

Autumn	Year R Autumn term		
	Number and Place Value		
	Learning Intention	Implementation	Impact
	To count to 100, forwards and backwards to 100 in ones.	During mental maths sessions the children will continue to extend their counting skills – counting in 1s forwards and backwards. They will use the abacus and counting around the class. WT – to at least 20. EX – to at least 50. GD – to at least 100.	All children will be able to count forwards and backwards to/from at least 20 by the end of the Autumn term.
	To be able to order numbers to 20 consecutively.	The children will be given a pack of number cards where they will either work in pairs or individually to order the numbers to 20.	All children will be able to order numbers to 10. Some children will be able to order numbers to 20 by the end of the Autumn term.
	To be able to recognise numbers up to 20.	During mental maths sessions the children will look at number flash cards and see if they can recognise the numbers.	All children will be able to recognise numbers up to 10. Some children will be able to recognise numbers up to 20 by the end of the Autumn term.
	<u>Mastering Number (MN)</u> To be able to perceptually subitise within 5 To identify sub-groups in larger arrangements To create their own patterns for numbers within 4 To use fingers to represent quantities which they can subitise To be able to make sets of numbers to 10. MN- Including to relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set MN - Including begin to recognise numerals, relating these to quantities they can subitise and count	Through the mastering maths scheme of work the children will complete activities that explore subitising numbers to 5, making number patterns to 4 and use their fingers to represent quantities to 4. The children will understand what the number 1 is and recognise that this can be represented by a numeral and objects. This will be extended in the same way for numbers 2 to 10. E.g. they will make a set of 3. If they move it around in a different order they know that there are still 3 objects. They will also use dice and dominoes e.g. they will know there is 3 spots without having to count it. The children will touch count practical objects such as compare bears. Making sure they touch each object as they count it and don't skip or miss any numbers out.	All children will subitise numbers within 5, perceptually and conceptually, depending on the arrangements. All children will be able to make different numbers. For smaller numbers they will be able to recognise how many dot etc... there are without having to count it. They will know that a set still has the same number in it if it is moved around. Children will understand that the last number spoken gives the number in the entire set. All children will be able to touch count up to 10 objects accurately. All children will be able to count accurately to 10.

	To be able to touch count objects to 10. MN- Including developing 1:1 correspondence, including by coordinating movement and counting To be able to recognise odd and even numbers. To be able to halve and double numbers/objects to 10. To identify one more and one less than a number. To be able to write numbers in numerals to 10. To be able to estimate how many objects are in a set. MN - To explore the concept of 'wholes' and 'parts'. To explore the composition of numbers within 5. MN - To compare sets using the language of comparison, and play games which involve comparing sets	The children will create a set of objects. Then using two hoops the children will share out the objects such as compare bears. The children will understand that if the objects share equally they are even numbers. Those that do not share evenly with objects left over/or uneven sets are odd numbers. They relate sharing into 2s/even numbers to halving a set of objects. The children will use practical objects to find one more and one less than a number e.g. There are 5 teddy bears and if we add one more we will have 6. They will move to using a number track to identify one more/one less. During mental maths sessions the children will practise writing numerals from 1 to 10 using chalk etc. The children will be given a set of objects and they will learn to make a sensible guess about how many objects there are without first counting the objects. Children will look at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. Children will play counting games and explore different sets of objects.	All children will understand the difference between odd and even numbers. They will understand that when we share a set of objects into two equally (even numbers) we are halving a number. They will know how to double a set of objects/number to 10. All children will be able to recognise one more and one less than a number up to 5. The children will understand that one more is the next number along when counting in ones and one less is the number before when counting in ones. All children will know how to write numbers correctly in numerals to at least 5. All children will be able to estimate how many objects are in a set. Children will be able to understand the concept of parts and whole. Children will understand the composition of number within 5. Children will be able to compare sets and use the language of comparison accurately.
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Addition & Subtraction		
Learning intention	Implementation	Impact
To be able to add and subtract one digit numbers.	The children will add and subtract one digit numbers where the answer is within 10 using cups.	The children can add and subtract one digit numbers using cups. The children will understand what operation to carry out by looking at the symbols.
Shape, space and measure		
Learning Intention	Implementation	Impact
To learn to read o'clock and half past on a clock face.	As part of the mental maths session the children will practice reading different times on a clock set by the teacher for o'clock and half past.	All children can tell the time to o'clock. Some children will be able to tell the time to half past.
To recognise and know the value of 1p coins.	The children will know what a 1p coin looks like and they will use 1p coins to make different amounts.	The children can identify 1p coins and add up different amounts of money using 1p coins.
To recognise and use language relating to dates, including days of the week and months of the year.	During mental maths session the children recite days of the week and months of the year.	Most children will be able to recognise the days of the week and the months of the year.
To recognise and name common 2D shapes (rectangles, squares, circles, triangles, hexagons and pentagons) and 3D shapes (cuboids, cubes, pyramids, spheres and cones).	During mental maths sessions children work in talk partners and name shapes and describe properties to each other. They will also make 2D shapes in the outdoor environment using sticks and leaves.	The children will be able to name all 2D and some 3D shapes and their properties by the end of the Autumn term.
To talk about, recognise and recreate simple patterns.	The children will learn what a repeating pattern is. They will use practical shapes, multi-link and coloured objects to create their own repeating patterns. They will also continue a repeating pattern through colouring.	The children will understand that a repeating pattern is the same pattern repeated over and over again.
To be able to talk about and sort objects according to a criteria.	The children will practically sort objects into different criteria e.g. size, shape or colour. They will sort into boys and girls.	All children will understand what sorting means and be able to sort objects according to a given criteria.
To recognise terms such as behind, in front of, in the middle.	The children will say where different objects are in the classroom or in a picture using the vocabulary behind, in front of and in the middle.	The children will understand what the vocabulary behind, in front of and in the middle means and be able to say where an object is.
To begin to explore mass, length and capacity.	The children will begin to talk about that mass relates to how heavy something is, length relates	The children will begin to have an understanding of mass, length and capacity.

		to how long something is and capacity how much a container holds. They will use non-standard measures in the Autumn term e.g. Length – how many cubes is the same length as the tables? How many cubes are as heavy as the toy car?	
	Independence Resilience Respect Team-work Creativity Aspirational.		

MN – Mastering Number Programme