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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, 12.1  Y1 Nat Curr: N-PV i, ii, iv, v | | | | | | Outcomes:  ELGs: 11.1, 12.1, 12.2  Y1 Nat Curr: N-PV i, ii, iv | | | | | Outcomes:  ELGs: 12.1, 12.2  Y1 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, 12.1  Y1 Nat Curr: N-PV i, ii, iii; N-AS i | | | | | | Outcomes:  ELGs: 11.1, 11.3, 12.3  Y1 Nat Curr: N-AS i, ii, iv | | | | | Outcomes:  ELGs: n/a  Y1 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, 12.2  Y1 Nat Curr: N-AS i, iii, iv | | | | | | Outcomes:  ELGs: 11.1, 12.1  Y1 Nat Curr: N-AS i, iii | | | | | Outcomes:  ELGs: 11.1, 12.1, 12.2  Y1 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, 12.1  Y1 Nat Curr: N-AS i, ii, iv | | | | | | Outcomes:  ELGs: 11.1, 11.3  Y1 Nat Curr: N-AS i, ii, iv | | | | | Outcomes:  ELGs: 11.1, 12.2  Y1 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: 11.1  Y1 Nat Curr: Geom: PoS i | | | | |