Southwark Council

Oral mental starters (ongoing, throughout the term):
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Given a number identify the number that is 1 more or less within 100; say the number that comes between two numbers within 100
- Represent and use number bonds and related addition and subtraction facts to and within 10 and to and within 20
- Double numbers and quantities to 10 + 10; find the corresponding halves (within 20)
- Count in twos, fives and tens to the 10th multiple, forwards and backwards
- Recognise odd and even numbers (within 20)
- Recognise and tell the time using half past and o'clock
- Recognise and use language relating to dates, including days of the week and months of the year (use daily routines to support)
- Recognise, name and describe common 2-D and 3-D shapes

Area of Study	No of days	Statutory Requirements and non-statutory guidance	Suggested Key Vocabulary
Number Number and place value **Week 1**	3 - 5	Count **to 100**, forwards and backwards, beginning with 0 or 1, or from any given number (consider as mental/oral starters); read and write **numbers to 100 in numerals** Read and write **numbers to twenty in words** and match to the numerals Given a number, say/ identify the number that is 1 more or less within 100; say the number that comes between two numbers within 100 Use the language of fewer, most, least, equal to, more than, less than Recognise place value in teen numbers and extend with two-digit numbers beyond 20, using practical apparatus e.g. straws, cubes, ten sticks and ones, Dienes apparatus, Unifix, Numicon Solve missing number problems using knowledge of place value e.g. 10 +☐ = 16; 20 + 4 =☐ Identify and represent numbers (within 100) using objects and pictorial representations, including the number line/track, 100 square Begin to reason about numbers e.g. What is wrong with this sequence of numbers? 30, 29, 27, 26, 25. How do you know? If Sam puts these numbers in order starting with the smallest, which one would come third? 21, 12, 8, 28, 18. How do you know?	Number, numeral One hundred (100) Count, one more, one less More than, less than, fewer, most, least, equal to, between, before, after Ones/units, tens, digit Number tracks, number lines 100 square

Number Addition and Subtraction **Week 2**	5	Use the vocabulary related to addition and subtraction	+, add, plus, more, altogether, total, count on
		Add and subtract a one-digit number, including zero, to and from numbers to at least 20, by counting on or back using a **marked** number track or a **marked** number line e.g. 18 + 4 = 22; 23 + 5 = 28; 18 – 4 =14; 23 – 5 =18; 24 + 0= 24; 17 – 0 = 17 **(See Calculation Policy)**	- , take away, subtract, minus, count back, find the difference How many are left?
		Introduce complimentary addition to find **small differences** using concrete objects/ number tracks/lines, e.g. the difference between 10 and 12 is 2; the difference between 14 and 17 is 3; the difference between 18 and 22 is 4 **(See Calculation Policy)**	=, equals, is the same as
		Solve **simple** one-step word problems (including in the context of money), involving addition and subtraction, using concrete objects, and pictorial representations to support, including the use of marked number tracks/lines (to at least 20) e.g. There are 18 people downstairs on the bus and 6 people upstairs on the bus. How many people are on the bus altogether? There are 20 people waiting at the bus stop. 5 people get on the bus. How many people are left waiting at the bus stop?	Number sentence, number track, number line Problem, answer
Number Multiplication and Division & Odd/even numbers **Week 3**	4	Count in twos, fives and tens to the 10th multiple, forwards and backwards (consider as mental/oral starters)	Share, equal groups of, sets of, arrays
		Use **arrays** to support early multiplication and division **(See Calculation Policy)** Use the vocabulary related to multiplication and division (but not the signs)	
		Solve practical problems that involve combining groups of 2, 5 or 10 e.g. socks, fingers, cubes **(See Calculation Policy)** Solve practical problems that involve sharing equally between groups and by putting into equal groups of 2, 5 or 10 **(See Calculation Policy)**	
		Solve **simple** one-step word problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations **and arrays** e.g. There are seven children lining up for lunch. How many feet can I count altogether? I have four 5p pieces in my purse. How much money do I have altogether? I share 15 apples between 5 children. How many apples will each child have?	Problem, answer
	1	Begin to recognise odd and even numbers up to 20 and relate to counting in twos; use practical resources to support (e.g. Numicon)	Odd numbers/ even numbers

Number Fractions **Week 4**		Consolidate finding and naming **one half** as one of two equal parts of an object or shape Consolidate finding and naming **one quarter** as one of four equal parts of an object or shape Find a half of a small number/quantity (within 20) **using practical resources to support** and relate to equal sharing e.g. half of 12 is ☐ Begin to solve **simple** problems involving finding half of a quantity e.g. I have 12 apples and I give half of them to my brother. How many apples does he have? How many apples do I have? **Begin** to find a quarter of a small quantity (within 20) **using practical resources to support** and relate to equal sharing e.g. a quarter of 8 is ☐	Half, quarter (but **not** the symbols 1/2, 1/4 until Y2) Equal parts, whole
Measurement Time **Week 5**	5	Tell the time **to the hour** and **half past the hour** using the clock face; show the time/ draw hands on clock faces to show these times **Extend** by introducing **quarter past** the hour - **taken from Y2 programme of study** Solve **simple** problems related to time e.g. It is 10 o'clock. What time will it be one hour later/after? What was the time one hour ago? I catch the bus to school at half past seven. The journey takes one hour. What time will I arrive at school? Introduce **seconds** as a unit of time; investigate practical problems involving seconds (consider using sand timers) e.g. How many times can you write your name in 30 seconds? How many beads can you thread in one minute/ 60 seconds? How many star jumps can you do in ten seconds?	Clock, watch, long hand, short hand, hour, o'clock, half past, quarter past Earlier, later, before, after Minute, second

Geometry Position and Direction & Properties of shapes (2D and 3D) **Week 6**	2 3	Relate whole, half and quarter turns to telling the time and the language related to it e.g. clockwise Introduce and **begin** to use three quarter turns in **practical contexts**		Forwards, backwards, left, right
		Visualise and use everyday positional language and the language of turns to describe the position and movement of objects/people e.g. practical position and direction activities in P.E. and computing using robot technology (forwards, backwards, left, right, whole turn, half turn, quarter turn and three quarter turn, clockwise)		Whole, half, quarter and three quarter turns, clockwise
		Consolidate recognising and naming common 2-D shapes (including shapes of different sizes and in different orientations) and describe their properties; sort 2-D shapes according to their properties; use 2D shapes to make repeating patterns Introduce pentagon and hexagon **(taken from Y2 programmes of study)**		Shape, 2D shape, flat shape Circle, triangle, square, rectangle (pentagon, hexagon) Side, corner, curved, straight
		Consolidate recognising and naming common 3-D shapes (including shapes of different sizes) and describe their properties including faces and corners; **begin** to use edges, vertices **(taken from Y2 programme of study)**		3D shape, cuboid, cube, pyramid, sphere, cone, cylinder Faces, flat, curved Corners
		Describe shapes using the related vocabulary e.g. I am a 3-D shape. I have six faces. All my faces are square. What am I? I am a 2-D shape. I have four sides. All my sides are equal. What am I? I am a 3-D shape. I can roll. What shape could I be?		Edges, vertices **(taken from Y2 programmes of study)**
Number Number and place value **Week 7**	5	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (consider as mental/oral starters)		Tens, ones / units, number, digit
		Compare and order numbers up to 100 supported by practical resources such as a number line or 100 square; use the language of comparison e.g. equal to, more than, less than, smaller, bigger, smallest, biggest		Before, after, between More, less, most, least, Biggest/largest, smallest, greater than, less than (fewer), equal to
		Recognise place value in teen numbers and numbers beyond 20, **using practical apparatus** e.g. straws, cubes, ten sticks and ones/units, Dienes apparatus, Unifix, Numicon		
		Use understanding of place value to solve missing number problems e.g. $\square$ = 20 + 8		
		Use knowledge of place value, odd/even numbers and counting in steps of 2s, 5s and 10s to recognise and complete simple number patterns and sequences e.g. 2, 4, 6, _,_, 12; 1, 3, 5, 7, _, 11; 60, 50, 40, _, 20, _		Odd/even numbers Number pattern, number sequence
		Begin to reason about numbers e.g. What is wrong with this sequence of numbers? 10, 20, 30, 40, 60, 70. How do you know?		

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Number Addition and subtraction **Week 8**	5	Add/ subtract a one-digit number to/from a two-digit number, including **finding the difference between** two quantities for subtraction e.g. 19 + 7 = 26; 24 +0 = 24 ; 29- 6 = 23; 21- 19 = 2 **(See Calculation Policy)** Solve **simple** one step word problems involving addition and subtraction with numbers to at least 20, using concrete objects, pictorial representations, including number tracks/lines Represent and use number bonds and related addition/subtraction facts within 20, e.g. 3 + 17 = 20; 17 + 3 = 20; 20 - 17 = 3; 20 – 3 = 17 Solve missing number problems e.g. ☐ = 8 + 4; 12 + ☐ = 15; ☐- 5 = 15 Solve number problems involving number bonds e.g. Find all of the dominoes that have a total of seven spots and write the addition number sentences to match the dominoes; I have 12 pencils- find different ways that I can put them into two pots; how many different ways could you put 20 fish into two ponds? (encourage systematic recording)	+, add, plus, more than, put together, altogether, total, count on - , take away, subtract, minus, count back, difference, less than How many are left? =, equals, is the same as Missing numbers Problem, solution
Measurement Money & Length **Week 9**	2 3	Recognise and know the value of different coins to £1 **and notes** (£5, £10, £20) Solve simple practical problems in the context of money up to 20p (and beyond) e.g. How much will I pay altogether if I buy _ and _? Which coins could you use to pay for this toy car that costs 12p? How much money is in my purse? If one banana costs 10p, how much would four bananas cost? How much change from 20p would you get if you bought one banana? Begin to solve problems involving finding different combinations of coins that equal the same amount of money e.g. **'Lottie's Lollipops', 'Pippa's Purse'** Introduce **standard units** of length (metres, centimetres) and measuring instruments (rulers, metre stick) Find/identify objects that are longer than/shorter than one metre Estimate, measure and record the length and height of objects (to the nearest appropriate unit) Investigate problems involving length e.g. Which is longer ~ your foot or your hand span? How will you find out? The school hall is longer than 20 metres. True or false? How will you find out?	Money, coins to £1, note, change, value, pound (£), pence (p), cost, combination, difference, total, altogether, buy Compare, measure, estimate Metre, centimetre, metre stick, ruler, more than a metre, less than a metre, longer than/shorter than

Measurement Weight and Capacity **Week 10**	5	Introduce the standard unit of **kilogram;** identify objects that weigh more/less than a kilogram and objects that weigh exactly one kilogram Estimate, measure and begin to record the weight of objects, choosing and **beginning to use** suitable **standard units** (kilograms) and measuring instruments (weighing scales) Introduce the standard unit of **litre;** identify containers that hold less/more than a litre and containers that hold exactly one litre Estimate, measure and begin to record the capacity of different containers, choosing and **beginning to use** suitable **standard units** (litres) and measuring instruments (litre jugs); Investigate problems involving weight and capacity **in practical contexts**, e.g. Which of these objects weigh more than a kilogram? How will you find out? How many children can have a cup of fruit juice from this 1 litre carton? How will you find out?	Compare, measure, estimate Weight/mass Kilogram, more than a kilogram, less than a kilogram Capacity/volume Measuring jug Litre, more than a litre, less than a litre
Number Multiplication and Division & Fractions **Week 11**	5	Count forwards and backwards in twos, fives and tens to the 10th multiple (consider as mental/oral starters) Recognise odd and even numbers to 20 and relate to grouping in twos (using practical resources); sort odd/even numbers using sorting circles Double numbers/sets of objects to 10 + 10 and solve related problems, using practical resources Find half of a number/sets of objects within 20 and solve related problems, using practical resources Relate doubling to halving Find a **quarter** of a small number/ set of objects by **using practical resources** and relate to equal sharing e.g.one quarter of eight is two; one quarter of 12 = 3; what is one quarter of 20?	Pairs, groups of Odd, even number Double, half, quarter Equal sharing

Additional weeks

To be used for:
- assessment, consolidation and responding to AfL
- additional using and applying activities

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