nmersion plan - learning sequence 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 bunt, read and write cardinal and ordinal numbers to 100 in numerals (e.g. 1 st in a race of 5) 1N2a ead and write numbers from 1 to 20 in words 1N2c											
ount in multiples of the array 1N1b	two fo	rwards and	d backwards fro	om 0 or 1 and	relate to odds	s and evens using	g concrete ob	jects and p	oictorial r		
ecognise and create iven a number, iden	ntify or	ne more an	d one less thar	n known numb	ers 1N2b						
lentify 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 plus practical problems involving all of the above											
nve praetical proble	• r	rehearse, re	present and beg		e through reas	oning, addition an	d subtraction	facts			
			up to at least 1		ng forwards ar	nd backwards					
	• r	combine and increase numbers, counting forwards and backwards read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 1C2b									
		represent and <i>begin</i> 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 nui backwa		ing compariso	n models and v	when counting for	wards and				
			-	f single digit nu	ımbers includi	ng the use of parti	tioning to brid	ge			
		through		hat involve ad	dition and out	atraction using o	anarata ahiaa	ato.			
			•			otraction, using co	•				
	6	and pictoria	ii representatio		ng number pro se and know t	oblems such as 7	= 🗆 - 9 10	,4	• tell		
						ns of coins and			and		
				notes (li 10s) 1		g in 2s, 5s and			dra fac		
				 compare problem 		nd solve practical					
						s (for example, orter, tall/short,					
				double	/half)						
					/weight (for ex light, heavier						
				than)	rity and volum	ne (for example,					
				full/em	pty, more thai	n, less than, half,					
				- time (quicker, slower,					
					later) 1M1 e and begin to	o record: using					
				non-sta	ndard units						
				_	hs and height s/weight,	ıs					
					city and volur	me 1M2					
					-	nge of counting					
				flue				1	2)		
						-	counting in n orresponding h	-	-		
						• solve one-s	step problems	s involving	multiplic		
							the answer u tions and arra				
									gnise, fir of two ed		
								Ulle	OI TWO E		

shape or qua

nmersion plan - learning sequence 2

I	2	3	4	5	6	7	8	9	10
ount, r ∍ad ar ount ir	read and write nd write numb n multiples of	to 100 in nuners from 1 to 2 two, five and t	nerals 1N2 20 in words en forwards	(and 0) 1N2c and backward					uch as the array
- rec	ognise and cr	ney and 5 minu eate repeating nd even numb	g patterns w	of time 1N1b ith numbers, o		apes			
lentify - con - rec - ord	and representinue to subition of subition	it numbers to se in order to e value of the te	100; using on the stimate accurate and ones in 100 and use to 100	rately numbers teens number he language of	torial represe s up to 20 rs and begin to	ntations incl orer	lace value in	numbers bey	lines and grid
	 sort objects in use praceblock dia ask and objects in 	ects, numbers, their own crito tical equipmer agrams and tal answer simple n each categor	money, and erion It to present bles questions by y (children n	shapes using given and compare do counting the name of the sets)	ata in simple number of ged to count				
		 continue facts for add or suthrough begin to read, wr (-) and 6 represer within 20 add and money, r continue between backwar solve on 	to memoris numbers up ibtract a pain 10 reorder num explore the nite and inter equals (=) sign at and begin 0 e.g. 5 + 4 subtract on measure and to explore t two number ds e-step prob	to reason ab = 9 so 15 + 4 = e-digit and two chronology (da he concepts and rs or sets using of lems that involventations, and i	ing e.g. 6 + 3 + tween addition tical statemen bout number be 19 1C1 b-digit number out, weeks, mo d language of c comparison m live addition an	ding the use of the us	ion addition (+), s addition (+), s addition (+), s lated subtract adding zero ma s) 1C2a een and differ en counting fo n, using concusuch as 7 = 1	to bridge subtraction tion facts king links to ence rwards and	
			- len do - ma an qu - tim • sequer and aft	re, describe ar gths and heigh uble/half) iss/weight (e.g. d volume (e.g. arter) e (e.g. quicker ince events in c er, next, first, t ening 1M4b	hts (e.g. long/ I. heavy/light, full/empty, m r, slower, earli chronological of	short, longer heavier than ore than, les er, later) 11 order using la	/shorter, tall/s , lighter than) s than, half, //1 anguage (e.g.	capacity half full,	
						• momori	through ro	aconing and ro	hearsal: double

and corresponding halves through grouping and sha
 reason about odd and even numbers and relate to d
 solve one-step problems involving multiplication a calculating the answer using concrete objects, pic 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

2	3	4	5	6	7	8	9	10
count to and across ount, read and write number of the count in multiples of the count in multip	s 100, forward te to 100 in nubers from 1 to f two, five and oney and 5 minerasingly count numbers to 20 winace value of the numbers to 100 ems involving a	s and backy imerals 11 20 in words ten forward oute intervals omplex repe o 100; using th increasing e ten and on 0 and using ill of the abo	vards, beginning N2a s (and 0) 1N2 ds and backward s of time 1N1b ating patterns wi objects and pic g accuracy es in teen numbe the language of	with 0 or 1, or to come to come to come to come to come to come in the come in	e objects and pict ects and shapes (wations including the confidence of the confiden	orial reprevithin number	esentations sunber range) r tracks, lines a	and grids (100 numbers beyo
	 represer within 20 add and including (days, we add or supartition recall an relate to begin to reorder (4+3) continue between comparis solve or using comissing 	nt and use r) e.g. 5 + 4 subtract or g zero making eks, monthe ubtract a pair ing to bridge d use addition number bor explore the numbers who to explore t and different son models a e-step prob	ction (-) and equal number bonds at a = 9 so 15 + 4 = 10 e-digit and two-ling links to mone and years) 1C or of single digit not at through 10 and and subtraction and when counting lems that involves and pictorial ablems such as a with increasing in	nd related subtraction of related subtractions and control of the subtraction of the subt	the use of ers to 10 and d subtraction + 3 + 4 = 6 + ence using backwards subtraction, s, and			
			 recall double correspond solve one-and division concrete on arrays with to counting halving; od sharing; see find, represent two equal quantity a parts of an (including compandurte compandure compandure	ples of all number ing halves step problems in n, by calculating bjects, pictorial a the support of a in multiples of 2 d and even number quencing) 1C8 sent and name parts of an object a quarter as object, shape of measure) re and combine has as part of a with two halves measures of an with two halves measures of a with two halves measures of a with two halves measures of a with the sent and combine has two halves measures of a with the sent and combine halves and combine ha	nvolving multiplice the answer using the answer using representations the teacher (make, 5 and 10; doubling the teacher (make), 5 and 10; doubling the teacher grouping and the teacher or one of four equality the teacher and the teacher an	ng and ing links ng and		
			four qu	measuring competence - lengths manag mass/s	pegin to record a tools: within chil	dren's ran ing non-st nits (m/cm	ge of counting andard and th i) (rulers, tape and then mar	nen e measures)

- capacity and volume using non-standard and then