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|  | **Understanding number** | **Measuring lengths** |
|  | Unit 1 | Unit 2 | Unit 1 |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Numerals, counting and place value | Number sequences and comparing | Compare/measure length and height |
| **Step 1** | 1a *Explore cardinal, ordinal and nominal numbers in number-rich indoor and outdoor environments* | 3b *Used a variety of objects to measure; beginning to understand the need to repeat the same physical unit without any gaps when measuring*3c *Make estimates and comparisons with measures* |
| 1b *Recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond*1e *Use counting sequence and 1-to-1 correspondence to count sets reliably* | 1d *Experience the counting sequence of numbers in different ways* |
| **Step 2** | 2a *Read, write and interpret larger numbers, using digits and words* | 3b *Explore measuring, using counting, measuring equipment and calculating;* *choose the most appropriate method to measure*3c *Estimate and measure, using non-standard units, before progressing onto standard units* |
| 2b *Understand the value of a number can be determined by the position of the digits* | 1e *Order and sequence numbers; count on and back in step sizes of whole numbers* |
|  | Outcomes:ELGs: 11.1, 11.2, 12.1Y1 Nat Curr: N-PV i, ii, iv, v | Outcomes:ELGs: 11.1, 12.1, 12.2Y1 Nat Curr: N-PV i, ii, iv | Outcomes:ELGs: 12.1, 12.2Y1 Nat Curr: Meas i, ii |

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|  | **Place Value and Partitioning** | **Shapes (A)** |
|  | Unit 1 | Unit 2 | Unit 1 |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | 1 more/less; 10 more/less | Partitioning to create number bonds | Symmetry and 2-D shapes |
| **Step 1** | 1g *Communicate how sets change when objects are added to and taken away from them* | 3d *Explore, compare, and use the general language of shapes through investigative play* |
| 1e *Use counting sequence and 1-to-1 correspondence to count sets reliably* | 1f *Explore forming a quantity in different ways, using combinations of objects or quantities* |
| **Step 2** | 1i *Explore additive relationships, using a range of representations* | 3e *Explore 2-D and 3-D shapes and their properties in a range of contexts*3f *Explore reflective symmetry in a range of contexts* |
| 1e *Order and sequence numbers; count on and back in step sizes of whole numbers* | 2b *Use equals sign to indicate that both sides of a number sentence have the same value*2d *Find missing numbers when number bonds are not complete* |
|  | Outcomes:ELGs: 11.1, 11.2, 12.1Y1 Nat Curr: N-PV i, ii, iii; N-AS i | Outcomes:ELGs: 11.1, 11.3, 12.3Y1 Nat Curr: N-AS i, ii, iv | Outcomes:ELGs: n/aY1 Nat Curr: Geom: PoS i |

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|  | **Exploring addition** | **Time** |
|  | Unit 1 | Unit 2 | Unit 1 |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | How many? Count on to add | Adding | Introducing and telling the time |
| **Step 1** | 1e *Use counting sequence and 1-to-1 correspondence to count sets reliably* 1f *Explore forming a quantity in different ways, using combinations of objects or quantities* 1g *Communicate how sets change when objects are added to and taken away from them.* | 3a *Understand and apply the language of time in relation to my daily life* |
| **Step 2** | 1i *Explore additive relationships, using a range of representations* | 3a *Begin to tell the time using a variety of devices; explore and used different ways of showing the passing of time* |
|  | 2c *Explore commutativity with addition* |
|  | Outcomes:ELGs: 11.1, 11.2, 12.1, 12.2Y1 Nat Curr: N-AS i, iii, iv | Outcomes:ELGs: 11.1, 12.1Y1 Nat Curr: N-AS i, iii | Outcomes:ELGs: 11.1, 12.1, 12.2Y1 Nat Curr: Meas i, ii, iv, v, vi |

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|  | **Exploring subtraction** | **Money Matters** |
|  | Unit 1 | Unit 2 | Unit 1 |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Counting back | Exploring number bonds | Introducing money |
| **Step 1** | 1d *Experience the counting sequence of numbers in different ways, reciting forwards and backwards*1f *Explore forming a quantity in different ways, using combinations of objects or quantities* 1g *Communicate how sets change when objects are added to and taken away from them.* | 1i *Use money, and the language of money, in play and real-life situations and understand the need to exchange money for items.* |
| **Step 2** | 1i *Explore additive relationships, using a range of representations* | 1l *Understand the equivalence and value of coins and notes to make appropriate transactions in role play.*1i *Explore additive relationships, using a range of representations* |
|  | 2d *Find missing numbers when number bonds are not complete* |
|  | Outcomes:ELGs: 11.1, 11.2, 12.1Y1 Nat Curr: N-AS i, ii, iv | Outcomes:ELGs: 11.1, 11.3Y1 Nat Curr: N-AS i, ii, iv | Outcomes:ELGs: 11.1, 12.2Y1 Nat Curr: N-AS ii, iv; Meas iii |

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|  | **Shapes (B)** |
|  | Unit 1 |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|  | Explore 2-D and 3-D shapes |
| **Step 1** | 3d *Explore, compare, and use the general language of shapes through investigative play* |
| **Step 2** | *3e Explore 2-D and 3-D shapes and their properties in a range of contexts**4b Sort and classify using more than one criterion, including the use of Carroll diagrams* |
|  | Outcomes:ELGs: 11.1Y1 Nat Curr: Geom: PoS i |