

Mathematical aspect	Mathematical theme	National Curriculum statement
Week 1-2	<u>Number sense: numbers to 10</u> Counting, saying number names in order, cardinality to 10. Use the 5 principles of counting. Counting objects to 10 Counting to zero Subitising Representation of number Read, write and say numbers Ordering and comparing numbers	To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. To 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. To read and write numbers from 1 to 10 in numerals and words. When given a number, identify one more and one less. To count, read and write numbers to 10 in numerals, count in multiples of twos, fives and tens.
Autumn themes: seasonal festivals, environment (conkers, acorns etc) establishing routines that allow for counting (lining up, tidying up etc).		
Weeks 3-5 Addition and subtraction	<u>Calculation</u> Number bonds 0-10 Addition within 10 Combining sets- addition (aggregation) Making the amount bigger (argumentation) Subtraction within 10 – removing from the set as takeaway. Subtraction within 10– finding the difference as counting up. Concept of equality Concept of the effect of zero when adding and subtracting. Developing mental strategies for addition and	To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. To add and subtract one-digit and two-digit numbers to 20, including zero. To represent and use number bonds and related subtraction facts within 20. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

	subtraction	
Week 6	<u>Positional language and vocabulary</u> Use the appropriate positional language (ordinal numbers) for up to 10 positions. Relate this to numbers 1–5 for first to fifth. To use than ordinal numbers (first, second, third) rather cardinal numbers (one, two, three). Use ordinal terminology of positions up to tenth. Be able to determine position, using terms such as 'before' and 'after'. Recognise the ordinal terminology in numerical and word forms Use positional language to describe. Identify the position of objects using terms such as 'before', 'after' and 'between'.	Describe position, direction and movement
Week 7	<u>Number sense: numbers to 20</u> Counting, saying number names in order, cardinality to 20. Use the 5 principles of counting. Counting objects to 20 Counting to zero Subitising Representation of number Read, write and say numbers Ordering and comparing numbers	To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. To 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. To read and write numbers from 1 to 100 in numerals and words. When given a number, identify one more and one less. To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.
Week 8: Opportunities for richer and deeper learning. Closing the gap.		

Week 9 &10 Addition and subtraction	<u>Place value and Calculation</u> Number bonds 0-20 Addition within 20 Adding by making 10 (crossing the tens boundary) Add the sum of the ones to the ten add by separating the ones and the ten. Combing sets- addition (aggregation) Making the amount bigger (argumentation) Subtraction within 20 – removing from the set as takeaway. Subtraction within 20– finding the difference as counting up. Concept of equality Concept of the effect of zero when adding and subtracting. Developing mental strategies for addition and subtraction To understand the structure of tens and ones To know the value of the digits in a two-digit number Partitioning, recombining and writing the numbers accurately Calculation using the structures of 2-digit numbers	To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. To add and subtract one-digit and two-digit numbers to 20, including zero. To represent and use number bonds and related subtraction facts within 20. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ To 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. To count, read and write numbers to 100 in numerals To add and subtract one-digit and two-digit numbers to 20, including zero To represent and use number bonds and related subtraction
Week 11	<u>Propertise of shape:</u> Use the appropriate mathematical vocabulary to describe shape. Eg: vertices, edges, faces	To recognise and name common 2D and 3D shapes, including: 2D shapes (rectangles (including squares), circles and triangles) 3D shapes (cuboids (including cubes), pyramids and spheres).

Integrated seasonal themes: e.g linking geometry to bonfire night.
Getting ready for Christmas: fire and ice

Weeks 12

Fire and ice cross curriculum theme.