1	2	3	4	5	6	7	8	9	10

ount to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number **1N1a**

ount, read and write **cardinal and ordinal numbers** to 100 in numerals *(e.g. 1ˢᵗ in a race of 5)* **1N2a**

ead and write numbers from 1 to 20 in words **1N2c**

ount in multiples of two *forwards and backwards from 0 or 1* and relate to odds and evens using concrete objects and pictorial

e array **1N1b**

ecognise and create repeating patterns with numbers, objects and shapes

iven a number, identify one more and one less than known numbers **1N2b**

dentify and represent numbers *to 20*; using objects and pictorial representations **including number *tracks, lines and grids* 1N**

e increasingly accurate when identifying and comparing sets of objects to 10 without counting (learning to subitise)**

ecognise place value of tens and ones in teen numbers

rder, compare and use the language of: equal to, more than, less than

olve practical problems involving all of the above

- **rehearse, represent and begin to memorise through reasoning, addition and subtraction facts for numbers up to at least 10 1C1**
- *combine and increase numbers, counting forwards and backwards*
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs **1C2b**
- represent and *begin* to use number bonds and related subtraction facts within 20 **1C1**
- add and subtract one-digit and two-digit numbers to 20, including zero **1C2a**
  - **begin to explore the concepts and language of distance between and difference between two numbers or sets using comparison models and when counting forwards and backwards**
  - **add or subtract a pair of single digit numbers including the use of partitioning to bridge through 10**
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ − 9 **1C4**

- recognise and know the value of different denominations of coins and notes (link to counting in 2s, 5s and 10s) **1M3**
- 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)
  - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)
  - time (for example, quicker, slower, earlier, later) **1M1**
- measure and begin to record: *using non-standard units*
  - lengths and heights
  - mass/weight,
  - capacity and volume **1M2**
  - **within children's range of counting fluency**

- tell
  and
  dra
  fac

- **explore (see counting in multiples of 2) and us to 10 and corresponding halves through group**
- solve one-step problems involving multiplic calculating the answer using concrete obje representations and arrays with the suppor

- recognise, fir
  one of two eq
  shape or qua

1	2	3	4	5	6	7	8	9	10

ount to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number   **1N1a**
ount, read and write to 100 in numerals   **1N2a**
ead and write numbers from 1 to 20 in words *(and 0)* **1N2c**
ount in multiples of two, five and ten forwards and backwards **using concrete objects and pictorial representations such as the arra**
enominations of money and 5 minute intervals of time   **1N1b**
- *recognise and create repeating patterns with numbers, objects and shapes*
- *recognise odd and even numbers*

iven a number, identify one more and one less than known numbers   **1N2b**
dentify and represent numbers to 100; using objects and pictorial representations **including the number tracks, lines and gri**
- **continue to subitise in order to estimate accurately numbers up to 20**
- **recognising place value of the ten and ones in teens numbers and** *begin to recognise place value in numbers beyond 20*
- **order and compare numbers to 100 and use the language of: equal to, more than, less than, most, least and fewer**
olve practical problems involving all of the above

- **sort objects, numbers, money, and shapes using given rules and devising their own criterion**
- **use practical equipment to present and compare data in simple block diagrams and tables**
- **ask and answer simple questions by counting the number of objects in each category (children may be encouraged to count in 2s, 5s and 10s depending on the size of the sets)**

- *combine and increase numbers, counting forwards and backwards*
- *continue to memorise* through reasoning*, rehearse and use addition and subtraction facts for numbers up to* **at least** *10*
- **add or subtract a pair of single digit numbers including the use of partitioning to bridge through 10**
- **begin to reorder numbers when adding e.g. 6 + 3 + 4 = 6 + 4 + 3**
- **begin to explore the relationship between addition and subtraction**
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs   **1C2b**
- represent and **begin to reason about** number bonds and related subtraction facts within 20 e.g. 5 + 4 = 9 so 15 + 4 = 19   **1C1**
- add and subtract one-digit and two-digit numbers to 20, including zero **making links to money, measure and chronology (days, weeks, months and years)   1C2a**
- **continue to explore the concepts and language of distance between and difference between two numbers or sets using comparison models and when counting forwards and backwards**
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9   **1C4**

- compare, describe and solve practical problems for:
  - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
  - mass/weight (e.g. heavy/light, heavier than, lighter than) capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter)
  - time (e.g. quicker, slower, earlier, later)   **1M1**
- sequence events in chronological order using language (e.g., before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening   **1M4b**

- **memorise, through reasoning and rehearsal; double** **and corresponding halves through grouping and sha**
- **reason about odd and even numbers and relate to d**
- solve one-step problems involving multiplication calculating the answer using concrete objects, pi and arrays with the support of the teacher **(makin multiples of 2, 5 and 10; doubling and halving; odd a grouping and sharing; and sequencing)   1C8**

nmersion plan – learning sequence 3

	2	3	4	5	6	7	8	9	10

ount to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number   **1N1a**
ount, read and write to 100 in numerals   **1N2a**
ead and write numbers from 1 to 20 in words **(and 0)**   **1N2c**
ount in multiples of two, five and ten forwards and backwards **using concrete objects and pictorial representations such as the arra**
enominations of money and 5 minute intervals of time   1N1b
ecognise and create increasingly complex repeating patterns with numbers, objects and shapes (within number range)
entify and represent numbers to 100; using objects and pictorial representations including the number tracks, lines and grids (100
stimate sets of objects up to 20 with increasing accuracy
ecognise and use place value of the ten and ones in teen numbers and become increasingly confident with place value in numbers beyo
rder and, compare numbers to 100 and using the language of: equal to, more than, less than, most, least and fewer   **1N4**
olve practical problems involving all of the above

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs   **1C2b**
- represent and use number bonds and related subtraction facts within 20 e.g. 5 + 4 = 9 so 15 + 4 = 19   **1C1**
- add and subtract one-digit and two-digit numbers **to 25, including zero making links to money, measure and chronology (days, weeks, months and years)   1C2a**
- **add or subtract a pair of single digit numbers including the use of partitioning to bridge through 10 and 20**
- **recall and use addition and subtraction facts for numbers to 10 and relate to number bonds to 20**
- **begin to explore the relationship between addition and subtraction**
- **reorder numbers when adding several numbers e.g. 6 + 3 + 4 = 6 + 4 + 3**
- **continue to explore the concepts and language of distance between and difference between two numbers or sets using comparison models and when counting forwards and backwards**
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9 , and several numbers 2 + 3 + 7 **with increasing independence**   **1C4**

- **recall doubles of all numbers to 10 and corresponding halves**
- 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 **(making links to counting in multiples of 2, 5 and 10; doubling and halving; odd and even numbers; grouping and sharing; sequencing)   1C8**

- find, represent and name a half as one of two equal parts of an object shape or quantity and a quarter as one of four equal parts of an object, shape or quantity **(including measure)**
  - **compare and combine halves and quarters as part of a whole**
  - **know that two halves make a whole and four quarters make a whole 1F1a,b**

- measure, begin to record and begin to use appropriate measuring tools: **within children's range of counting competence**
  - lengths and heights, **using non-standard and then manageable standard units (m/cm) (rulers, tape measures)** mass/weight, **using non-standard and then manageable standard units (kg/g) (weighing scales)**
  - capacity and volume **using non-standard and then**