Autumn Term 1   Team Dahl

Week	Day	Unit	Objective(s)
1	1		PD Day
	2		No maths. First day back at school
	3		Sort objects (Y1); Numbers to 20 (Y2)
	4		Count objects (Y1); Count objects to 100 by making 10s (Y2)
	5		Count objects from a larger group (Y1); Recognise tens and ones (Y2)
2	1		Represent objects (Y1); Use a place value chart (Y2)
	2		Recognise numbers as words (Y1); Write numbers to 100 in words (Y2)
	3		Count on from any number (Y1); Partition numbers to 100 (Y2)
	4		I more (Y1); Flexibly partition numbers to 100 (Y2)
	5		Count backwards within 10 (Y1); Write numbers to 100 in expanded form (Y2)
3	1	Place Value	The number line (Y1); 10s on the number line to 100 (Y2)
	2		1 less (Y1); 10 and ones on the number line to 100 (Y2)
	3		Compare groups by matching (Y1); Estimate numbers on a number line (Y2)
	4		Fewer, more, same (Y1)
	5		Less than, greater than, equal to (Y1)
4	1		Compare objects (Y2)
	2		Compare numbers (Y1); Compare numbers (Y2)
	3		Order objects and numbers (Y1); Compare objects and numbers (Y2)
	4		Count in 2s, 5s and 10s (Y2)
	5		Count in 3s (Y2)
5	1		Place Value Assessments
	2		Introduce parts and wholes (Y1)
	3		Part whole model (Y1)
	4		Write number sentences (Y1)
	5		Number bonds to 10 (Y1); Bonds to 10 (Y2)
6	1		Number bonds within (Y1)
	2		Systematic number bonds within 10 (Y1)
	3	Addition and Subtraction	Fact families – addition facts (Y1); Fact families – addition and subtraction bonds within 20 (Y2)
	4		Related facts (Y2)
	5		Bonds to 100 (tens) (Y2)
7	1		Addition – add together (Y1); Add and subtract 1s (Y2)
	2		Addition – add more (Y1); Add by making 10 (Y2)
	3		Add three 1-digit numbers (Y2)
	4		Addition problems (Y1); Add to the next 10 (Y2)
	5		Find a part (Y1); Add across a ten (Y2)
8	1		
	2		
	3		Catch up and consolidation
	4		
	5		

Autumn Term 2   Team Dahl

Week	Day	Unit	Objective(s)
1	1	Addition & Subtraction	Subtraction – find a part (Y1); Subtract across 10 (Y2)
	2		Subtraction – take away / cross out (how many left?) (Y1); Subtract from a ten (Y2)
	3		Subtraction – take away – (how many left?) (Y1); Subtract a 1-digit number from a 2 digit number (across a 10) (Y2)
	4		Subtraction on a number line (Y1); 10 more. 10 less (Y2)
	5		Add or subtract 1 or 2 (Y1); Add and subtract 10s (Y2)
2	1	Shape	Recognise and name 2D shapes (Y1)
	2		Sort 2D shapes (Y1)
	3		Count sides on 2D shapes (Y2)
	4		Count vertices on 2D shapes (Y2)
	5		Draw 2D shapes (Y2)
3	1		Sort 2D shapes (Y2)
	2		Lines of symmetry on shapes (Y2)
	3		Use lines of symmetry to complete shapes (Y2)
	4		Recognise and name 3D shapes (Y1)
	5		Count faces on 3D shapes (Y2)
4	5		Count edges on 3D shapes (Y2)
	1		Count vertices on 3D shapes (Y2)
	2		Sort 3D shapes (Y1); Sort 3D shapes (Y2)
	3		Patterns with 2D and 3D shapes; Make patterns with 2d and 3D shapes (Y2)
	4	Addition and Subtraction Y2 only	Add two 2 digit numbers – not across a ten(Y2)
	5		Add two 2-digit numbers – across a ten (Y2)
5	1		Subtract two 2 digit numbers – not across a ten (Y2)
	2		Subtract two 2-digit numbers – across a ten (Y2)
	3		Mixed addition and subtraction (Y2)
	4		Compare number sentences (Y2)
	5		Missing number problems (Y2)
6	1		Assessment, catch up and consolidation
	2		
	3		
	4		
	5		

Spring Term 1   Team Dahl

Week	Day	Unit	Objective(s)	
1	1	Place Value within 20 (Y1) Money (Y2)	Count within 20 (Y1)	Count money – pence (Y2)
	2		Understand 10 (Y1)	Count money – pounds (notes and coins) (Y2)
	3		Understand 11, 12 and 13 (Y1)	Count money – pounds and pence (Y2)
2	1		Understand 14, 15 and 16 (Y1)	Choose notes and coins (Y2)
	2		Understand 17, 18 and 19 (Y1)	Make the same amount (Y2)
	3		Understand 20 (Y1)	Compare amounts of money (Y2)
	4		One more and one less (Y1)	Calculate with money (Y2)
	5		The number line to 20 (Y1)	Make a pound (Y2)
3	1		Use a number line to 20 (Y1)	Find change (Y2)
	2		Estimate on a number line to 20 (Y1)	Two step problems (Y2)
	3		Compare numbers to 20 (Y1)	Assessment, consolidation and catch up
	4		Order numbers to 20 (Y1)	
	5		Assessment	
4	1	Addition and Subtraction	Add by counting on within 20 (Y1)	
	2		Add ones using number bonds (Y1)	
	3		Find and make number bonds to 20 (Y1)	
	4		Doubles (Y1)	
	5		Near doubles (Y1)	
5	1		Subtract ones using number bonds (Y1)	
	2		Subtraction – counting back (Y1)	
	3		Subtraction – finding the difference (Y1)	
	4		Related facts (Y1)	
	5		Missing number problems (Y2)	
6	1		Assessment	
	2	Multiplication and Division	Recognise equal groups (Y1); Recognise equal groups (Y2)	
	3		Make equal groups (Y2)	
	4		Add equal groups (Y1); Add equal groups (Y2)	
	5		Introduce the multiplication symbol (Y2)	
7	1		Multiplication sentences (Y2)	
	2		Make arrays (Y1); Use arrays (Y2)	
	3		Make equal groups – grouping (Y1);Make equal groups – grouping (Y2)	
	4		Make equal groups – sharing (Y1); Make equal groups – sharing (Y2)	
	5			

Spring Term 2 Team Cowell

Week	Day	Unit	Objective(s)	
1	1	Multiplication and Division	Count in 2s (Y1); The 2 times table (Y2)	
	2			Divide by 2 (Y2 ONLY)
	3		Make doubles (Y1); Doubling and halving (Y2)	
	4		Odd and even numbers (Y2)	
	5		Count in 10s (Y1); The 10 times table (Y2)	
2	1			Divide by 10 (Y2 ONLY)
	2		Count in 5s (Y1); The 5 times table (Y2)	
	3			Divide by 5 (Y2 ONLY)
	4		Assessment	Assessment
	5	Length and height	Measure lengths using objects (Y1)	
3	1		Measure in centimetres (Y1); Measure length in centimetres (Y2)	
	2		Measure in metres (Y2)	
	3		Compare lengths and heights (Y1): Compare lengths and heights (Y2)	
	4		Order lengths and heights (Y2)	
	5		Four operations with length and height (Y2 ONLY)	
4	1	Mass and volume (Y1) Mass, capacity and temperature (Y2)	Heavier and lighter (Y1); Compare mass (Y2)	
	2		Measure mass (Y1); Measure in grams (Y2)	
	3		Compare mass (Y1); Measure in kilograms (Y3)	
	4		Four operations with mass (Y2 ONLY)	
	5		Full and empty (Y1); Compare volume and capacity (Y2)	
5	1		Compare volume (Y1); Measure in millilitres (Y2)	
	2		Measure capacity (Y1); Measure in litres (Y2)	
	3		Compare capacity (Y1); Four operations with volume and capacity (Y2)	
	4		Temperature (Y2)	
	5		Good Friday – School Closed	

Summer Term 1 Team Dahl

Week	Day	Unit	Objective(s)	
1	1	Fractions	Introduction to parts and wholes (Y2)	
	2		Equal and unequal parts (Y2)	
	3		Recognise and half of an object or a shape (Y1); Recognise a half (Y2)	
	4		Find a half of an object or a shape (Y1); Find a half (Y2)	
	5		Recognise a half of a quantity (Y1)	
2	1		Find a half of a quantity (Y1)	
	2		Recognise a quarter of an object or a shape (Y1); Recognise a quarter (Y2)	
	3		Find a quarter of an object or a shape (Y1); Find a quarter (Y2)	
	4		Recognise a quarter of a quantity (Y1); Recognise a third (Y2)	
	5		Find a quarter of a quantity (Y1); Find a third (Y2)	
3	1	Place Value within 50 (Y1) Fractions (Y2)	Count from 20 to 50 (Y1)	Find the whole (Y2)
	2		20, 30, 40 and 50 (Y1)	Unit fractions (Y2)
	3		Count by making groups of ten (Y1)	Non-unit fractions (Y2)
	4		Groups of tens and ones (Y1)	Recognise the equivalence of a half and two quarters (Y2)
	5		Partition into tens and ones (Y1)	Recognise three quarters (Y2)
4	1		The number line to 50 (Y1)	Find three quarters (Y2)
	2		Estimate on a number line to 50 (Y1)	Count in fractions up to a whole (Y2)
	3		1 more, 1 less (Y1)	Catch up / consolidation
	4		Assessment	Assessment
	5			
5	1	Y2 assessment ? (Optional SATS?)	Unitising (Y1)	
	2		Recognise coins (Y1)	
	3		Recognise notes (Y1)	
	4		Count in coins (Y1)	
	5			
6	1		Catch up and consolidation	
	2			
	3			
	4			
	5			

Summer Term 2   Team Dahl

Week	Day	Unit	Objective(s)
1	1	Place Value to 100	Count from 50 to 100 (Y1)
	2		Tens to 100 (Y1)
	3		Partition into tens and ones (Y1)
	4		The number line to 100 (Y1)
	5		1 more, 1 less (Y1)
2	1		Compare numbers with the same numbers of tens (Y1)
	2		Compare any two numbers (Y1)
	3		Assessment
	4	Position and Direction	Describe position – left and right (Y1)
	5		Describe position – forwards and backwards (Y1)
3	1		Describe position – above and below (Y1)
	2		Describe turns (Y1); Describe turns (Y2)
	3		Language of position (Y2)
	4		Describe movement (Y2)
	5		Describe movement and turns (Y2)
4	1		Ordinal numbers (Y1); Shape patterns with turns (Y2)
	2		Assessment
	3	Time	O'clock and half past (Y2)
	4		Quarter past and quarter to (Y2)
	5		Tell the time past the hour (Y2)
5	1		Tell the time to the hour (Y2)
	2		Tell the time to five minutes (Y2)
	3		Minutes in an hour (Y2)
	4		Hours in a day (Y2)
	5		Assessment
6	1	Statistics	Make tally charts (Y2)
	2		Tables (Y2)
	3		Block diagrams (Y2)
	4		Draw pictograms (1-1) (Y2)
	5		Interpret pictograms (1-1) (Y2)
7	1		Draw pictograms (2, 5 and 10) (Y2)
	2		Interpret pictograms (2, 5 and 10) (Y2)
	3		
	4		
	5		