### Elm Class – Reception and Year 1

#### Autumn

	UNDERSTANDING NUMBER							
Units	Early Learning Goals	Devel	opment Matters statements	Year 1 M	National Curriculum outcomes	Ready-to-Progress criteria		
Unit 1: ID #R1104 Numerals, counting and place value	<ul> <li>11.1 Have a deep understanding of number to</li> <li>10, including the composition of each number.</li> <li>11.2 Subitise (recognise quantities without counting) up to 5.</li> <li>12.1 Verbally count beyond</li> <li>20, recognising the pattern of the counting system.</li> </ul>	<u>3-4 year olds:</u> objects withou each item in o that the last n set of objects Show 'finger n amounts, show match the nur <u>Reception</u> : Co a numeral wit beyond. Comp	Develop fast recognition of up to 3 ut counting. Say one number from order. Recite numbers past 5. Know umber reached when counting a small tells you how many there are in total. numbers' up to 5. Link numerals and wing the right number of objects to meral. unt objects and actions. Subitise. Link h its cardinal number value, to 5 and pare numbers.	Number and Pla (i) count to and beginning with ( (ii) count, read count in multipl (iv) identify and pictorial represe use the languag (fewer), most, le (v) read and wr and words	the value d across 100, forwards and backwards, D or 1, or from any given number and write numbers to 100 in numerals; es of twos, fives and tens represent numbers using objects and entations including the number line, and e of: equal to, more than, less than east ite numbers from 1 to 20 in numerals	1NPV-1		
Unit 2: ID #R1110 Number sequences and Comparing	11.1 Have a deep understandi to 10, inc. the composition of 12.1 Verbally count beyond 20 the pattern of the counting sy 12.2 Verbally count beyond 20 the pattern of the counting sy	ng of number each number. D, recognising stem. D, recognising stem.	<u>3-4 year olds:</u> Recite numbers past 5. and amounts: for example, showing th of objects to match the numeral, up to quantities using language: 'more than' <u>Reception:</u> Count objects, actions and the number symbol (numeral) with its number value. Compare numbers.	Link numerals e right number 9 5. Compare , 'fewer than'. sounds. Link cardinal	Number and Place value (i), (ii), (iv) as above	1NPV-1, 1NPV-2		

	MEASURING LENGTH							
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria				
Unit 1: ID #R1172 Compare/measure length and height	<ul> <li>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is</li> </ul>	<u>3-4 year olds</u> : Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Compare quantities using language: 'more than', 'fewer than'.	Measurement (i) compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	n/a				

	greater than, less than or same as the other quantit	the Make com ty. length, we <u>Reception</u> numbers.	parisons between objects relating to size ight and capacity. : Count objects and actions. Compare Compare length, weight and capacity	2,	(ii) measure and begin to record the following: lengths and heights	
			PLACE VALUE AND PARTITIO	NING	6	
Units	Early Learning Goals	Develop	ment Matters statements		Year 1 National Curriculum outcomes	Ready-to-Progress criteria
Unit 1: ID #R1118 1 more/ less; 10 more/less	<ul> <li>11.1 Have a deep understanding of number to</li> <li>10, including the composition of each number.</li> <li>11.2 Subitise (recognise quantities without counting) up to 5.</li> <li>12.1 Verbally count beyond</li> <li>20, recognising the pattern of the counting system.</li> </ul>	<u>3-4 year olds:</u> Dever without having to co Recite numbers pas order: 1,2,3,4,5. Sh numerals and amou number of objects t <u>Reception</u> : Count ol Link the number syn number value. Under than' relationship b the composition of	elop fast recognition of up to 3 objects, ount them individually ('subitising'). et 5. Say one number for each item in row 'finger numbers' up to 5. Link unts: for example, showing the right to match the numeral, up to 5. bjects, actions and sounds. Subitise. mbol (numeral) with its cardinal erstand the 'one more than/one less between consecutive numbers. Explore numbers to 10.	Nur (i) c beg (ii) c nun (iii) Add (i) r invc sign	mber and Place value count to and across 100, forwards and backwards, cinning with 0 or 1, or from any given number count, read and write numbers to 100 in merals; count in multiples of twos, fives and tens given a number, identify one more and one less dition and Subtraction ead, write and interpret mathematical statements olving addition (+), subtraction (–) and equals (=) as	1NPV-1
Unit 2: ID #R1130 Partitioning to create number bonds	11.1 Have a deep understand 10, including the composition 11.3 Automatically recall (with rhymes, counting or other aid up to 5 (including subtraction number bonds to 10, includin 12.3 Explore and represent par numbers up to 10, including e double facts and how quantit distributed equally.	ing of number to of each number. hout reference to ls) number bonds facts) and some g double facts. atterns within evens and odds, ies can be	3-4 year olds: Solve real world mathematical problems with numbers to 5. <u>Reception</u> : Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.	up	Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (ii) represent and use number bonds and related subtraction facts within 20 (iv) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 - $\Box$ = 9	1NF-1 1AS-1, 1AS-2

			SHAPES (A)			
Units	Early Learning Goals		Development Matters statements	Year	1 Nat. Curr. outcomes	Ready-to- Progress criteria
Unit 1: ID #R1192 Symmetry and 2-D shape	N/A	<u>3-4 year o</u> them. For and wallpa 'spotty', 'th <u>Reception</u> to develop create rep	Ids: Talk about and identify the patterns around example: stripes on clothes, designs on rugs aper. Use informal language like 'pointy', blobs' etc. : Select, rotate and manipulate shapes in order o spatial reasoning skills. Continue, copy and reating patterns.	Geometry: Properti (i) recognise and na including: 2-D shap squares), circles and Y2 Geometry: Prop (i) identify and desc including the numb vertical line	ies of shape ime common 2-D and 3-D shapes, es [for example, rectangles (including d triangles] erties of shape cribe the properties of 2-D shapes, er of sides and line symmetry in a	1G-1
			EXPLORING ADDITIO	N		
Units	Early Learning Go	als	Development Matters statem	ents	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria
Unit 1: ID #R1124 How many? Count on to add	<ul> <li>11.1 Have a deep understan number to 10, including the composition of each numbe</li> <li>11.2 Subitise (recognise qua without counting) up to 5.</li> <li>12.1 Verbally count beyond recognising the pattern of th counting system.</li> <li>12.2 Compare quantities up different contexts, recognisi one quantity is greater than or the same as the other quantity</li> </ul>	ding of r. ntities 20, ne to 10 in ng when , less than antity.	<u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <u>Reception</u> : Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers.		Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs (iii) add and subtract one-digit and two-digit numbers to 20, including zero	1AS-2
Unit 2: ID #R1152 Counting on	11.1 Have a deep understan number to 10, including the composition of each numbe 12.1 Verbally count beyond recognising the pattern of th counting system.	ding of <u>3</u> c r. p 20, o ne n <u>R</u> it t	<u>-4 year olds</u> : Develop fast recognition of up to 3 o ounting. Say one number from each item in order ast 5. Know that the last number reached when c f objects tells you how many there are in total. Sh umbers' up to 5. Link numerals and amounts, sho umber of objects to match the numeral. <u>eception</u> : Count objects and actions. Subitise. Lin s cardinal number value, to 5 and beyond. Unders nan/one less than' relationship between consecuti	bjects without . Recite numbers ounting a small set now 'finger wing the right	Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs (iii) add and subtract one-digit and two-digit numbers to 20, including zero	1AS-2

TIME						
Units	Early Learning Goals	Development Matters statements	Year 1 National Curriculum outcomes	Ready-to- Progress criteria		
Unit 1: ID #R1182 Introducing and telling the time	<ul> <li>11.1 Have a deep understanding of number to 10, including the composition of each number.</li> <li>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<u>3-4 year olds:</u> Recite numbers past 5. Compare quantities using language: 'more than', 'fewer than'. <u>Reception</u> : Count objects and actions. Compare numbers. Count beyond ten.	Measurement (i) compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] (ii) measure and begin to record time (iv) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] (v) recognise and use language relating to dates, including days of the week, weeks, months and years (vi) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	n/a		

	EXPLORING SUBTRACTION							
Units	Early Learning Goals	Development Matters stateme	nts	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria			
Unit 1: ID #R1154 Counting back	<ul> <li>11.1 Have a deep understanding of number to 10, including the composition of each number.</li> <li>11.2 Subitise (recognise quantities without counting) up to 5.</li> <li>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>	<u>3-4 year olds:</u> Develop fast recognition of up objects without counting. Say one number f item in order. Recite numbers past 5. Know last number reached when counting a small objects tells you how many there are in tota 'finger numbers' up to 5. Link numerals and showing the right number of objects to mate numeral. <u>Reception</u> : Count objects and actions. Subit numeral with its cardinal number value, to 5 beyond. Understand the 'one more than/on relationship between consecutive numbers.	o to 3 rom each that the set of I. Show amounts, th the ise. Link a and e less than'	Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs (iii) add and subtract one-digit and two- digit numbers to 20, including zero	1AS-2			
Unit 2: ID #R1164	11.1 Have a deep understanding of number to 10, including the composition of each number.	<u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Solve real world mathematical problems with numbers up to 5.	Addition and (i) read, write involving add signs	I Subtraction e and interpret mathematical statements dition (+), subtraction (–) and equals (=)	1NF-1 1AS-1, 1AS-2			

Exploring	11.3 Automatically recall (without	Reception: . Explore the composition of	(ii) represent and use number bonds and related	
number	reference to rhymes, counting or other	numbers to 10. Automatically recall	subtraction facts within 20	
bonds	aids) number bonds up to 5 (including	number bonds for numbers 0–10.	(iv) solve one-step problems that involve addition and	
	subtraction facts) and some number		subtraction, using concrete objects and pictorial	
	bonds to 10, including double facts.		representations, and missing number problems	

	MONEY MATTERS							
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria				
Unit 1: ID #R1188 Introducing money	<ul> <li>11.1 Have a deep understanding of number to 10, including the composition of each number.</li> <li>12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<u>3-4 year olds:</u> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. <u>Reception</u> : Count objects and actions. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Explore the composition of numbers to 10.	Measurement (iii) recognise and know the value of different denominations of coins and notes	1AS-1, 1AS-2				

		SHAPE (B)		
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria
Unit 1: ID #R1196 Exploring 2-D/ 3-D shapes	11.1 Have a deep understanding of number to 10, including the composition of each number.	<u>3-4 year olds:</u> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," –with no pointing. <u>Reception</u> : Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Geometry: Properties of shape (i) recognise and name common 2-D and 3- D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	1G-1

Elm Class – Reception and Year 1

### Spring

	NUMBER AND PLACE VALUE						
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria			
Unit 1: ID #R1214 Counting; Count in 10s from 10 and place value	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5.	<u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <u>Reception:</u> Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	Number and Place value (i) count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (iv) 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	1NF-2 2NPV-1			
Unit 2: ID #R1224 Ordering and comparing numbers	<ul> <li>11.1 Have a deep understanding of number to</li> <li>10, including the composition of each number.</li> <li>11.2 Subitise (recognise quantities without counting) up to 5.</li> <li>12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <u>Reception:</u> Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	Number and Place value (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (iv) 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	1NPV-2 2NPV-1, 2NPV-2			

	WEIGHT							
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria				
Unit 1: ID #R1250 Compare and measure weight	<ul> <li>11.1 Have a deep understanding of number to 10, including the composition of each number.</li> <li>12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<u>3-4 year olds:</u> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinality). Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating toweight <u>Reception:</u> Count objects. Link a numeral with its cardinal number value, to 5 and beyond. Compare	Measurement (i) compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] (ii) measure and begin to record the following: mass/weight	n/a				

	ADDITION & SUBTRACTION (A)							
Units	Early Learning Goals	Development Matters statemen	ts	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria			
Unit 1: ID #R1218 Say numbers 1 or 10 more or less	<ul> <li>11.1 Have a deep</li> <li>understanding of number to</li> <li>10, including the composition</li> <li>of each number.</li> <li>11.3 Automatically recall</li> <li>(without reference to rhymes,</li> <li>counting or other aids)</li> <li>number bonds up to 5</li> <li>(including subtraction facts)</li> <li>and some number bonds to</li> <li>10, including double facts.</li> </ul>	<u>3-4 year olds:</u> Develop fast recognition of up objects, without having to count them individ ('subitising'). Recite numbers past 5. Show 'fir numbers' up to 5. Link numerals and amounts example, showing the right number of objects the numeral, up to 5. Solve real world mather problems with numbers up to 5. <u>Reception:</u> Count objects and actions. Subitis Understand the 'one more than/one less than relationship between consecutive numbers. E composition of numbers to 10. Automatically number bonds for numbers 0–10.	to 3 ually oger :: for s to match natical e. ' xplore the recall	Number and Place value (i) count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (iii) given a number, identify one more and one less (iv) 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	1NPV-1 1NF-2			
Unit 2: ID #R1229 Number bonds; Addition facts	<ul> <li>11.1 Have a deep</li> <li>understanding of number to 10,</li> <li>including the composition of</li> <li>each number.</li> <li>11.3 Automatically recall</li> <li>(without reference to rhymes,</li> </ul>	<u>3-4 year olds:</u> Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Solve real world mathematical problems with numbers up to 5.	Addition ar (i) read, wr addition (+ (ii) represe facts within	nd Subtraction ite and interpret mathematical statements involving ), subtraction (–) and equals (=) signs nt and use number bonds and related subtraction n 20	1NF-1 1AS-1, 1AS-2			

ADDITION & SUBTRACTION (A)						
Units	Early Learning Goals	Development Matters statements		Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria	
	counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Reception: Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.	(iii) add and including z (iv) solve o subtraction and missing	d subtract one-digit and two-digit numbers to 20, ero ne-step problems that involve addition and n, using concrete objects and pictorial representations, g number problems such as 7 - $\Box$ = 9		

	TIME							
Units	Early Learning Goals	Development Matters statements	Year 1 National Curriculum outcomes	Ready-to-Progress criteria				
Unit 1: ID #R1260 Time	N/A	<u>3-4 year olds:</u> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' <u>Reception:</u> N/A	<ul> <li>Measurement</li> <li>(i) compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]</li> <li>(ii) measure and begin to record time in hours, minutes, seconds</li> <li>(iv) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>(v) recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>(vi) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	n/a				

	ADDITION & SUBTRACTION (B)							
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria				
Unit 1: ID #R1232 Add by counting on or using facts	<ul> <li>11.1 Have a deep</li> <li>understanding of number to</li> <li>10, including the composition</li> <li>of each number.</li> <li>11.3 Automatically recall</li> <li>(without reference to rhymes,</li> <li>counting or other aids)</li> </ul>	<u>3-4 year olds:</u> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match	Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs (ii) represent and use number bonds and related subtraction facts within 20	1NF-1 1AS-1, 1AS-2				

	ADDITION & SUBTRACTION (B)								
Units	Early Learning Goals	Development Matters statements	Development Matters statements Year 1 Nat.		Ready-to-Progress criteria				
	number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. <u>Reception:</u> Count objects and actions. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.	(iii) add and sub numbers to 20, (iv) solve one-st and subtraction pictorial represe problems such a	tract one-digit and two-digit including zero ep problems that involve addition , using concrete objects and entations, and missing number as 7 - $\Box$ = 9					
Unit 2: ID #R1238 Count back; find 10/20/30 more/less	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (withou reference to rhymes, counting o other aids) number bonds up to (including subtraction facts) and some number bonds to 10, including double facts.	<ul> <li><u>3-4 year olds:</u> Develop fast recognition of up to 3 obje having to count them individually ('subitising'). Show 'f up to 5. Link numerals and amounts: for example, show number of objects to match the numeral, up to 5. Solve mathematical problems with numbers up to 5.</li> <li><u>Reception:</u> Count objects and actions. Subitise. Under more than/one less than' relationship between consect Explore the composition of numbers to 10. Automatica number bonds for numbers 0–10.</li> </ul>	cts, without finger numbers' wing the right e real world rstand the 'one sutive numbers. ally recall	Addition and Subtraction (i), (ii), (iii), (iv) as above	1AS-2, 2AS-3				

	MONEY								
Units	Early Learning Goals	Development Matters statements		Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria				
Unit 1: ID #R1278 Money role play	<ul> <li>11.1 Have a deep understanding of number to 10, including the compositi of each number.</li> <li>11.3 Automatically recall (without reference to rhymes, counting or othe aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>12.1 Count beyond 20, recognising the pattern of the counting system.</li> <li>12.2 Compare quantities up to 10 in different contexts, recognising when o quantity is greater than, less than or the same as the other quantity.</li> </ul>	3-4 year olds:Develop fast recognition of up to 3 objects without counting. Say one number from a item in order. Recite numbers past 5. Know that last number reached when counting a small set or objects tells you how many there are in total. Sha 'finger numbers' up to 5. Link numerals and amo showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities us language: 'more than', 'fewer than'.neReception: Count objects and actions. Subitise. L numeral with its cardinal number value, to 5 and beyond. Compare numbers	each the ow unts, ing ink a	Addition and Subtraction (i) read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (ii) represent and use number bonds and related subtraction facts within 20 (iii) add and subtract one-digit and two- digit numbers to 20, including zero Measurement (iii) recognise and know the value of different denominations of coins and notes	1NF-1 1AS-2 2AS-3				

	PATTERNS							
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria				
Unit 1: ID #R1280 Counting in 2s	<ul> <li>11.1 Have a deep understanding of number to 10, including the composition of each number.</li> <li>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<u>3-4 year olds:</u> Solve real world mathematical problems with numbers up to 5. Talk about and identify the patterns around them. Notice and correct an error in a repeating pattern. <u>Reception:</u> Count objects, actions and sounds. Count beyond ten. Continue, copy and create repeating patterns	<ul> <li>Number and Place value</li> <li>(ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>Multiplication and Division</li> <li>(i) 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.</li> </ul>	1NF-2				

	PATTERNS							
Units	Early Learning Goals		Development Matters statements		Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria		
Unit 2: ID #R1284 Even and odd; double and halve	None, but the key mathematical topic of <b>pattern</b> is covered, as in <b>Development</b> <b>Matters.</b>	3-4 yea them. I and wa 'spotty stick, le repeati Recept	r olds: Talk about and identify the patte For example: stripes on clothes, designs of Ilpaper. Use informal language like 'poin ', 'blobs' etc. Extend and create ABAB pa eaf, stick, leaf. Notice and correct an erro ng pattern. ion: Continue, copy and create repeating	rns around on rugs ty', tterns – or in a	Multiplication and Division (i) 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.	n/a		

	SHAPES							
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria				
Unit 1: ID #R1290 Exploring 3-D shapes	11.1 Have a deep understanding of number to 10, including the composition of each number.	<u>3-4 year olds:</u> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.	Geometry: Properties of shape (i) recognise and name common 2-D and 3- D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	1G-1, 1G-2				
		<u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Geometry: Position and direction (i) describe position, direction and movement, including whole, half, quarter and three-quarter turns.					

Elm Class – Reception and Year 1

#### Summer

	NUMBER AND CALCULATION							
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria				
Unit 1: ID #R1302 Building on 10	<ul> <li>11.1 Have a deep</li> <li>understanding of number to</li> <li>10, including the</li> <li>composition of each number.</li> <li>12.2 Compare quantities up</li> <li>to 10 in different contexts,</li> <li>recognising when one</li> <li>quantity is greater than, less</li> <li>than or the same as the</li> <li>other quantity.</li> </ul>	<u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <u>Reception:</u> Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers.	Number and Place value (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	1AS-2 2AS-3				
Unit 2: ID #R1304 Place value and patterns within 100	<ul> <li>12.1 Verbally count beyond</li> <li>20, recognising the pattern of the counting system.</li> <li>12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <u>Reception:</u> Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers	Addition and Subtraction (ii) represent and use number bonds and related subtraction facts within 20 (iii) add and subtract one-digit and two-digit numbers to 20, including zero	1NF-1 1AS-2 2AS-3				

MEASURES						
Units	Early Learning Goals	Development Matters statements	Year 1 National Curriculum outcomes	Ready-to-Progress criteria		
Unit 1: ID #R1382 Exploring measures: inside and out	12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>3-4 year olds:</u> Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length and capacity. <u>Reception</u> : Compare numbers. Compare length	<ul> <li>Addition and Subtraction</li> <li>(iv) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 - □ = 9</li> <li>Measurement</li> <li>(i) compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>(ii) measure and begin to record the following: lengths and heights; capacity and volume</li> </ul>	2AS-2		

	CALCULATION AND MONEY							
Units	Early Learning Goals		Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria			
Unit 1: ID #R1308 Games and money	<ul> <li>11.1 Have a deep</li> <li>understanding of number to</li> <li>10, including the composition</li> <li>of each number.</li> <li>11.2 Subitise (recognise</li> <li>quantities without counting)</li> <li>up to 5.</li> <li>12.1 Verbally count beyond</li> <li>20, recognising the pattern of</li> <li>the counting system.</li> </ul>	<u>3-4 year olds:</u> De counting. Say on past 5. Know that of objects tells y numbers' up to 9 number of object symbols and ma language: 'more <u>Reception:</u> Count its cardinal numbers	evelop fast recognition of up to 3 objects without e number from each item in order. Recite numbers at the last number reached when counting a small set ou how many there are in total. Show 'finger 5. Link numerals and amounts, showing the right ts to match the numeral. Experiment with their own rks as well as numerals. Compare quantities using than', 'fewer than'. t objects and actions. Subitise. Link a numeral with ber value, to 5 and beyond. Compare numbers. position of numbers to 10.	Number and Place value (ii) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Addition and Subtraction (ii) represent and use number bonds and related subtraction facts within 20 (iii) add and subtract one-digit and two-digit numbers to 20, including zero	1NF-1 1AS-2 2AS-3			
Unit 2: ID #R1320 Equivalence and money	11.1 Have a deep understandin, 10, including the composition o 11.3 Automatically recall (witho rhymes, counting or other aids)	g of number to f each number. out reference to number bonds	<u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral.	Addition and Subtraction (ii) represent and use number bonds and related subtraction facts within 20 (iii) add and subtract one-digit and two- digit numbers to 20, including zero	1NF-1 1AS-2 2AS-2			

CALCULATION AND MONEY						
Units	Early Learning Goals		Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria	
	up to 5 (including subtraction fa number bonds to 10, including 12.3 Explore and represent patt numbers up to 10, including evo double facts and how quantitie distributed equally.	acts) and some double facts. terns within ens and odds, s can be	Solve real world mathematical problems with numbers up to 5. <u>Reception:</u> Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.	Measurement (iii) recognise and know the value of different denominations of coins and notes		

ADDITION AND SUBTRACTION								
Units	Early Learning (	Goals	Development Matters statements		Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria		
Unit 1: ID #R1332 Number bonds	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		<u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Solve real world mathematical problems with numbers up to 5. <u>Reception:</u> Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.		Addition and Subtraction (ii) represent and use number bonds and related subtraction facts within 20 (iii) add and subtract one-digit and two-digit numbers to 20, including zero	1NF-1 1AS-2 2AS-1		
Unit 2: ID #R1328 Add/subtract 1-digit numbers and money	<ul> <li>11.1 Have a deep</li> <li>understanding of number to</li> <li>10, including the</li> <li>composition of each</li> <li>number.</li> <li>11.3 Automatically recall</li> <li>(without reference to</li> <li>rhymes, counting or other</li> <li>aids) number bonds up to 5</li> <li>(including subtraction facts)</li> </ul>	<u>3-4 year olds:</u> De objects, without h ('subitising'). Reci numbers' up to 5. example, showing match the numer mathematical pro <u>Reception:</u> Count Understand the 'o relationship betw	velop fast recognition of up to 3 having to count them individually te numbers past 5. Show 'finger . Link numerals and amounts: for g the right number of objects to al, up to 5. Solve real world oblems with numbers up to 5. objects and actions. Subitise. one more than/one less than' reen consecutive numbers. Explore	Addition and Su (i) read, write an involving addition signs (ii), (iii) as above (iv) solve one-st subtraction, using representations as 7 - $\Box$ = 9 Measurement	btraction nd interpret mathematical statements on (+), subtraction (–) and equals (=) e ep problems that involve addition and ng concrete objects and pictorial , and missing number problems such	1NF-1 1AS-2 2AS-1		

ADDITION AND SUBTRACTION							
Units	Early Learning (	Goals	Development Matters statements		Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria	
	and some number bonds to 10, including double facts.	the composition of recall number bo	of numbers to 10. Automatically nds for numbers 0–10.	(iii) recognise ar denominations (	nd know the value of different of coins and notes		

	TIME								
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to- Progress criteria					
Unit 1: ID #R1386 Time	<ul> <li>11.1 Have a deep understanding of number to 10, including the composition of each number.</li> <li>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>	<u>3-4 year olds:</u> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' Say one number for each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. <u>Reception</u> : Count objects and actions. Link a numeral with its cardinal number value, to 5 and beyond.	Measurement (i) compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] (ii) measure and begin to record the following: time (hours, minutes, seconds) (iv) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] (v) recognise and use language relating to dates, including days of the week, weeks, months and years (vi) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	n/a					

PATTERNS, GROUPS AND FRACTIONS (A)							
Units	Early Learning Go	als	Development Matters statements	Ye	ar 1 Nat. Curr. outcomes	Ready-to-Progress criteria	
Unit 1: ID #R1362 Counting and calculating by grouping	<ul> <li>11.1 Have a deep understarnumber to 10, including the composition of each number 12.1 Verbally count beyon recognising the pattern of counting system.</li> <li>12.3 Explore and represent within numbers up to 10, i evens and odds, double far how quantities can be dist equally.</li> </ul>	nding of e ver. d 20, the t patterns ncluding cts and ributed	<u>3-4 year olds:</u> Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. <u>Reception:</u> Count objects. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Continue, copy and create repeating patterns	Number an (ii) count, i numerals; and tens Multiplicat (i) solve or multiplicat answer usi representa of the tead	nd Place value read and write numbers to 100 in count in multiples of twos, fives tion and Division re-step problems involving ion and division, by calculating the ng concrete objects, pictorial tions and arrays with the support ther.	1NF-2 2MD-1	
Unit 2: ID #R1368 Fractions	12.3 Explore and represent patterns within numbers up to 10, including evens and	<u>3-4 year ol</u> one numbe number re are in tota	ds: Develop fast recognition of up to 3 objects without countir er from each item in order. Recite numbers past 5. Know that ached when counting a small set of objects tells you how many l. Show 'finger numbers' up to 5. Link numerals and amounts,		Fractions (i) recognise, find and name a half as one of two equal parts of an object, shape or quantity	n/a	

PATTERNS, GROUPS AND FRACTIONS (A)								
Units	Early Learning Goals		Development Matters statements Ye		ear 1 Nat. Curr. outcomes	Ready-to-Progress criteria		
	odds, double facts and how quantities can be distributed equally.	showing th mathemat language: ' <u>Reception:</u> value, to 5	e right number of objects to match the numeral. Solve real ical problems with numbers up to 5. Compare quantities usi more than', 'fewer than'. Count objects. Subitise. Link a numeral with its cardinal nu and beyond. Compare capacity.	world ng mber	(ii) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity			

PATTERNS, GROUPS AND FRACTIONS (B)									
Units	Early Learning Go	oals	Development Matters statements		Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria			
Unit 1: ID #R1374 Doubling and halving	<ul> <li>11.3 Automatically recall</li> <li>(without reference to rhymes, counting or other aids) number</li> <li>bonds up to 5 (including</li> <li>subtraction facts) and some</li> <li>number bonds to 10, including</li> <li>double facts.</li> <li>12.3 Explore and represent</li> <li>patterns within numbers up to</li> <li>10, including evens and odds,</li> <li>double facts and how quantities</li> <li>can be distributed equally</li> </ul>		<u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Solve real world mathematical problems with numbers up to 5. <u>Reception:</u> Count objects. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.		Multiplication and Division (i) 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. Fractions (i) recognise, find and name a half as one of two equal parts of an object, shape or quantity	n/a			
Unit 2: ID #R1390 Position and shape; Grouping	None, but the key mathematical topic of <b>shape</b> is covered, as in <b>Development</b> <b>Matters.</b>	3-4 year olds: Understand position through words alone – for example, "The bag is under the table," –with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a		Number and Place v (ii) count, read and multiples of twos, fi Multiplication and D (i) solve one-step pr division, by calculat pictorial representa teacher. Geometry: Properti	value write numbers to 100 in numerals; count in ives and tens Division roblems involving multiplication and ing the answer using concrete objects, tions and arrays with the support of the es of shape	1NF-2 1G-1 2MD-1			

PATTERNS, GROUPS AND FRACTIONS (B)								
Units	Early Learning Goals	Development Matters stat	tements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria			
	triangula make new <u>Receptio</u> in order t Compose recognise it, just as	r prism for a roof etc. Combine shapes to w ones - an arch, a bigger triangle etc. <u>n:</u> Select, rotate and manipulate shapes to develop spatial reasoning skills. e and decompose shapes so that children e a shape can have other shapes within numbers can.	<ul> <li>(i) recognise and na</li> <li>2-D shapes [for exar and triangles]; 3-D s cubes), pyramids an</li> <li>Geometry: Position</li> <li>(i) describe position</li> <li>half, quarter and th</li> </ul>	me common 2-D and 3-D shapes, including: mple, rectangles (including squares), circles shapes [for example, cuboids (including nd spheres]. and direction n, direction and movement, including whole, ree-quarter turns.				

	SHAPE AND DATA										
Units	Early Learning Goals	Development Matters statements	Year 1 Nat. Curr. outcomes	Ready-to-Progress criteria							
Unit 1: ID #R1394 Developing data handling	N/A	<u>3-4 year olds:</u> Understand position through words alone – for example, "The bag is under the table," –with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. <u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Measurement (i) compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]; time [for example, quicker, slower, earlier, later] (ii) measure and begin to record the following: capacity and volume; time (hours, minutes, seconds) (v) recognise and use language relating to dates, including days of the week, weeks, months and years	n/a							