Date	Area of Study	Curriculum Objective	Non-Statutory Guidance	What will core learning look like?
	Counting	● 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.	Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions. They recognise and create repeating patterns with objects and with shapes.	
	Addition and subtraction to 5 or more (part 1)	● To read and write numbers from 1 to 20 in numerals and words. ● When given a number, identify one more and one less. ● 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.	Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 − 7 = 9; 7 = 16 − 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. Pupils combine and increase numbers, counting forwards and backwards. They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.	
	Addition and subtraction to 5 or more (part 2)	● To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.		
	Addition totals to 10	● To read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. ● To represent and use number bonds and related subtraction facts within 20. ● To add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 − 9), including zero.		
	Properties of shape	● 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).	Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.	

	Addition and Subtraction to 10	• 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 = X - 9	• As above	
To assess the half-term's work				