

Wk	Spring 1
11	This week the children return to counting. They count to 100 and compare and order numbers to 20. It's an opportunity to check that children can subitise numbers to 6 and that everyone understands conservation of number. Children estimate numbers of objects and images and begin to understand that teen numbers are 10 plus some more.
12	Children play with, explore and identify patterns, including line symmetry in images and simple shapes. They create and extend repeating patterns involving two, three and four items, including images and objects. They identify simple linear patterns. Children recognise and identify odd and even numbers and count in 2s from an even number.
13	Children will begin to partition sets of ten objects and learn the number pairs to 10. They will use dinosaurs to count and match objects to number sentences, beginning to use the language 'add', 'more than', 'equals'. Children will also use practical activities and objects to double; they will read doubling stories. Children will be introduced to halving and have a teddy bears' picnic where everything is shared in half!
14	Children learn how we can time events, and the fact that some events take longer than others. Gradually they improve their understanding of how time is measured, and recognise units of time: seconds, minutes, hours, days, months and years. They recognise and identify common 3D shapes learning to name cubes, spheres, cuboids, cones, pyramids and cylinders. They start to describe the properties of these 3D shapes, including the 2D shapes of their flat faces.
15	Children explore lengths, heights and weights, learning to compare each of these, using direct comparison. Children lay lengths alongside each other, understanding the need for a baseline, and do the same with three items of different heights. They then learn to measure a length or height using a non-standard uniform unit, such as a crayon or footprint. Children compare items of the same size but different weight using balances and then measure these using uniform non-standard units such as conkers or pebbles.
Wk	Spring 2
16	This week children compare and order numbers to 20. We check that children can match a numeral to 20 with the same number of objects in a set. Children estimate numbers of objects and images and begin to understand that teen numbers are ten plus some more.
17	This week the children will familiarise themselves with coins and our money. They will begin to learn the value of coins and to compare and order them according to value. They will learn their names and begin to play with money in a shop / bank / post office context.
18	This week children will rehearse comparing numbers to 10 and 20 and identifying the largest and smallest set. They will relate this to the numerals. They will also rehearse ordering numbers to 10 and 20 using the pegged number line. They will identify the larger and the smaller of two numbers using position on the line as a guide. Then they move onto using a 1-20 number track to say the next number and the number before any number. They will relate this to one more and one less. They begin to write addition and subtraction sentences to match one more/less.
19	This week children are revisiting the days of the week, reciting the names and ordering them and will use language related to time such as 'yesterday', 'today' and 'tomorrow'. They will begin to recognise o'clock times on analogue and digital clocks and match these to key events in their daily routine and in stories. Children will also use the language of position and direction, including 'left' and 'right' in the context of games.
20	This week is all about partitioning numbers and finding pairs of numbers that total the number. The children begin to learn their bonds to 5, 6, 7, 8 and 10. They also start matching sets of objects to addition sentences and begin to see that addition is commutative, i.e. $5 + 3$ is the same as $3 + 5$. Children are also introduced to the subtraction sign, using knowledge of bonds (if appropriate for your class).

