

Summer 1		
	Year 1	Reception
16 th April	Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify 10s and 1s	Children count to 100 as a whole class and begin to count further independently. They write numbers to make the longest counting snake ever! Children rehearse the fact that teen numbers are made of 10 and some more and write addition sentences to show this. They also blast off to space to explore planets and rehearse counting back from 20, reinforcing the order of numbers to 20.
23 rd April	Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers; add pairs of 1-digit numbers with totals above 10; sort out additions into those you 'just know' and those you need to work out	This week will focus on common 2D and 3D shapes. Children distinguish between solid (3D) shapes and flat (2D) shapes. They explore the properties of 2D shapes, looking at their sides (straight or curved), the number of corners and whether they are symmetrical. They then explore the properties of 3D shapes, looking at whether they slide or roll or can do both. Children look at the faces and vertices of the shapes and at whether they can stack or not. The week summarises and concludes all the work on shape in Reception.
30 th April	Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers Mastery Checkpoint There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: <ul style="list-style-type: none"> Add 1-digit and 2-digit numbers to 20, including adding three small numbers using pairs to 10 and doubles 	Children double numbers to 5 and halve even numbers to 10, using objects, the image of twins and balancing scales. They share objects between two children, begin to see this as halving, and then share objects between four children.
7 th May	Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity Mastery Checkpoint There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: <ul style="list-style-type: none"> Compare, describe and solve practical problems, e.g. by direct comparisons for lengths and heights, weight and capacity 	In this week, children begin to learn to count in 2s, 5s and 10s. They count sets of objects, including fingers, using 'clever counting' instead of counting in 1s. They learn the pattern of counting 2s, 5s and 10s, recognising that 10s numbers, for example, all end in 0. They sort numbers into odd and even numbers, and revisit doubles and halves.
14 th May	Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes and begin to know $2/2=1$, $4/4=1$ and $2/4=1/2$; recognise, name and know value of coins 1p-£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins Mastery Checkpoint There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity 	This week children revisit the days of the week, making sure that they know these and can put them in order. They also talk about how we measure time in different ways, and come to understand units: months, days, weeks, hours, minutes and seconds. They learn to recognise o'clock times on analogue and digital clocks and match these to key events in their daily routine and in stories.
21 st May	Recap and Assessment	
Summer 2		
4 th June	Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between two numbers; identify 10s and 1s in 2-digit numbers and solve place-value additions Mastery Checkpoint There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: <ul style="list-style-type: none"> Compare and order 2-digit numbers and say a number between two numbers Locate 2-digit numbers on a 1-100 grid and beaded line 	This week is all about counting, ensuring all children can count on and back to/from any number to 20. Children also rehearse counting to 100 and begin to cement in the patterns of numbers in the count and the special 'tens' numbers. They are introduced to counting in 10s to 100.
11 th June	Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10	Children find one more and one less than numbers up to 20, linking this to adding and subtracting 1. They count on 2, 3 or 4 from a hidden quantity (e.g. cars in a car park, pennies in a tin, bears in a cave) so that they cannot recount the first quantity but must add by

	<p>Mastery Checkpoint</p> <p>There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:</p> <ul style="list-style-type: none"> Count in multiples of 2s to 20 and beyond, spotting patterns Begin to multiply by 2, 5 and 10 by counting in 2s, 5s and 10s, using repeated addition and spotting patterns Count in 2s, 5s and 10s to solve grouping problems Solve 1-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Count in multiples of 5s and 10s to 50 and beyond and know that multiples of 5 end in 0 or 5 Begin to multiply by 2, 5 and 10 by counting in 2s, 5s and 10s, using repeated addition and spotting patterns Count in 2s, 5s and 10s to solve grouping problems Solve 1-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	<p>counting on. They count back where the remaining quantity is hidden in order to encourage counting back. They read and match number sentences to practical problems. A number track is used to support counting on to give totals up to 20 and counting back from numbers up to 20.</p>
18 th June	<p>Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks; revise months of the year; read, interpret and create a pictogram; begin to recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and name simple 2D shapes and continue repeating patterns</p> <p>Mastery Checkpoint</p> <p>There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:</p> <ul style="list-style-type: none"> Tell the time to the hour and half past the hour on digital and analogue clocks and draw the hands on a clock face to show these times Recognise and name common 2D shapes (square, triangle, rectangle, circle and semi-circle) and 3D shapes (cube, cuboid, cone and sphere) in order to begin to compare and sort Demonstrate an understanding of repeating patterns, including shape and number, by describing, reproducing and extending 	<p>The first three days this week are about money. Children revise and learn all the coins from 1p to £2. They name, describe and begin to order the coins according to value. They move on to making small amounts and making the value of a coin using other coins. The final two sessions teach children to subtract by counting back. They subtract small amounts (1–3) by counting back on their fingers. They begin to recognise and write subtraction sentences.</p>
25 th June	<p>Use number facts to add and subtract 1-digit numbers to and from 2-digit numbers; find change from 10p and from 20p</p> <p>Mastery Checkpoint</p> <p>There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:</p> <ul style="list-style-type: none"> Bridge 10 when adding pairs of 1-digit numbers Add 1-digit and 2-digit numbers to 20, including using number facts to add 1-digit numbers to 2-digit numbers Subtract 1-digit and 2-digit numbers to 20, including using number facts to subtract 1-digit numbers from 2-digit numbers Find change from 10p and 20p using counting up and number facts 	<p>Children explore measures: lengths, weights and capacities, learning to compare each of these using direct comparison. In each case they then progress to using uniform non-standard units to measure a length, height, capacity or weight. They are encouraged to move on to compare more than two lengths using uniform non-standard units.</p>
2 nd July	<p>Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify 10s and 1s in 2-digit numbers; say or write 1 more and 1 less and 10 more and 10 less than any number to 100; explore patterns in 10s, 5s and 2s on a 9×9 grid; count in tens from any given number</p> <p>Mastery Checkpoint</p> <p>There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:</p>	<p>Children partition five, six and ten objects into two groups in order to find all the pairs of numbers with totals of 5, 6 and 10. The matching additions are recorded and read. Children count on 1, 2, 3 or 4 from any number to give totals up to 20, and begin to count back 1, 2 or 3 from numbers up to 20.</p>

	<ul style="list-style-type: none"> • Identify 10s and 1s in 2-digit numbers, and say how many 10s and 1s in a given 2-digit number • Say the number 1 or 10 more or 1 or 10 less than any number up to 100 • Find 10 more than any number to 90 by counting on in 10s rather than counting on in 1s • Find 10 less than any number to 100 by counting back in 10s rather than counting back in 1s 	
9 th July	Revisit and recap	
16 th July	Assessment	
23 rd July		