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Forton EYFS Mathematics Curriculum

Warm up activities

- Rote counting back from 20
- Counting sounds and actions and keeping track of the count
- Understand and use the terms second, third, fourth and fifth to describe position in a line
- Understand and use the terms forwards, backwards, up, down, turn
- Understand that money can be in the form of coins and notes
- Understand that money can be paid in other ways such as plastic card or using the internet
- Sort coins into sets
- Identify the properties of a 1p coin
- Select the 1p coin from a larger group of mixed coins
- Understand that we can compare the order of events using words such as ' before' and 'after'
- Use the word 'before', understanding that it refers to preceding a particular event or item

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- Use the word 'after', understanding that it refers to following a particular event or item
- Use the word 'between', understanding that it refers to the middle or second of three events
- Use the word 'today', understanding that it refers to the current day
- Use the word 'yesterday', understanding that it refers to the day before today
- Use the word 'tomorrow', understanding that it refers to the day after today
- Name the days of the week (not necessarily in order)
- Join in with rote recital of the days of the week in order

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Autumn 1				
Week 3	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Rote Counting	Rote Counting	Counting Objects	Counting Objects	Shape

		Learning Objectives
Week 3 and 4	Rote counting	Rote count from 1 Rote count on from a given number between 1 and 10 Rote count back from a given number between 0 and 10 Know what number comes before and after a given number Say a number between two given numbers
Week 5 and 6	Counting objects	Understand that counting is to find out how many if you don't already know Use one to one correspondence when counting Understand that the last number said is the number in the set Count up to 10 objects, pictures, sounds and actions Understand and use conservation of number Use the word 'zero' to represent 'none' Compare two sets of different objects saying which set is more, fewer, same, equal Order three or more sets of objects State without counting (subitise) quantities within 5 Make a sensible guess of quantities within 10
Week 7	Shape	Know that shapes can appear in different ways and be different sizes Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle) Talk about shapes using mathematical language (straight, curved, sides)

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		Create pictures with 2-D shapes

Autumn 2						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Number Sense	Number Recognition	Number Graphics	Calculating	Position	Measurement	Money

		Learning Objectives
Week 1	Number sense	Partition a set of objects in different ways using the terminology part-part-whole
Week 2	Number recognition	Recognise and identify numerals 1-10 Select the numeral that represented a set of objects Order numerals 0-10
Week 3	Number graphics	Represent amounts in their own ways, explaining what they mean Represent and explain their thinking in their own ways Write numerals 0 to 10

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Week 4	Calculating	Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part-part-whole Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part-part- whole Relate subtraction to addition in practical situations using the terminology part- part-whole Identify one more and one less than a given number Identify two more and two less than a given number Add two single-digit numbers totalling up to 10, using practical equipment Subtract a single-digit number from a number up to 10, using practical equipment
Week 5	Position	In everyday situations, understand and use the terms: - on top and under(neath) - in front of, behind, next to - above, below Understand and use the terms first and last to describe position in a line
Week 6	Measurement	Order two items by length/height Order two items by weight Order two items by capacity
Week 7	Money	Begin to use everyday language related to money

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Spring 1					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Counting	Counting	Place Value	Calculating	Calculating	Shape

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		Objectives	LAPs breakdown of termly coverage
Week 1 and 2	Counting	• Recite numbers in order to 20 • Count up to ten objects, then beyond, by saying one number name for each item (including coins) • Count out up to six objects from a larger group • Count an irregular arrangement of up to ten objects • Count actions or objects which cannot be moved • Estimate how many objects they can see and check by counting them	• Join in with counting from 1 to 20 • Join in with rote counting up to 20 from a number other than 1 • Rote counting from 1 to a given number up to 20, stopping at the correct place • Rote count from one number to another within 10, starting and stopping at the correct place • Rote count back from 10 • Rote count from 20 to 0 • Know what number comes before or after a given number • Identify the number between two given numbers • Rote count from a given number between 1 and 10 • Understand and use the terms 'before' and 'after' • Understand the term 'between' in a practical context • Count up to 20 objects, moving them as they are counting • Count out a given amount from a greater set • Count up to 20 pictures, marking each as they are counted • Count up to 20 sounds or actions, keeping track as they count • Place a given number of counting on a tens frame in different ways • Know that when objects arranged in a line are spread out or are moved to a different location the total remains the same • Identify quantities of objects up to 5 when placed in a dice or domino arrangement • Identify quantities of objects from 1 to 3 when arranged randomly • Explore arrangements of quantities within 5 using a ten frame • State without counting quantities withing 5 • Know what 10 of different sets of the same objects look like

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			• When shown a group within 10, identify whether it is closer to 5 or 10 • When shown two groups within 10, identify which is the best match for a given umber • Know that bigger objects do not indicate greater amounts • Compare 3 groups of the same object • Use the words 'most' and 'least' to indicate the correct amount • Understand that you can order from most to fewest and fewest to most • Understand and use conservation of number • Use the word 'whole' to describe a set of objects • Partition a whole group into two groups • Use the word 'part' to describe a partitioned set of objects • Count out a group of 10 objects from a greater set • Understand that when a tens frame is full this represents 10 • Arrange a group of 11 to 19 objects into 1 group of 10 plus another group • Understand that when two tens frames are full this represents 20
Week 3	Place Value	• Recognise numerals 1 to 20 • Represent numbers using fingers, marks on paper or pictures • Match numeral and quantity correctly (including coins) • Compare two groups of objects, saying when they have the same number	• Recognise numerals 10 to 20 • Identify a given number from a selection within the range 0 to 15 • Label the amounts from 0 to 15 when in order • Labels the amounts from 0 to 15 when randomly arranged • Put the numbers 0 to 20 in order when all are given • Find the numeral that comes before or after a given numeral • Represent a given amount up to 20 using objects • Represent a given amount up to 20 using own marks • Write numerals 0 to 9 for a given purpose

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		• Use the language of 'more' and 'fewer' to compare two sets of objects • Say the number that is one more than a given number	
Week 4 and 5	Calculating	• Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same • Find one more or one less from a group of up to fifteen objects • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting	• Label the individual groups as parts • Label the combined group of objects as the whole • Understand that when two parts are combined, they make the whole • Know that one more is found by adding one object to an existing group of objects • Recognise that one more is the next number in the counting sequence • Recognise that one less is the next number in the counting sequence when counting back • Understand that two more is one more and another one more • Recognise that two fewer is one fewer and another on fewer • Combine two groups of objects (total within 10) • Remove a given amount from a greater set (total within 10) counting to identify how many are left • Understand that when an amount has been shared equally all parts are the same • Recognise by counting whether an amount has been shared equally or not • Understand that doubling is adding the same number to itself • In real life contexts, use practical equipment to identify the doubles of numbers up to 5

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Week 6	Shape	• Use shapes appropriately for tasks • Begin to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes • Select a particular named shape • Take about the shape of everyday objects (round, tall, curved, straight etc) • Use familiar objects and common shapes to create and recreate patterns and build models • Focus shapes – circle, square, rectangle, hexagon, cube, cuboid, pyramid, sphere, cone, cylinder	• Understand and use the terms 'straight', 'flat', 'curved', 'solid' and 'round' • Understand and use terms 'side' and 'face' • Understand and use the terms 'sharp', 'point(ed)' and 'corner' • Find pairs of shapes that are identical (shape, size, orientation etc) • Find pairs of shapes that are same despite being different sizes and orientations • Recognise that some shapes roll, and some do not • Understand that shapes such as cubes and cuboids are better for building than spheres, cones and pyramids • Understand that cylinders can be used for building if placed in the correct orientation • Build and make models with 3D shapes • Create pictures with 2-D shapes, naming some of the shapes used • Recognise and name a circle, square, triangle, rectangles/oblongs • Identify circles, squares, triangles and rectangles/oblongs • Recognise and name a sphere, cube, cuboid and cone • Identify spheres, cube, cuboids and cones • Understand that 'side' refers to 2D shapes and 'face' refers to 3D shapes • Say what is the same about a given group of shapes

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Spring 2				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**

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Pattern	Time	Measure	Position	Money

		Objectives	LAPs breakdown of termly coverage
Week 1	Pattern	• Understand what a repeating pattern is • Create repeating patterns	• Continue a repeating pattern • Create a repeating pattern from a given description • Create patterns and pictures with 2D shapes
Week 2	Time	• Use everyday language related to time • Order and sequence familiar events • Measure short periods of time in simple ways	• Understand that we can compare the order of events using words such as 'before; and 'after' • Use the words 'before' and 'after' and understand their meaning • Understand and use the words 'today', 'yesterday' and 'tomorrow' • Use the word 'between' and understand if refers to the middle of second of three events • Name the days of the week
Week 3	Measure	• Order two items by length/height • Order two items by weight • Order two items by capacity	• Order a set of three items from longest to shortest, widest to narrowest, tallest to shortest • Compare objects by length • Understand that length/width/height of an item can be represented by a number

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			• Use non-standard units to measure length/width/height to recognise that different results may be obtained when measuring the same item • Understand that the weight of an item can be represented by a number • Use a balancing scale to measure the weight of an item • Use non-standard measure to measure weight • Order a set of containers from most full to least full and least full to most full • Compare the capacity of containers • Understand that the capacity of a container can be presented by a number • Understand that to measure the capacity of a container it needs to be filled using smaller containers
Week 4	Position	• Describe their position such as 'behind' or 'next to'	• Understand and use the term second, third, fourth and fifth to describe position in a line • Use terms forwards and backwards • Use the terms up, down, turn
Week 5	Money	• Begin to use everyday language related to money	• Understand that money can be in the form of notes and coins • Understand that money can be paid in other ways such as a plastic card or using the internet • Sort coins into sets e.g. all 1p coins • Recognise that there are different coins • Identify the properties of 1p coin • Select the 1p coin from a larger group of mixed coins • Select a set of objects to match a given numeral

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			• Understand what the pence sign is • Understand that the number of 1p coins needs to match the number on the price tag

Summer 1					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Counting, comparing and ordering	Understanding Part-Whole, Addition and Subtraction	Fractions	Distance (length, height, width) and Weight	Capacity/Volume and Money	Shape and Sorting

		Learning Objectives	Related Learning
Week 1	Counting, comparing and ordering	**Rote count from one number to another within 20, starting and stopping at the correct place.**	Rote count back from one number to another within 10, starting and stopping at the correct place.

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		Rote count back from one number to another within 20, starting and stopping at the correct place. **Say the number between two given numbers within 20 e.g. what number is between 12 and 14?** **Say a number between two given numbers within 10 e.g. tell me a number between 4 and 8.** **Count up to 20 pictures without marking using a strategy such as starting at one side, ensuring that all pictures are included and that none have been counted more than once.** **State without counting (subitise) quantities within 5 *(because some amounts may not need to be counted)*** **Make a sensible guess of quantities within 10** **Order three or more sets of objects** Order numerals 0-20 **Order a random set of numerals within the range 0-20**	Join in with rote counting back from 20 to a number other than 0 Recognise and identify numerals 0-20 Write numerals to 20 Find the numeral between two given numerals e.g. 13 and 11 Find a numeral between two given numerals e.g. 11 and 17 Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects. Write numerals to 20 Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19 Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects. Write numerals to 20
Week 2	Understanding Part-Whole, Addition and Subtraction	**Identify one more and one less than a given number.** **Identify two more and two less than a given number.** **Understand that 'teen' numbers (11-19) are a group of 10 plus another number (by partitioning a set of objects into a ten and the ones using part – whole language)**	Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects. Write numerals to 20

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		Understand that 20 is the same as two groups of 10 Partition a set of objects in different ways using the terminology part – whole Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole. Place each of two amounts on separate ten frames and explore how they can be combined to find the total. **Add two single digit numbers totalling greater than 10, using practical equipment.** Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole. Remove a given amount from a greater set (with a whole up to 20) counting to identify how many are left. **Subtract a single-digit number from a number greater than 10 using practical equipment.** **In practical situations, recognise that when two parts are combined to make a whole, removing one of those parts leaves the other part, e.g. 3 blue pens (part) and 4 red pens (part) makes a group of 7 pens (whole) and when the 3 blue pens are taken away, the 4 red pens are left.**	

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		Relate subtraction to addition in practical situations using the terminology part – whole.	
Week 3	Fractions	**In real life contexts, use practical equipment and equal sharing to find one half of an even amount of objects.** Understand that halving is sharing (dividing) into two equal parts. **In real life contexts, use practical equipment to share an amount into equal parts.** Understand that sharing is splitting (dividing) an amount into equal parts. **Understand that doubling is adding the same number to itself (in practical contexts)** **Solve practical problems that involve doubling, halving and sharing.** **Solve practical problems that involve doubling, halving and sharing.**	Understand that the terms halving and sharing between two relate to splitting into two equal parts. Understand and use the terminology part – whole. Understand and use the terminology part and whole.
Week 4	Distance (length, height, width) and Weight	**Recap - Compare the lengths of two items using direct comparison and use the terms longer and shorter.** Understand and use the language of comparison when ordering three objects of different lengths/widths/heights e.g. longest/shortest; widest/narrowest; tallest/shortest. **Order a set of three items from longest to shortest (and vice versa) using direct comparison.**	Understand that to compare the lengths of objects they need to be pointing in the same direction Understand that comparing the lengths of objects is easier if they line up at one end Recognise that the length of an item does not change when it is moved to another place Recognise that the length does not change when its orientation changes Order numerals 0-20

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		Use uniform non-standard units (items of the exact same size) to measure length / width / height. **Order a set of three items from longest to shortest (and vice versa) using direct comparison.** **Use uniform non-standard units (items of the exact same size) to measure length / width / height.** **Recap – Compare two objects of different weight e.g. heavier / lighter.** **Use uniform non-standard units (items of the exact same size) to measure weight.** **Recap – Compare two objects of different weight e.g. heavier / lighter.** **Use uniform non-standard units (items of the exact same size) to measure weight.** Understand the concept of conservation of weight.	Order a random set of numerals within the range 0-20 Order three or more sets of objects. Order numerals 0-20 Order a random set of numerals within the range 0-20 Order three or more sets of objects. Order numerals 0-20 Order a random set of numerals within the range 0-20 Order numerals 0-20 Order a random set of numerals within the range 0-20
Week 5	Capacity/Volume and Money	**Understand and use the language of comparison when ordering three of the same container holding different amounts e.g. most / least.** Understand the concept of conservation of volume/capacity. **Use uniform non-standard units (items of the exact same size) to measure capacity.**	Order numerals 0-20 Order a random set of numerals within the range 0-20 Order three or more sets of objects. Order numerals 0-20 Order a random set of numerals within the range 0-20 Order three or more sets of objects.

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		Understand and use the language of comparison when ordering three of the same container holding different amounts e.g. most / least. **Use uniform non-standard units (items of the exact same size) to measure capacity.** Understand and use the language of comparison when ordering three of the same container holding different amounts e.g. most / least. **Count up to 20 objects (1p coins) to match a given numeral.** **Count up to 20 objects (1p coins) to match a given numeral.**	Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects. Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects.
Week 6	Shape and sorting	Find pairs of 2-D shapes that are the same despite being different sizes or in different orientations. Know that shapes can appear in different ways and be different sizes. **Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle).** Find pairs of 2-D shapes that are the same despite being different sizes or in different orientations. Know that shapes can appear in different ways and be different sizes. **Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle).**	Understand that 'vertex' is the mathematical word for 'corner'. Understand and use the terms 'point(ed)' and 'vertex' to describe corners. Talk about shapes using mathematical language (straight, curved, sides, flat). Use everyday language to talk about shapes in the environment. Understand that 'vertex' is the mathematical word for 'corner'. Understand and use the terms 'point(ed)' and 'vertex' to describe corners. Talk about shapes using mathematical language (straight, curved, sides, flat). Use everyday language to talk about shapes in the environment.

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		Find pairs of 3-D shapes that are the same despite being different sizes or in different orientations. Know that shapes can appear in different ways and be different sizes. **Name common 3-D shapes (sphere, cube, cuboid).** Find pairs of 3-D shapes that are the same despite being different sizes or in different orientations. Know that shapes can appear in different ways and be different sizes. **Name common 3-D shapes (sphere, cube, cuboid).** **When given one criterion, identify the objects that match.** **When given one criterion, identify the shapes that match.** **Sort shapes according to their own criteria.**	Understand that 'vertex' is the mathematical word for 'corner'. Understand and use the terms 'point(ed)' and 'vertex' to describe corners. Talk about shapes using mathematical language (straight, curved, face, flat, solid). Use everyday language to talk about shapes in the environment. Understand that 'vertex' is the mathematical word for 'corner'. Understand and use the terms 'point(ed)' and 'vertex' to describe corners. Talk about shapes using mathematical language (straight, curved, face, flat, solid). Use everyday language to talk about shapes in the environment. Understand that 'vertex' is the mathematical word for 'corner'. Understand and use the terms 'point(ed)' and 'vertex' to describe corners. Talk about shapes using mathematical language (straight, curved, face, flat, solid). Use everyday language to talk about shapes in the environment.

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Summer 2					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Time	Space	Money and Sorting	Number Sense	Addition and Subtraction	Addition and Subtraction

		Learning Objectives	Related Learning
Week 1	Time	Talk about significant times of the day. **Sequence two or three familiar events and describe the sequence.** Know the names of the days of the week. **Say the names of the days of the week in order.** Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower. **Understand that we can compare time durations using words such as 'longer' and 'shorter'.**	Understand and use language – before, after, yesterday, today, tomorrow Use the word 'between', understanding that it refers to the middle, or second of three events Use the word 'between', understanding that it refers to the middle, or second of three events Understand and use the words 'before', 'after' and 'between' when describing the order of three events When comparing the duration of two actions, they can be compared in two ways: action A is slower than action B so action B is faster than action A.

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		Use the word 'longer' to compare two events, understanding that it refers to the event which takes more time. Use the word 'shorter' to compare two events, understanding that it refers to the event which takes less time. Understand the word 'faster' can refer to an event that takes less time, e.g. Lily is faster at drinking her milk than eating her banana. Understand the word 'slower' can refer to an event that takes more time, e.g. Lily is slower at eating her banana than drinking her milk **Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower.** **Understand that we can compare speeds using words such as 'faster' and 'slower'.** Use the word 'faster' to compare two speeds, e.g. The hare runs **faster** than the tortoise. Use the word 'slower' to compare two speeds, e.g. The tortoise runs **slower** than the hare.	*NB – this learning refers to children comparing the time taken for two different tasks.* When comparing the length of time two people have taken, they can be compared in two ways: person A is slower than person B so person B is faster than person A. *NB – this learning refers to children comparing the time taken for two children to complete the same task.*
Week 2	Space	Understand and use the terms first, second, third, fourth, fifth etc. to describe position in a line.	Understand and use ordinal numbers when describing position of objects within the pattern.

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		Understand and use the full range of ordinal numbers. **Understand and use ordinal numbers when describing position.** **Create a repeating pattern from a given description, e.g. make me a pattern that is circle, square, circle, square…** **Identify and describe the part of a pattern being repeated, e.g.**  ***It is always red, blue then red, blue again*** **Describe and recognise patterns made of objects, numbers and shapes.** **Create patterns made of objects, numbers and shapes.** **Understand and use positional language in everyday situations.** In everyday situations, understand and use the terms forwards and backwards. In everyday situations, understand and use the terms up, down and turn.	Understand and use ordinal numbers when describing position of objects within the pattern.

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		Understand and use the language of movement/direction. In everyday situations, understand and use the terms forwards and backwards. In everyday situations, understand and use the terms up, down and turn.	
Week 3	Money and Sorting	**Understand that money can be in the form of coins and notes.** Understand that money can be paid in other ways such as a plastic card, mobile phone or using the internet. Talk about different ways we can pay for things. **Understand that money can be in the form of coins and notes.** **Understand that money can be in the form of coins and notes.** **Use 1p coins to pay for objects with prices up to 20p.** **Use 1p coins to pay for objects with prices up to 20p.**	Identify coins and notes from a range of items When given one criterion, identify the objects that match **Sort objects and say what features they have in common** Identify coins that have common properties When given one criterion, identify the objects that match **Sort objects and say what features they have in common** Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects. Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects.

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Week 4	Number Sense	Say the number between two given numbers within 20 e.g. what number is between 12 and 14? **Say a number between two given numbers within 10 e.g.** **tell me a number between 4 and 8** Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19 and 26, 27, 28, 29 etc. Find the numeral between two given numerals, e.g. 13 and 11 **Find a numeral between two given numerals, e.g. 11 and 17** Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19 and 26, 27, 28, 29 etc. **Count up to 20 pictures without marking, ensuring that all pictures are included and that none have been counted more than once, using a strategy such as starting at one side.** **Understand that 'teen' numbers are a group of 10 plus another number.** **Understand 20 is the same as two groups of 10.**	Rote count from one number to another within 20, starting and stopping at the correct place Join in with rote counting from 20 to 0 Rote count back from 20 to 0 Join in with rote counting back from 20 to a number other than 0 Rote count back from one number to another within 20, starting and stopping at the correct place Know what number comes before or after a given number State without counting (subitise) quantities within 5 Make a sensible guess of quantities within 10 Write numerals 11 to 20 for a given purpose Write numerals 0 to 20 Label the amounts from a selection within 0 to 20, e.g. 16, 6 and 14 Select the numeral that represents a set of objects Label the amounts from a selection within 0 to 20, e.g. 16, 6 and 14 Select the numeral that represents a set of objects

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		Partition a set of objects in different ways using the terminology part – whole. **Order three or more sets of objects.**	
Week 5	Addition and Subtraction	Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole. **Identify one more than a given number.** **Identify two more than a given number.** Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole. **Add two single-digit numbers totalling greater than 10, using practical equipment.** Place each of two amounts on separate ten frames and explore how they can be combined to find the total. Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole. **Add two single-digit numbers totalling greater than 10, using practical equipment.**	Select the numeral that represents a set of objects Write numerals 11 to 20 for a given purpose Write numerals 0 to 20 Select the numeral that represents a set of objects Write numerals 11 to 20 for a given purpose Write numerals 0 to 20 Select the numeral that represents a set of objects Write numerals 11 to 20 for a given purpose Write numerals 0 to 20 Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole Select the numeral that represents a set of objects Write numerals 11 to 20 for a given purpose Write numerals 0 to 20 Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole Select the numeral that represents a set of objects Write numerals 11 to 20 for a given purpose Write numerals 0 to 20

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		Place each of two amounts on separate ten frames and explore how they can be combined to find the total. **In practical situations, recognise that when two parts are combined to make a whole, removing one of those parts leaves the other part, e.g. 3 blue pens (part) and 4 red pens (part) makes a group of 7 pens (whole) and when the 3 blue pens are taken away, the 4 red pens are left.** Relate subtraction to addition in practical situations using the terminology part – whole. **In practical situations, recognise that when two parts are combined to make a whole, removing one of those parts leaves the other part, e.g. 3 blue pens (part) and 4 red pens (part) makes a group of 7 pens (whole) and when the 3 blue pens are taken away, the 4 red pens are left.** Relate subtraction to addition in practical situations using the terminology part – whole.	
Week 6	Addition and Subtraction	Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole.	Select the numeral that represents a set of objects Write numerals 11 to 20 for a given purpose Write numerals 0 to 20 Select the numeral that represents a set of objects

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		Identify one less than a given number. **Identify two less than a given number.** **Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole.** Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole. Remove a given amount from a greater set when shown on ten frames (with a whole of up to 20) counting or subitising to identify how many are left. **Subtract a single-digit number from a number greater than 10 using practical equipment.** Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole. Remove a given amount from a greater set when shown on ten frames (with a whole of up to 20) counting or subitising to identify how many are left. **Subtract a single-digit number from a number greater than 10 using practical equipment.**	Write numerals 11 to 20 for a given purpose Write numerals 0 to 20 Select the numeral that represents a set of objects Write numerals 11 to 20 for a given purpose Write numerals 0 to 20 Select the numeral that represents a set of objects Write numerals 11 to 20 for a given purpose Write numerals 0 to 20 Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole Select the numeral that represents a set of objects Write numerals 11 to 20 for a given purpose Write numerals 0 to 20

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		In practical situations, recognise that when two parts are combined to make a whole, removing one of those parts leaves the other part, e.g. 3 blue pens (part) and 4 red pens (part) makes a group of 7 pens (whole) and when the 3 blue pens are taken away, the 4 red pens are left. Relate subtraction to addition in practical situations using the terminology part – whole.	