

St Michael's Primary School Numeracy Programme 2023/2024

	Familiar to Me and My Interests		Growth, Communities and Culture		Sky, Land and Sea	
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Taught Sequence from Development Matters Maths and Numerical Patterns Children count reliably with numbers from 1-20, they place them in order and say which is one more or one less than a given number. Children count reliably with numbers from 1-20. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.	Fast recognition of up to 3 objects, without having to count them individually ('subitising') Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value Count beyond ten. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value Count beyond ten. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	ELGs Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	
Area of Learning Covered	Counting Reciting numbers Quantities more/fewer 1,2,3 and estimating Solve real world problems 1-5 4,5 Estimating Solve real world problems 1-5 6,7, estimating Solve real world problems 8,9	Measure Shape Pattern Ordering and Sequencing Events	Positional Language 1 more 1 less Compare numbers greater than/ Less than Addition and Subtraction within 5 Number bonds to 5	Shape (spacial and reasoning) Shape – 3D shapes decompose and recompose/use informal language Addition and Subtraction within 10 Number bonds to 10	Grouping and sharing Doubling and halving Odds and even numbers Measure	Number bonds to 10 Numbers within 15 Numbers within 20 Addition and subtraction on number lines Consolidation

St Michael's Primary School Numeracy Programme 2023/2024

	estimating Solve real world problems 10 and recap of all numbers					
Skills	To count up to 10 objects 1:1 correspondence To match quantities to numerals up to 10 To recognise a group of up to 5 objects without counting	To use non-standard units to measure length, weight and capacity To make observations of and compare length, weight and capacity To identify some 2D shapes To identify some properties of 2D shapes To follow a simple pattern	To find one more and one less To explore number bonds to 5 To find total of 2 groups of objects to 5 To subtract from a larger number with 5	To confidently find 1 more and 1 less To talk about the properties of 2D shapes To identify some 3D shapes To decompose and recompose shapes to identify other shapes within them To develop spatial reasoning To find total of 2 groups of objects to 10 To explore number bonds to 10 To subtract from a larger number with 10	To share objects equally between people To double numbers up to 5 To recognise the pattern of odd and even numbers to 10 To recognise a group of up to 10 objects without counting To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity	To explore all number bonds to 10 To solve addition and subtraction problems by counting forwards or backwards on a number line. To count, order and recognise numbers to 20. To match quantities to numerals up to 15 and then to 20 To read addition sentences. To say the days of the week. To say the months of the year
Knowledge	Names of numbers to 10 when counting Write the numbers to 10, forming them correctly.	Name basic 2 D shapes – square, triangle, circle, rectangle, hexagon Informal and mathematical language for 2D shapes: 'sides', 'corners'; 'straight', 'flat', 'round'. Patterns are repeated designs.	The word 'more' indicates that the group is getting larger. The word 'less' indicates that a group is getting smaller. Addition involves combining two or more groups of objects Subtraction means the number gets smaller There are different ways of making 5	2D shapes have sides and corners Name basic 3D shapes – cube, cuboid, cone, sphere, pyramid, cuboid Informal and mathematical language for 3D shapes: 'sides', 'corners'; 'straight', 'flat', 'round' Some shapes have other shapes within them Addition involves combining two or more groups of objects	Length, weight and capacity can be measured using standard units. Halving is splitting a quantity in two. Doubling is having two quantities of the same amount. Sharing equally is everyone having the same amount of an object. Know the odd numbers to 10 – 1, 3, 5, 7. And 9	+ means add There are different ways of making 10 Different Resources can be used to add and subtract Numbers continue beyond 10 There are 7 days of the week There are 12 months of the year.

St Michael's Primary School Numeracy Programme 2023/2024

				Subtraction means the number gets smaller There are different ways of making 10	Know the even number sot 10 – 2, 4, 6, 8, 10	
Taught Throughout	Money 1more / 1 less Flashing number bonds cards Routines – timetable/days of the week Compare numbers greater than/ Less than Number of the week					
Number Sense	Book 1 Subitising 1 to 2 6 sessions Book 2 Subitising 1 to 3 5 sessions Book 3 Subitising 1 to 4 5 sessions	Book 3 Subitising 1 to 4 2 sessions Book 4 Subitising 1 to 5 13 sessions Book 5 Subitising 6 to 10 5 sessions	Book 5 Subitising 6 to 10 6 sessions Book 6 Partitioning 2 3 sessions Book 7 Partitioning 3 4 sessions Book 8 Partitioning 4 5 sessions	Book 9 Partitioning 5 6 sessions Book 10 Partitioning 10 8 sessions Book 11 Composition of 6 to 9 4 sessions	Book 11 Composition of 6 to 9 12 sessions Book 12 Comparing quantities 6 sessions	Book 12 Comparing quantities 1 session Book 13 Patterns in numbers 8 sessions Shape Consolidation