial representations to support Solve problems involving subtraction e.g. 'Tony Take Away' **(See Mathematical Challenges for all pupils booklet, 2016)**	Subtract, - , take away, minus, count back One less, two less etc How many are left? =, equals, is the same as Problem, answer

Geometry Properties of shape (3D) & Position and direction **Week 5**	3 2	Consolidate the names and properties of **2-D shapes**, including shapes of different sizes and in different orientations **Reason** about shapes e.g. What is the same about these two shapes? What is different about them? (consider as mental oral starters) Recognise and name common **3-D shapes** (see vocabulary) and begin to describe their properties e.g. begin to use the term 'face' (Year 2 objective); recognise 3-D shapes of different sizes Relate 3-D shapes to everyday objects **Reason** about shapes e.g. What is the same about these two shapes? What is different about them? Sort 3–D shapes according to their properties using sorting circles e.g. cuboids/ cylinders; shapes with square faces/ shapes without square faces; shapes with curved faces/shapes with no curved faces Describe position, direction and movement of objects and people, including left/ right, forwards/backwards (consider practical activities in P.E and/or computing) Begin to make whole and half turns in practical contexts, such as in P.E.	Circle, triangle, square, rectangle 2-D shape, flat shape Side, corner, curved, straight 3-D shape, solid shape, cuboid, cube, pyramid, sphere, cone, cylinder Bigger/larger, smaller Sort, same, different Face, flat, curved Left, right, forwards, backwards Whole turn, half turn
Number Addition and subtraction (number facts) **Week 6**	5	Represent, recall and use number bonds and related addition/subtraction facts to 10 and within 10 e.g. 4 + 6 =10; 10 – 6 = 4; 4 + 3 = 7; 7 – 3 = 4 (use practical resources, such as cubes or Numicon to support) Extend with number bonds and related addition/subtraction facts to 20; use practical resources to support Solve **missing number problems** for addition and subtraction facts to ten, within ten and extend to facts to 20 e.g. 4 + ☐ = 10: 10 - ☐ = 7; 3 + ☐ = 7; 15 - ☐ =10 Solve **simple** problems involving number pairs to 10 and number pairs to 20 e.g. How many different ways could I put the ten fish into two ponds? How many different ways could I put 20 apples into two bowls? (Use resources to support)	+, add, plus, more, put together, altogether, total, count on - , take away, subtract, minus, count back, how many are left? =, equals, is the same as Number sentence Number pairs that total… Missing numbers

Measurement Money **Week 7**	5	Recognise and know the value of all different coins to 50p (1p, 2p, 5p, 10p, 20p, 50p) Solve **simple** problems in the context of money up to 20p e.g. An apple costs 8p and a banana costs 7p. How much do they cost altogether? Which coins could you use to pay for this apple that costs 8p? How much change from 10p if I buy the apple? How much change from 20p if I buy the banana? If one satsuma costs 6p, how much do two satsumas cost? How much money is in my purse? (Link to addition, subtraction and doubling problems and to role play e.g. class shop)	Money, coins Penny, pence (p) Cost, pay, spend, altogether, change from
Measurement Weight and capacity **Week 8**	5	Compare the **weight** of two, then three or more objects, using direct comparison (e.g. using two pan balance) and comparative language (see vocabulary) Estimate, measure and begin to record the weight of everyday objects choosing and using suitable **uniform non-standard units** e.g. cubes **Investigate** problems involving measures e.g. Which is heavier- the apple or the banana? How will you find out? Compare the **capacity** of two, then three or more containers, using direct comparison and comparative language (see vocabulary) Estimate capacity and begin to record the capacity of containers, choosing and using suitable **uniform non-standard units** e.g. egg cups, beakers **Investigate** problems involving measures e.g. How many cups can I fill using this teapot?	Weight/mass Compare, measure, estimate Heavy, light, heavier than, lighter than, heaviest, lightest, Two-pan balance, balances Estimate Capacity/volume Full/empty, half-full More than, less than Measuring jug
Number Multiplication & Division **Week 9**	5	Count in twos and tens forwards and backwards (to the 10th multiple)- consider as mental/oral starters; use a counting stick to support Recognise simple number patterns using multiples of two and multiples of ten e.g. What are the missing numbers? 2, 4, 6,☐,10,☐ Begin to count in fives forwards and backwards (to the 10th multiple) Use **arrays** to support multiplication and division and make the connection with counting in twos, fives and tens; consider using real life arrays such as egg boxes, paint trays **(See Written Calculation Policy, 2017, Mental Calculation Strategies, 2017 and Multiplication Tables Guidance, 2020)** Solve **simple** word problems involving multiplication and division in practical contexts and using resources to support, using the vocabulary related to multiplication and division	Number patterns Groups of Altogether Array

Number Fractions, doubling and halving **Week 10**	5	Double numbers/sets of objects to at least 6 + 6 using practical resources to support, such as cubes, double dominoes e.g. Double three is six: double six is twelve Find half of a number/sets of objects to at least 12 using practical resources to support Relate doubling to halving Solve **simple** problems involving halving and doubling Consolidate recognising, finding and naming a **half** as one of two equal parts of an object or shape Recognise, find and name a **quarter** as one of four equal parts of an object or shape	Double Half (**not** the notation ½ until Y2), half of… Equal parts Whole Quarter (**not** the notation ¼ until Y2)
Measurement Time **Week 11**	3 2	Sequence events in chronological order using the language of time including morning/ afternoon/evening Know and order the days of the week; use the vocabulary today/yesterday/tomorrow; know that there seven days in a week Know and order the months of the year; know that there twelve months in a year NB Use daily routines to support days and months of the year Know the seasons of the year- possible link to science curriculum Tell the time to the hour and half past the hour using an analogue clock face Relate times to events during the day e.g. create own time lines Investigate practical problems involving time e.g. How many times can you write your name in one minute? How many beads can you thread in one minute? (consider using a sand timer) NB Use daily routines to support telling the time	Day, month Monday, Tuesday… January, February… Seasons, Spring…. Next, first, earlier, later, before, after, today, yesterday, tomorrow, morning, afternoon, evening Clock, watch, long hand, short hand, hour, minute, o'clock half past

Additional weeks

To be used for:

- assessment, consolidation and responding to AfL
- additional problem solving and reasoning activities