

**National Numeracy Strategy Medium term plan: autumn term**

**Year R/1**

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, - and x facts)								
Reception: Matching, sorting, counting, ordering (oral work related to main part of lesson) Practise oral and mental skills related to main part of lesson Say and use number names to 5 then 10 in order in familiar contexts, eg number rhyme, songs, stories. Recite number names in order from 1 up to 5 then 10. Count reliably up to 3 objects then 5 objects.					Year 1: Count reliably up to 10 everyday objects Count on in ones from any small number Read and write numerals to at least 20 Recall addition doubles to at least 5 + 5 Recall addition and subtraction facts up to 5 Recall pairs of numbers with a total up to 10			
Unit YR	Days	Pages YR	Topic	Reception: Objectives: children will be taught to	Unit Y1	Pages Y1	Topic	Yr 1: Objectives children will be taught to
1	3	2-8	Counting	Say and use number names to 5 in order in familiar contexts, eg number rhyme, songs, stories. Recite number names in order from 1 up to 5.	1	2-7	Counting, properties of numbers and number sequences	Know the number and names and recite them in order to at least 20 Count reliably at least 20 objectives Count on in ones from any small number
2	15	2-8	Counting	Say and use number names to 10 in order in familiar contexts, eg number rhymes, songs, stories. Recite number names in order from 1 up to 10. Count reliably up to 3 objects.	2-4	8-15	Place value, ordering, estimating, rounding	Read and write numerals to at least 20 Say the number that is 1 more or less than any given number to 20 Begin to know what each digit in a two-digit number represents Partition a 'teens' number
4		2-8 14-15	Counting Adding (one more)	Count reliably up to 5 objects. Find one or more than (up to 5 objects).		24-29	Understanding + and -	Understand the operation of addition, recognise that addition can be done in any order Understand the operation of addition, recognise that addition can be done in any order Understand the operation of subtraction as 'take away'
5		2-8	Counting	Begin to recognise none and zero in stories and rhymes.		32-41	Mental calculation strategies (+ -)	Begin to use the +, - and = signs to record mental calculations in a number sentence Put the larger number first Count on in ones, including beyond 10
						66-69 60-61	Money and 'real life' problems Making decisions, checking results	Recognise 1p and 2p coins. Find totals to 10p Choose and use appropriate number operations and mental strategies to solve problems
4	8	22-23	Measures	Use more or less, longer or shorter to make direct comparisons of two lengths	5-6	70-77	Measures, including problems	Understand and use the vocabulary related to length Order familiar events Compare two lengths by direct comparison Measure using uniform non-standard units or standard units eg metre sticks
3		24-27	Shape and space	Use language such as round, circle, square to describe shapes. Use words such as bigger and smaller to describe size. Use shapes to make pictures and patterns.		80-83	Shape and space	Use everyday language to describe features of familiar 3-D and 2-D shapes, referring to the shapes of flat faces Recognise and recreate patterns. Make and describe models, patterns and pictures using construction kits.
						62-65	Reasoning about shapes	Use one or more shapes to make, describe and continue repeating patterns Use everyday language to describe position
6	2		Assess and review		7			

**National Numeracy Strategy Medium term plan: autumn term**

**Year R/1**

Reception:					Year 1:			
Matching, sorting, counting, ordering (oral work related to main part of lesson)					Count in ones from and back to from zero, then any small number			
Practise oral and mental skills related to main part of lesson					Count reliably up to 20 everyday objects Recall pairs of numbers with a total up to 10			
Say and use number names to 10 in order in familiar contexts, eg number rhyme, songs, stories.					Read and write numerals to at least 20 Order numbers to at least 10			
Recite number names in order from 1 up to 10.					Recall addition doubles to at least 5 + 5 Recall addition and subtraction facts up to 5			
Count reliably up to 5 objects.								
Unit YR	Days	Pages YR	Topic	Reception: Objectives: children will be taught to	Unit Y1	Pages Y1	Topic	Yr 1: Objectives children will be taught to
7	5	2-8  11-13	Counting  Comparing and Ordering numbers	Say and use number names to 10 in order in familiar contexts, eg number rhymes, songs, stories. Recite number names in order from 1 up to 20 Use language such as more and less, greater or smaller to compare two numbers up to 5 and say which is more or less.	8	2-7  62-65	Counting, properties of numbers & number sequences  Reasoning about numbers	Know the number names and recite them in order to at least 20, from and back to zero Count in ones from and back to from any small number Solve simple mathematical problems Recognise and predict from simple patterns and relationships
8	15	2-8  14-15	Counting  Adding and subtracting (one more, one less)	Recite number names in order from 1 to 20 and beyond.  Count reliably more than 5 objects. Find one more or one less than a number up to 9.	9	8-17  24-29  32-41	Place value, ordering, estimating, rounding  Understanding + and -  Mental calculation strategies (+ -)	Read and write numerals to at least 20 Say the number that is 10 more or less than any number to 20. Understand and use the vocabulary of comparing and ordering numbers, including ordinal numbers to at least 10. Use the = sign Understand and use the vocabulary of estimation Give a sensible estimate of up to 10 objects Understand the operation of addition and subtraction (as difference) and use the related vocabulary Use patterns of similar calculations. Find small differences, counting up
11		20-21	Money and 'real life' problems	Recognise 1p coins. Solve practical problems involving counting in 'real life' or role play. Sort and match objects		66-69 58-61	Money and 'real life' problems Making decisions, checking results	Choose and use appropriate number operation (counting, add, subtract) and mental strategies to solve number problems
10		2-8	Counting	Count reliably up to 10 objects				
11		2-8	Counting	Count reliably up to 10 objects or clapping sounds.				
10	10	22-23	Measures, including time	Use language such as more or less, heavier or lighter to make direct comparisons of two lengths or masses. Fill and empty containers, using words such as full, empty, holds more, holds less. Begin to use vocabulary of time. Sequence familiar events.	12-13	70-79	Measures, and time, including problems	Suggest suitable non-standard units and measuring equipment to estimate, then measure, a length, recording estimates and measurements as 'about 3 and a bit' Solve simple problems involving length and time Know the days of the week
9		24-27  18-19	Shape and space  Reasoning	Name solids: cube, sphere, cone. Put sets of objects in order of size. Use everyday words to describe position. Talk about and recognise simple symmetrical patterns.		90-93	Handling data	Solve a problem by sorting information using objects or pictures
12	2		Assess and review		14			
Total	60							

**National Numeracy Strategy Medium term plan: spring term**

**Year R/1**

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, -, x and ÷ facts)								
Reception: Matching, sorting, counting, ordering (oral work related to main part of lesson) Practise oral and mental skills related to main part of lesson Say and use number names to 10 and beyond in order in familiar contexts, eg number rhyme, songs, stories. Recite number names in order from 1 up to 12. Count reliably up to 12 objects.					Year 1: Count reliably up to 20 objects Count on or back in tens from zero Read and write numerals to at least 20 Order a set of numbers (up to 20) Recall addition doubles to at least 5+5 Recall addition doubles to at least 5+5 Recall pairs of numbers which total 10			
Unit YR	Days	Pages YR	Topic	Reception: Objectives: children will be taught to	Unit Y1	Pages Y1	Topic	Yr 1: Objectives children will be taught to
1	3	2-8  11-13	Counting  Comparing and ordering numbers	Say and use number names beyond 10 in order in familiar contexts, eg number rhymes, songs, stories. Recite number names in order, continuing from 2, 3 or 4. Order a given set of numbers (eg 1-6 given in random order).	1	2-7	Counting, properties of numbers and number sequences	Count in tens from and back to zero Count on in twos from zero Begin to recognise even numbers to 10
2 4 5 2 5	15	2-8 2-8 2-8 14-17 14-17 19-20	Counting Counting Counting Adding and subtracting Adding and subtracting Money and 'real life' problems	Count reliably up to 12 objects. Recite the number names in order, counting back from 6, 5 or 4. Count reliably up to 12 objects, claps or hops Begin to use the language involved in adding. Begin to relate addition to combining two groups of objects, counting all the objects. Separate (partition) a given number of objects into 2 groups. Begin to use the language involved in subtracting Relate subtraction to taking away, counting how many are left. Sort coins: 1p, 2p, 5p	2-4	8-15  24-29 32-41  66-69 60-61	Place value, ordering  Understanding + and -  Mental calculation strategies (+ -)  Money and 'real life' problems Making decisions, checking results	Read and write numbers from zero to at least 20 Know what each digit in a two-digit number represents Begin to partition larger two-digit numbers into a multiple of tens and ones. Say the number that is 1 or 10 more or less than any given number to 20 Understand the operations of addition and subtraction and the related vocabulary Identify near doubles using doubles already known  Recognise 1p, 2p, 5p and 10p coins and equivalent values. Find totals Choose and use the appropriate number operations and mental strategy to solve problems.
3  9	8	22-23  24-27 18-19	Measures  Shape and space Reasoning	Use language such as more or less, longer or shorter, heavier or lighter (length, mass, time) to make direct comparisons of two quantities.  Begin to name solids and flat shapes. Use shapes to describe and make models, pictures, patterns. Solve simple problems or puzzles in a practical context. Match objects (shapes).	5-6	70-77  80-83 62-65	Measures, including problems  Shape and space Reasoning about shapes	Understand and use the vocabulary related to mass Compare two, then more, masses using direct comparison Measure mass using uniform non-standard units  Use everyday language to describe features of 2-D and 3-D shapes, referring to shapes with flat faces, number of faces or corners, number of sides Make and describe models, patterns and pictures using everyday materials and plasticine Use everyday language to describe position and direction Talk about things that turn Use one or more shapes to make patterns, describing repeating patterns predict from simple patterns, and suggest extensions
6	2		Assess and review					

**National Numeracy Strategy Medium term plan: spring term**

**Year R/1**

Reception: Matching, sorting, counting, ordering (oral work related to main part of lesson) Practise oral and mental skills related to main part of lesson Say and use number names to 20 in order in familiar contexts, eg number rhyme, songs, stories. Recite number names in order from 1 up to 20. Count reliably up to 15 objects.					Year 1 Count reliably at least 20 objects Recall addition and subtraction facts up to at least 5 Count on or back in tens from and back to zero Recall pairs of numbers which total 10 Count in twos from and back to zero Recall addition doubles up to at least 5+5 Read and write numerals to at least 20 Order a set of numbers to 20			
Unit YR	Days	Pages YR	Topic	Reception: Objectives: children will be taught to	Unit Y1	Pages Y1	Topic	Yr 1: Objectives children will be taught to
7	5	2-9  11-13	Counting and reading numbers  Comparing and ordering numbers	Say and use number names up to 20 in order in familiar contexts, eg number rhymes, songs, stories. Recognise numerals 1 to 3  Compare two numbers. Say a number that lies between two given numbers up to 10 (then beyond)	8	2-7  62-65	Counting, properties of numbers and number sequences  Reasoning about numbers	Count on in twos from zero, then one, and begin to recognise odd and even numbers to 10  Count in steps of 5 from zero to 20 or more  Solve mathematical problems or puzzles  Suggest extensions "What if?" "What could I try next"
8	10	2-9	Counting and reading numbers	Count reliably up to 15. Recognise numerals 1 to 5. Recognise small numbers without counting. Recite the number names in order, counting on or back from 10 or 9  Recognise numerals 1 to 9	9	8-19	Place value, ordering, estimating, rounding	Understand the vocabulary of comparing and ordering numbers including ordinal numbers to at least 20. Compare two familiar numbers, say which is more or less. Understand the vocabulary of estimation, give a sensible estimate of a number of objects and check by counting (up to 30 objects)
10		14-17	Adding and subtracting	Relate addition to combining 2, then 3 groups.  Relate addition to counting on.		24-29	Understanding + and -	Understand operation of addition, and of subtraction (as how many more)
11		20-21	Money and 'real life' problems	Understand and use the vocabulary related to money.  Sort coins: 1p, 2p, 5p, 10p, 20p. Use 1p coins in role play.  Sort and match objects, justifying decisions made		32-41	Mental calculation strategies (+ -)	Partition into 5 and a bit when adding 6, 7, 8 or 9
						66-69	Money and 'real life' problems	Bridge through 10 when adding single digit numbers
						58-61	Making decisions, checking results	Find totals, give change  Work out how to pay an amount by using smaller coins  Solve simple mathematical problems or puzzles  Choose and use the appropriate number operation and mental strategy to solve a problem. Explain methods orally.
10	10	22-23	Measures, including time	Make direct comparisons of 2 then 3 or more lengths or masses.  Know the days of the week in order	11-12	70-79	Measures, and time, including problems	Suggest suitable (non) standard units and measuring equipment to estimate, then measure, mass, recording estimates and measurements as "about as heavy as 20 cubes"
11		2-9  14-17	Counting and reading nos  Adding and subtracting	Count reliably to 20. Recognise numerals 0 to 9.  Relate addition to counting on.		90-93	Handling data	Know seasons of the year  Solve simple problems involving mass or time  Solve a problem by sorting, classifying and organising information in a list or simple table
12	2		Assess and review					
Total	55							

**National Numeracy Strategy Medium term plan: summer term**

**Year R/1**

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, -, x and ÷ facts)								
Reception: Matching, sorting, counting, ordering (oral work related to main part of lesson) Practise oral and mental skills related to main part of lesson Say and use number names to 20 and beyond in order in familiar contexts, eg number rhyme, songs, stories. Recite number names in order from 1 up to 20 and beyond. Count reliably up to 20 objects.					Year 1 Count reliably at least 20 objects Find small 'differences' Count in fives from and back to zero Order a set of number to 20 Recall addition and subtraction facts up to at least 5 (and up to 10) Read and write numerals to at least 20 Recall pairs of numbers which total 10 Recall addition doubles up to at least 5+5			
Unit YR	Days	Pages YR	Topic	Reception: Objectives: children will be taught to	Unit Y1	Pages Y1	Topic	Yr 1: Objectives children will be taught to
1	3	2-10  11-13	Counting, reading and writing nos Comparing and ordering numbers	Say and use number names beyond 20 in order in contexts, eg number rhymes, songs, counting games and activities. Order a given set of selected numbers, eg 2, 5, 8, 1, 4	1	2-7	Counting, properties of numbers and number sequences	Recognise odd and even numbers to 20 as 'every other number' Count in steps of 5 from zero to 20 or more and then back again
2	15	2-10  14-17	Counting, reading and writing numbers Adding and subtracting	Count reliably to 20 and beyond (objects and other contexts). Recognise numerals 0 to 10. Record numbers by making marks. Begin to relate addition of doubles to counting on. Find a total by counting on when one group is hidden. Count in tens.	2-4	8-15  24-29	Place value, ordering, estimating, rounding  Understanding + and -	Say the number that is one or ten more or less than a given number to 30 Compare two familiar numbers, say which is more or less and give a number that lies between them Use +, - and = signs to record mental calculations in a number sentence Recognise and use □ or Δ to stand for an unknown number Use number facts to add/subtract pair of numbers in range 0 to 10
3		2-10	Counting, reading and writing nos	Write numerals to 5 Count and record larger numbers by tallying Recognise numerals beyond 10				
5		14-17  20-21	Adding and subtracting Money and 'real life' problems	Remove a smaller number from a larger and find how many are left by counting back from the larger number Sort all coins, including £1 and £2, and use in role play. Solve practical problems		32-41  66-69 60-61	Mental calculation strategies (+-)  Money and 'real life' problems Making decisions, checking results	Choose and use the appropriate number operation and mental strategy to solve problems Recognise coins of different values up to 20p Find totals, give change from up to 20p and work out how to pay using smaller coins
3	8	22-23  24-27  18-19	Measures  Shape and space Reasoning	Compare lengths, masses and capacities by direct comparison  Talk about, recognise and recreate simple patterns, including patterns in the environment Use everyday words to describe position and direction	5-6	70-77  80-83  62-65	Measures, including problems  Shape and space Reasoning about shapes	Understand and use the vocabulary related to capacity Compare two, then more, capacities using direct comparisons Measure capacity using uniform non-standard units or standard units (litre)  Fold shapes in half, then make them into symmetrical patterns Begin to relate solid shapes to pictures of them Use everyday language to describe position, direction and movement Use one or more shapes to make, describe and continue repeating patterns Make whole turns and half turns Investigate general statements about shapes
6	2		Assess and review					

**National Numeracy Strategy Medium term plan: summer term**

**Year R/1**

Reception: Matching, sorting, counting, ordering (oral work related to main part of lesson) Practise oral and mental skills related to main part of lesson Say and use number names to 20 and beyond in order in familiar contexts, eg number rhyme, songs, stories. Count reliably up to 20 objects in twos Count in tens				Year 1: Count reliably at least 20 objects Find small 'differences' Count in steps of three from zero Read and write numerals from 0 to at least 20 Order a set of numbers to 20 Recall addition and subtraction facts to at least 5 (and up to 10) Recall pairs of numbers which total 10 Recall addition doubles up to at least 5 + 5				
Unit YR	Days	Pages YR	Topic	Reception: Objectives: children will be taught to	Unit Y1	Pages Y1	Topic	Yr 1: Objectives children will be taught to
7	5	2-10  11-13	Counting, reading and writing nos  Comparing and ordering numbers	Estimate a number up to 10 and check by counting. Write numerals to 10. Begin to understand and use ordinal numbers in different contexts.	8	2-7  62-65	Counting, properties of numbers and number sequences  Reasoning about numbers	Begin to count on in steps of 3 from zero Recognise and extend number sequences with differences of 1, 2 or 3 Investigate a general statement about familiar numbers by finding examples that satisfy it Explain methods and reasoning orally
8	15	2-10  14-17  2-10  14-17  19-20	Counting, reading and writing nos  Adding and subtracting  Counting, reading and writing nos  Adding and subtracting  <b>Money and 'real life' problems</b>	Count in twos. Select two groups of objects to make a given total.  Begin to find how many have been removed from a group of objects by counting up from a number Begin to write numerals to 20. Count in tens. Count beyond 20 in twos. Use numerals to record numbers. Work out by counting how many more are needed to make a larger number. Use coins in role play to pay and give change. Make simple estimates and predictions	9-11	8-17  24-29  32-41   66-69 60-61	Place value, ordering, estimating, rounding  Understanding + and -  Mental calculation strategies (+ -)   Money and 'real life' problems Making decisions	Order numbers to at least 20 and position them on a number track  Add more than two numbers  Use number facts to add/subtract pair of numbers within range 0 to 20 Add 9 to a single digit number by adding 10 then subtracting 1 Bridge through 20 when adding a single-digit number  Choose and use the appropriate number operation and mental strategies to solve simple money or 'real life' problems using counting, addition or subtraction, halving or doubling
10	10	22-23	Measures, including time.	Estimate a number beyond 10 and check by counting. Begin to read o'clock time.	12-13	70-79	Measures, and time, including problems	Solve simple problems involving capacity or time Read time to half hour on analogue clocks Suggest suitable uniform non-standard then standard units and measuring equipment to estimate, then measure capacity recording estimates and measurements as 'about 3 beakers full' or 'just under 5 litres'
9		24-27  18-19	Shape and space  Reasoning	Use everyday words to describe position, direction and movement. Sort and match objects, shapes and pictures, justifying the decisions made.		90-93	Handling data	Solve a problem by organising information in a list or table Discuss and explain results
11	2		Assess and review		14			
Total	60							