Barndale House School
Mathematics Scheme of Work
Yearly Overview

Every day is an opportunity to shine

Class 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place value (within 50) (Multiples of 2, 5 and 10 Included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication And Division (Reinforce Multiples of 2, 5 and 10 To be included)				Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	Consolidation

Class 1 – Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Place value Count to 10 forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 10 in numerals and words Given a number, identify one more or pone less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least				Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract one digit numbers to 10, including zero Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems				Geometry: Shape Recognize and name common 2D shapes, including squares, rectangles, circles and triangles Recognise and name common 3D shapes including cubes, cuboids, pyramids and spheres	Number: Place Value Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 20 in numerals and words Given a number, identify one more, or one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least		Consolidation

Class 1 – Autumn Term – Number: Place Value
Small Steps Skills

P Step 4 and P Step 5	Picks up and puts down single objects - Holds two objects at a time - Puts down an object in order to pick up another - Collects objects that interest them - Enjoys helping an adult count objects - Follows a counting sequence - Enjoys number rhymes and finger games - Joins in actions in number rhymes and finger games - Assists with one-one matching activities - Uses numbers when playing - Holds up a single finger on request - Holds up two fingers on request - Indicates 1 object - Indicates 2 objects - Makes a group one 1 object - Makes groups of 2 - Makes groups of 'lots'
P Step 6 and P Step 7	Joins in rote counting to 10 - Counts up to 5 independently - Points to objects as they count - Counts up to 5objects - Puts 5 objects out on request - Matches numerals to 5 - Joins in number rhymes - Plays game using dice with 0 to 5 spots - Identifies numerals up to 3 - Names numerals to 5 - Sequences numbers to 5 - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Joins in rote counting - Can rote count to 10 consistently - Counts up to 8 objects correctly - Matches numeral to 10 - Sequence numerals to 8 - Match quantities to 8 - Finds numbers on a number line to 10 - Write numbers to five - Record quantities using numbers 1 to 5 - Sorts numerals from other shapes - Ordinal numbers – first, last, second, third - Plays games using dice with numbers or spots to 10
Step 1a	Joins in number stories and rhymes – points to numbers in surroundings – joins in rote counting to 20 – rote counts to 15 consistently – continues a rote count to 10 from a given number – counts out objects to 10, matching the correct number name to each object – states the last number spoken in a count as the amount in total – recognises numbers to 10 – matches numerals to 20 – orders numbers to 10 – writes numbers to 10 – compares quantities to 10 – puts out quantities to 10 – from a given number to 10 finds number before/after, one more/less

Class 1 – Autumn Term – Number: Addition and Subtraction
Small Steps Skills

P Step 4 and P Step 5	Holds two objects at a time - Communicates 'gone' or 'all gone' - Uses objects with multiple parts - Asks for more of something - Responds to 'give me some…' - Responds to 'find one the same' - Responds to 'show me another…' - Makes groups of 2 - Makes groups of 'lots' - Relates commonly associated objects eg gloves for hands - Picks up more than one object on request - Makes two equal sets - Contrast quantities
P Step 6 and P Step 7	Completes a 3 piece form board - One to one matching - Matches pictures to pictures - Identifies and requests more when there are too few objects to complete 1 to 1 matching - Adds an object to a group and counts how many (up to 5) - Removes an object from a group and counts how many (up to 5)
P Step 8	From a given number to 5 find: the number before/ the number after/ one more/ one less - Add 1 more and count how many to 10 - Remove 1 and count how many left to 10
Step 1a	Using objects to do addition to 10 – Realises that addition means combining two groups – Finds the total number of items in two groups by counting them – is aware of the terms; more/add/make/sum/total/altogether/take away/ leave/how many left/ how many gone – Uses objects to 10 takes away given amount – takes objects away from a group when asked to subtract – Separates sets of up to 10 objects into 2 groups

Class 1 – Autumn Term – Geometry: Shape
Small Steps Skills

P Step 4 and P Step 5	Handles shapes - Rolls/slides shapes - Presses buttons - Feels textures of surfaces - Builds with bricks - Knocks down bricks - Assembles simple construction materials - Uses, sand, modelling dough and pliable materials - Puts pegs in peg boards - Finds objects that are the same - Finds objects with a specific characteristic eg an object that is green - Matches pairs of objects - Matches objects/picture and pictures/pictures - Sorts by colour - Sorts by function
P Step 6 and P Step 7	Completes a 3 piece form board - Matches 2D shapes - Copies simple line pattern of six bricks, 2 colours - Finds all the circles in a tray of shapes - Puts pegs in a peg board in order of size - Copies a circle shape - Traces large shapes - Places correct shapes in a shape sorter - Matches simple abstract shapes - Selects a specific shape from a collection - Makes geometric shapes with pictures of shapes - Joins dots to draw a square, a triangle - Explores which 3D shapes roll - Makes patterns with 2D shapes - Matches objects according to shape disregarding size - Finds shapes from description eg with straight edges - Finds common attributes
P Step 8	Handles shapes and describes them by number of sides and corners - Copies shapes - Sorts 3D objects - Identifies objects from a choice of 3 - Copies patterns made with 2D shapes - Names objects as same or different
Step 1	Names common 2-D shapes; rectangle/square/circle/triangle – Names common 3-D shapes; cuboid/sphere/cube/pyramid – Recognises common 2-D shapes in objects – Recognises common 3-D shapes in common objects – Recognises 2-D and 3-D shapes in different orientation and size – Creates a range of patterns using shapes – Describes a range of patterns using shapes – matches shapes regardless of size

Class 1 – Autumn Term – Number: Place Value (within 20)
Small Steps Skills

P Step 4 and P Step 5	Picks up and puts down single objects - Holds two objects at a time - Puts down an object in order to pick up another - Collects objects that interest them - Enjoys helping an adult count objects - Follows a counting sequence - Enjoys number rhymes and finger games - Joins in actions in number rhymes and finger games - Assists with one-one matching activities - Uses numbers when playing - Holds up a single finger on request - Holds up two fingers on request - Indicates 1 object - Indicates 2 objects - Makes a group one 1 object - Makes groups of 2 - Makes groups of 'lots'
P Step 6 and P Step 7	Joins in rote counting to 10 - Counts up to 5 independently - Points to objects as they count - Counts up to 5objects - Puts 5 objects out on request - Matches numerals to 5 - Joins in number rhymes - Plays game using dice with 0 to 5 spots - Identifies numerals up to 3 - Names numerals to 5 - Sequences numbers to 5 - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Joins in rote counting - Can rote count to 10 consistently - Counts up to 8 objects correctly - Matches numeral to 10 - Sequence numerals to 8 - Match quantities to 8 - Finds numbers on a number line to 10 - Write numbers to five - Record quantities using numbers 1 to 5 - Sorts numerals from other shapes - Ordinal numbers – first, last, second, third - Plays games using dice with numbers or spots to 10
Step 1a	Joins in number stories and rhymes – points to numbers in surroundings – joins in rote counting to 20 – rote counts to 15 consistently – continues a rote count to 10 from a given number – counts out objects to 10, matching the correct number name to each object – states the last number spoken in a count as the amount in total – recognises numbers to 10 – matches numerals to 20 – orders numbers to 10 – writes numbers to 10 – compares quantities to 10 – puts out quantities to 10 – from a given number to 10 finds number before/after, one more/less
Step 1b	Observes different numbers to 50 – Counts forward from 0 to 20 – Counts an irregular arrangement of up to 20 objects – Counts in ordinal numbers to 10 – Identifies the position of an object using ordinal numbers to 10th – uses the term last for the final object – realizes the relationship between ordinal and cardinal numbers – finds numbers to 20 on a number line 0 writes numbers to 20 consistently – orders numbers to 20 consistently - identifies missing numbers on a number line – identifies the number between two given numbers – counts 20 objects consistently – counts objects/things that cannot be touched to 20

Class 1 – Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including zero Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [ ] - 9				Place value Count to 50 forwards and backwards, beginning with 0 or 1, or from any number Count, read and write numbers to 50 in numerals Given a number, identify one more or one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Count in multiples of twos, fives and tens			Measurement: Length and Height Measure and begin to record lengths and heights Compare, describe and solve problems for lengths and heights (for example, long/short, longer/shorter/ tall/short)		Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume Compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than), capacity and volume (for example full/empty, more than, less than)		Consolidation

Class 1 – Spring Term – Number: Addition and Subtraction
Small Steps Skills

P Step 4 and P Step 5	Holds two objects at a time - Communicates 'gone' or 'all gone' - Uses objects with multiple parts - Asks for more of something - Responds to 'give me some…' - Responds to 'find one the same' - Responds to 'show me another…' - Makes groups of 2 - Makes groups of 'lots' - Relates commonly associated objects eg gloves for hands - Picks up more than one object on request - Makes two equal sets - Contrast quantities
P Step 6 and P Step 7	Completes a 3 piece form board - One to one matching - Matches pictures to pictures - Identifies and requests more when there are too few objects to complete 1 to 1 matching - Adds an object to a group and counts how many (up to 5) - Removes an object from a group and counts how many (up to 5)
P Step 8	From a given number to 5 find: the number before/ the number after/ one more/ one less - Add 1 more and count how many to 10 - Remove 1 and count how many left to 10
Step 1a	Using objects to do addition to 10 – Realises that addition means combining two groups – Finds the total number of items in two groups by counting them – is aware of the terms; more/add/make/sum/total/altogether/take away/ leave/how many left/ how many gone – Uses objects to 10 takes away given amount – takes objects away from a group when asked to subtract – Separates sets of up to 20 objects into 2 groups
Step 1b	Separates sets of up to 20 objects into 2 groups – States how many are left when some are taken away – Solves subtraction by counting on – Uses number bonds to 10 – Reads and writes the signs +, - and = - Adds two numbers to make 10 – Subtracts one number from 10 – Counts back using a number line to 20 to find how many left – Counts on to find how many are required – Identifies the operation required to solve simple problems – Knows number bonds to 10

Class 1 – Spring Term – Number: Place Value (within 50)
Small Steps Skills

P Step 4 and P Step 5	Picks up and puts down single objects - Holds two objects at a time - Puts down an object in order to pick up another - Collects objects that interest them - Enjoys helping an adult count objects - Follows a counting sequence - Enjoys number rhymes and finger games - Joins in actions in number rhymes and finger games - Assists with one-one matching activities - Uses numbers when playing - Holds up a single finger on request - Holds up two fingers on request - Indicates 1 object - Indicates 2 objects - Makes a group one 1 object - Makes groups of 2 - Makes groups of 'lots'
P Step 6 and P Step 7	Joins in rote counting to 10 - Counts up to 5 independently - Points to objects as they count - Counts up to 5objects - Puts 5 objects out on request - Matches numerals to 5 - Joins in number rhymes - Plays game using dice with 0 to 5 spots - Identifies numerals up to 3 - Names numerals to 5 - Sequences numbers to 5 - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Joins in rote counting - Can rote count to 10 consistently - Counts up to 8 objects correctly - Matches numeral to 10 - Sequence numerals to 8 - Match quantities to 8 - Finds numbers on a number line to 10 - Write numbers to five - Record quantities using numbers 1 to 5 - Sorts numerals from other shapes - Ordinal numbers – first, last, second, third - Plays games using dice with numbers or spots to 10
Step 1a	Joins in number stories and rhymes – points to numbers in surroundings – joins in rote counting to 20 – rote counts to 15 consistently – continues a rote count to 10 from a given number – counts out objects to 10, matching the correct number name to each object – states the last number spoken in a count as the amount in total – recognises numbers to 10 – matches numerals to 20 – orders numbers to 10 – writes numbers to 10 – compares quantities to 10 – puts out quantities to 10 – from a given number to 10 finds number before/after, one more/less
Step 1b	Observes different numbers to 50 – Counts forward from 0 to 20 – Counts an irregular arrangement of up to 20 objects – Counts in ordinal numbers to 10 – Identifies the position of an object using ordinal numbers to 10th – uses the term last for the final object – realizes the relationship between ordinal and cardinal numbers – finds numbers to 20 on a number line 0 writes numbers to 20 consistently – orders numbers to 20 consistently 0- identifies missing numbers on a number line – identifies the number between two given numbers – counts 20 objects consistently – counts objects/things that cannot be touched to 20
Step 1c	Observes different numbers to 100 – Counts forward from 0 to 50 – Counts in ordinal numbers to 20 – Identifies the position of an object using ordinal numbers to 20th – Uses the term last for the final object – Realizes the relationship between ordinal and cardinal numbers – Finds numbers to 50 on a number line - writes numbers to 50 consistently – orders numbers to 50 consistently - identifies missing numbers on a number line – identifies the number between two given numbers – counts 50 objects consistently – counts objects/things that cannot be touched to 50

Class 1 – Spring Term – Measurement: Length and Height
Small Steps Skills

P Step 4 and P Step 5	Matches objects by size - Makes choices based on length - Makes choices based on height - Identifies larger/smaller shapes/objects – choice of 2 - Gives the biggest/smallest on request – choice of 2 - Sorts by size - Finds two objects the same size
P Step 6 and P Step 7	Puts objects in lines - Points to big/little, smallest/largest and larger/smaller when asked - Uses language such as; hard/soft, long/short, big/small, thick/thin, wide/narrow, high/low - Orders according to length - Finds 2 rods the same length - Orders 3 objects by size - Sorts by given or own criteria - Finds smallest/largest on request
P Step 8	Finds objects which are longer/shorter than a specified item - Identify the largest/smallest object from a group
Step 1	Uses parts of the body to measure objects eg spans – Uses strides to measure length of a room – Compares length and height – Describes length and height – Estimates height using non-standard units – Uses cubes/matches to measure objects – Compares length of two objects measured with cubes/matches – Solves practical problems involving height and length – Measures with a ruler with support

Class 1 – Spring Term – Measurement: Weight and Volume
Small Steps Skills

P Step 4 and P Step 5	Picks up and moves objects - Holds objects in their hands - Fills a container - Stops trying to drink when cup is empty - Stops trying to feed when the plate is empty - Puts stones in water - Understands heavy/light - Interacts with water/sand filling and emptying containers - Pours from one container to another with little spillage
P Step 6 and P Step 7	Compare weight of 2 objects - Uses the language heavy/light - Identifies which container has more/less liquid - Correctly uses language heavy/light, heavier/lighter - From a choice of 2, finds the heavier/lighter object Balances objects on a weighing scales - Correctly uses the language full/empty, more/less - Finds out which container holds the most/the least
P Step 8	Finds objects which are heavier/lighter than a specified object - Compares containers; which holds more/less – Estimate number of cubes in a container Count cubes in a container
Step 1	Uses a balance to find out which object is heavier – Weighs an object using non-standard units eg cubes – Compares weight and size – Compares mass/weight – Describes mass/weight – Uses term; heavy, light, heavier than/lighter than – Measures and begins to record mass and weight using standard units with support – Puts 4 containers in order of size – calculates capacity using non-standard units – Compares and describes capacity and volume – Uses terms; full, empty, more then, less than, half, half full, quarter – Records their measurements of volume/capacity in terms of the units used eg cups – Begins to use containers to compare capacity

Class 1 – Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number: Multiplication and Division</u> Count in multiples of 2s, 5s, and 10s Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher			<u>Number: Fractions</u> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Compare, describe and solve practical problems for lengths and heights (for example double/half) Compare, describe and solve practical problems for mass/weight (for example half/half full/quarter full)		<u>Geometry: Position and Direction</u> Describe position, direction and movement, including whole, half, quarter and three quarter turns	<u>Number: Place Value</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of; equal to, more than, less than, most least		<u>Measurement: Money</u> Recognise and know the value of different denominations of coins and notes	<u>Measurement: Time</u> Sequence events in chronological order using language (for example, before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and use language relating to dates, including days of the week, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these Compare, describe and solve problems for time (for example, quicker, slower, earlier, later) Measure and begin to record time (hours, minutes, seconds)		Consolidation

Class 1 – Summer Term – Number: Multiplication and Division
Small Steps Skills

P Step 4 and P Step 5	Holds two objects at a time - Communicates 'gone' or 'all gone' - Uses objects with multiple parts - Follows counting sequence - Makes groups of 2 - Relates commonly associated objects eg gloves for hands - Brings both shoes when asked - Picks up more than one object on request - Makes two equal sets - Contrast quantities - Makes groups of two - Makes groups of three - Gives to things to each person in a group
P Step 6 and P Step 7	Completes a 3 piece form board - One to one matching - Matches pictures to pictures - Identifies and requests more when there are too few objects to complete 1 to 1 matching - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Shares objects into 2 groups
Step 1	Combines two equal groups – Doubles numbers to 5 – Divides objects between to plates – Creates groups of small quantities eg sharing ten into groups of five, three and two – Shares small quantities into groups – Uses counting on to find a double to 20 – Doubles any number to ten – Places objects in an array – Counts objects in an array – Counts in lots of 2 – Counts in lots of 5 – Counts in lots of 10

Class 1 – Summer Term – Number: Fractions
Small Steps Skills

P Step 4 and P Step 5	Holds two objects at a time - Communicates 'gone' or 'all gone' - Uses objects with multiple parts - Follows counting sequence - Makes groups of 2 - Relates commonly associated objects eg gloves for hands - Brings both shoes when asked - Makes groups of two - Makes groups of three - Gives to things to each person in a group
P Step 6 and P Step 7	Completes a 3 piece form board - One to one matching - Matches pictures to pictures - Identifies and requests more when there are too few objects to complete 1 to 1 matching - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Talks about half of something
Step 1	Can halve numbers to 10 – Shares concrete objects between a given number – Attempts to fold paper in half – Colours in half a shape – Colours in quarter of a shape – Uses the term half – Finds half of a set of objects – Finds half of a shape – Shares objects into equal groups – Shares a group of objects into 4 equal parts Uses the term quarter – Colours in quarter of a shape – Divides groups of objects into half

Class 1 – Summer Term – Geometry: Position and Direction
Small Steps Skills

P Step 4 and P Step 5	Takes shapes out of form boards - Puts rings on a peg - Looks for objects that have been hidden - Hammers pegs - Lines up objects - Is aware of object's normal place - Places objects in, out on request - Put shapes in a form board
P Step 6 and P Step 7	Completes a 6 piece form board - Places objects on, under, off, next to, bottom, on top - Understands movement terms; stop, go, up, down, fast, slow - Correctly uses the language up/down, top/bottom, on/off, in/out, high/low, under/over/on, front/back - - Moves forward/backward on request - Moves quickly/slowly on request - Moves an object forward/backward, quickly/slowly on request
P Step 8	Finds some shapes in a picture - Creates patterns from shapes - Places shapes in inset trays - Builds using junk modelling or geometric construction materials - Identifies shapes within objects - Assembles a 10 piece puzzle - Rotates puzzle pieces to fit in place - Moves self through a simple maze - Moves objects through a simple maze
Step 1	Fits shapes into a box – Describes the position of objects in a picture – Place objects where asked eg on top of – In PE moves around the room as requested – Finds items from simple positional and directional clues – Describes movement along a track – Describes how objects move – Uses language of direction; left/right, forwards/backwards – Uses language of position; on top of, under, in front, behind, above, below, near, far, around, up, down, inside, outside – Describe direction of turn using clockwise and anticlockwise – makes whole, half, quarter and three-quarter turns

Class 1 – Summer Term – Number: Place Value
Small Steps Skills

P Step 4 and P Step 5	Picks up and puts down single objects - Holds two objects at a time - Puts down an object in order to pick up another - Collects objects that interest them - Enjoys helping an adult count objects - Follows a counting sequence - Enjoys number rhymes and finger games - Joins in actions in number rhymes and finger games - Assists with one-one matching activities - Uses numbers when playing - Holds up a single finger on request - Holds up two fingers on request - Indicates 1 object - Indicates 2 objects - Makes a group one 1 object - Makes groups of 2 - Makes groups of 'lots'
P Step 6 and P Step 7	Joins in rote counting to 10 - Counts up to 5 independently - Points to objects as they count - Counts up to 5objects - Puts 5 objects out on request - Matches numerals to 5 - Joins in number rhymes - Plays game using dice with 0 to 5 spots - Identifies numerals up to 3 - Names numerals to 5 - Sequences numbers to 5 - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Joins in rote counting - Can rote count to 10 consistently - Counts up to 8 objects correctly - Matches numeral to 10 - Sequence numerals to 8 - Match quantities to 8 - Finds numbers on a number line to 10 - Write numbers to five - Record quantities using numbers 1 to 5 - Sorts numerals from other shapes - Ordinal numbers – first, last, second, third - Plays games using dice with numbers or spots to 10
Step 1a	Joins in number stories and rhymes – points to numbers in surroundings – joins in rote counting to 20 – rote counts to 15 consistently – continues a rote count to 10 from a given number – counts out objects to 10, matching the correct number name to each object – states the last number spoken in a count as the amount in total – recognises numbers to 10 – matches numerals to 20 – orders numbers to 10 – writes numbers to 10 – compares quantities to 10 – puts out quantities to 10 – from a given number to 10 finds number before/after, one more/less
Step 1b	Observes different numbers to 50 – Counts forward from 0 to 20 – Counts an irregular arrangement of up to 20 objects – Counts in ordinal numbers to 10 – Identifies the position of an object using ordinal numbers to 10th – uses the term last for the final object – realizes the relationship between ordinal and cardinal numbers – finds numbers to 20 on a number line 0 writes numbers to 20 consistently – orders numbers to 20 consistently 0- identifies missing numbers on a number line – identifies the number between two given numbers – counts 20 objects consistently – counts objects/things that cannot be touched to 20
Step 1c	Observes different numbers to 100 – Counts forward from 0 to 50 – Counts in ordinal numbers to 20 – Identifies the position of an object using ordinal numbers to 20th – Uses the term last for the final object – Realizes the relationship between ordinal and cardinal numbers – Finds numbers to 50 on a number line - writes numbers to 50 consistently – orders numbers to 50 consistently - identifies missing numbers on a number line – identifies the number between two given numbers – counts 50 objects consistently – counts objects/things that cannot be touched to 50

Step 1d	Rote counts to 100 accurately – Joins in rote counting in groups of 10 to 100 – Counts forward from 0 to 100 – Counts backwards from 100 to 0 – Counts forwards and backwards between 2 given numbers up to 100 – Counts on from a given number to 100 – Knows that the numbers in the counting sequence are getting bigger – Reads numbers to 100 – Writes numbers to 100 – Writes phonetically acceptable words for numbers to 20 – Records number of objects – Relates ordinal numbers to cardinal numbers – Relates cardinal numbers to dates – Gives an empty set a value of none or 0 – Uses the terms: more, add, and, score, make, sum, total, altogether, double, less, take away, leave

Class 1 – Summer Term – Measurement: Money
Small Steps Skills

P Step 4 and P Step 5	Shows an interest in the coins in an adult's purse - Plays with coins - Goes shopping - Role plays shopping - Sorts coins into silver and copper
P Step 6 and P Step 7	Matches coins - Counts up to 5 1p coins correctly - Sorts coins by colour and size - Plays shop with items valued up to 5p using 1p coins
P Step 8	Match 10 pence using ten 1p coins - Puts out the correct number of coins to 10p
Step 1	Recognises and knows the value of different denominations of coins – Gives equivalent amounts to 20p – adds two numbers to make 20 – Counts in 2s to 100 – Counts in 5s to 100 – Counts in 10s to 100

Class 1 – Summer Term – Measurement: Time
Small Steps Skills

P Step 4 and P Step 5	Demonstrates awareness of whether it is light or dark - Makes objects move faster or slower - Accepts changes in activity during the day - Shows anticipation of favored activities - Recognizes daily routines - Watches sand timer
P Step 6 and P Step 7	Sequences 3 pictures of daily events eg first, breakfast, then go to school - Correctly uses the language before/after, day/night, now/later - Moves objects slowly/quickly on request - Moves self slowly/quickly on request
P Step 8	Sequences 4 pictures of daily events - Uses language for times of the day; morning, afternoon, meal time, bed time, day, night - Rote chants days of the week - Identifies some of the days of the week - Discuss what time key things happen in the day
Step 1	Knows the days of the week in order – Names tomorrow – Names yesterday – Knows in which month their birthday occurs – Says the months of the year in rote – Measures and begins to record time in minutes or seconds – Sequences events in chronological order – Recognises language relating to dates – tells the time to the hour and half hour and draws hands on a clock face – Recognises the difference between clockwise and anticlockwise – Solves practical problems involving time