

**Thinking Mathematically**  
Daily Routines :

- Counting
- Calculating
- Visualising
- Estimating
- Communicating
- Reasoning
- Problem Solving

### Number and Place Value

- 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; count in multiples of twos, fives and tens
- 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 (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Rhythm counting for fire dances.  
Ordinal numbers – Samuel Peeps  
Washing hands – hygiene counting to 20  
Number of baby animals – 1 more / 1 less  
Christingle making – counting correct amount of objects.

### Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- 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  $7 = \square - 9$ .

Number problems relating to fireworks.  
Number bonds related to fingers and toes.

### Geometry (properties of shapes)

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Design a Catherine wheel / fireworks with 2 d shapes.  
Shape Tudor house  
Christingle making – 3 d shapes

### Measures

compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years

Survival – water measures  
Data handling – How many girls / boys linked to offspring.  
Hot and cold colour mixing – measures  
Christingle making – measuring lengths  
Weighing animals  
Weigh the baby – guess the baby's weight. Track the baby's weight.

**Cross curricular and creative enrichment opportunities:**

## Half Term

**Thinking Mathematically**  
Daily Routines :

- Counting
- Calculating
- Visualising
- Estimating
- Communicating
- Reasoning
- Problem Solving

### Multiplication and Division

- 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.

Animal sharing problems  
Animal multiplication problems

### Fractions

- 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.

Firework paintings  $\frac{1}{2}$   
Draw the opposite side of the animal.  
Colour mixing  $\frac{1}{2}$  and  $\frac{1}{4}$   
Music links – doing a round  
Samuel peeps diary – write the other half.

### Geometry (position and direction)

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Position of the wind – GFOL  
Blindfolded direction game ( bee bots) create their own fire of London map

### Measures (continued)

measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)

- recognise and know the value of different denominations of coins and notes
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Measuring body parts and comparing them.  
How long was the great fire of London Burning?  
Paying for items in the class shop linked to the great fire of London / fireworks  
Identifying what we do through the day / night

**Cross curricular and creative enrichment opportunities:**

## End of Term

<p><b>Number and Place Value</b></p>	<p>Pupils practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.</p> <p>Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.</p> <p>They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.</p> <p>They recognise and create repeating patterns with objects and with shapes.</p>
<p><b>Addition and Subtraction</b></p>	<p>Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, <math>9 + 7 = 16</math>; <math>16 - 7 = 9</math>; <math>7 = 16 - 9</math>). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.</p> <p>Pupils combine and increase numbers, counting forwards and backwards.</p> <p>They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.</p>
<p><b>Multiplication and Division</b></p>	<p>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.</p> <p>They make connections between arrays, number patterns, and counting in twos, fives and tens.</p>
<p><b>Fractions</b></p>	<p>Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.</p>
<p><b>Measures</b></p>	<p>The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage.</p> <p>Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units.</p> <p>In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers.</p> <p>Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.</p>
<p><b>Geometry (properties of shapes)</b></p>	<p>Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.</p>
<p><b>Geometry (position and direction)</b></p>	<p>Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.</p> <p>Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.</p>