KIRFs (Key Instant Recall Facts)		
Autumn	Spring	Summer
- Recall the numbers from 0 to 20 and back from 20 to 0 in order - I can read and write numbers 1-10 in numerals and words - I can count to 20	- Recall counting to 50 - I know doubles and halves of numbers to 10 - I know number bonds to 10 and number bonds for each number to 10	- Recall counting to 100 - I can read and write numbers 1-20 in numerals and words - I know number bonds to 20

Quick overall focus curriculum map:

Strand	Number of weeks	Autumn	Spring	Summer
Place value	2	**Counting to 20**	**Counting to 50**	**Counting to 100**
Adding and subtractin	3	**Addition, subtraction and equal symbol**	**Adding and subtracting 2-digit numbers by 1-digit numbers**	**One step problems adding and subtracting**
Multiplying	2	**Count in 2'S**	**Count in 10's**	**Count in 5's**
Fractions	1	**Half of a and shape**	**Quarter of a and shape**	**Half and Quarter of a quantity and/or shape**
Measurements	2	**Length, mass and capacity**	**Money**	**Time**
Geometry	1	**2D shapes**	**3D shapes**	**Consolidating 2D and 3D shapes**
Position and movem	1	**Whole turns and half turns**	**Quarter turns**	**Three-quarter turns**
Daily Maths	daily	Time, shapes, counting, adding, number bonds		

	Autumn	Spring	Summer
Number and place value (2 week)	**(PM unit 1,2 + 6)** **Focus on counting to 20** • C**ount, read and write numbers to 20 in numerals** • Count to and across 20, forwards and backwards, beginning with 0 or 1 • Identify and represent numbers up to 20 using objects and pictorial representations including the number line; use the language of: equal to, more than, less than (fewer), most, least • From a given number (up to 20), identify one more and one less • Count in multiples of twos, fives and tens • read and write numbers from 1 to 20 in numerals and words	**(PM unit 9)** **Focus on counting to 50** • C**ount, read and write numbers to 50 in numerals** • Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number • Identify and represent numbers up to 50 using objects and pictorial representations including the number line; use the language of: equal to, more than, less than (fewer), most, least • Count, read and write numbers to 50 in numerals • Count in multiples of twos, fives and tens • From a given number (up to 50), identify one more and one less • read and write numbers from 1 to 20 in numerals and words	**(PM unit 16)** **Focus on counting to 100** • C**ount, read and write numbers to 100 in numerals** • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Identify and represent numbers up to 100 using objects and pictorial representations including the number line; use the language of: equal to, more than, less than (fewer), most, least • Count, read and write numbers to 100 in numerals • count in multiples of twos, fives and tens • From a given number (up to 100), identify one more and one less • read and write numbers from 1 to 20 in numerals and words
CC	**History – dates or periods of time** **Geography- distances on maps** **Science- growth of plants**		

Addition and subtraction (3 weeks)	**(PM unit 2, 3 + 4)** **Focus on symbols and their meanings** ● **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	**(PM unit 7 + 8)** **Focus on adding and subtracting 2 digits by 1 digit** ● **Add and subtract one-digit and two-digit numbers to 20, including zero** ● Represent and use number bonds and related subtraction facts within 20 ● Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ● Solve one- step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	**(PM unit 9+16)** **Focus one solving one-step problems** ● **Solve one- step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems** ● 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
CC	**DT- Food and calories in a meal** **Science – Height of plants growth** **Geography – distances between places**		

Multiplication (2 weeks)	**(PM unit 12 + 13)** **Focus count in 2's** •Counting in 2s, recognising patterns and recalling the 2 times table. •Understanding on how to make equal groups of 2 •Double digits up to 10. •Use concrete objects, pictorial representations and arrays with the support of the teacher to create the 2 times table • Solve one-step problems involving multiplication and division, by calculating the answer	**(PM unit 12 + 13)** **Focus count in 10's** ●Counting in 10s, recognising patterns and recalling the 5 times table. •Understanding on how to make equal groups of 10 •Recall counting in 2's •Use concrete objects, pictorial representations and arrays with the support of the teacher to create the 10times table • Solve one-step problems involving multiplication and division, by calculating the answer	**(PM unit 12 + 13)** **Focus count in 5's** ●Counting in 5s, recognising patterns and recalling the 5 times table. •Understanding on how to make equal groups of 5 •Recall counting in 2's and 10's •Use concrete objects, pictorial representations and arrays with the support of the teacher to create the 5 times table • Solve one-step problems involving multiplication and division, by calculating the answer
CC			
Fractions (1 weeks)	**(PM unit 14)-** **Focus on halving** ● Recognise, find and name a half as one of two equal parts of an object or shape ● Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	**(PM unit 14)** **Focus on quarters** ● Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity ● Recognise, find and name a half as one of two equal parts of an object, shape or quantity	**(PM unit 14)** **Focus halving and quarters quantities** ● 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
CC	**DT- Fractions of foods** **Art – painting half, drawing half**		

| Measurements (2 week) | • **(PM unit 10 + 11)** **Focus on length, mass and capacity**

• **Compare, describe, measure and solve practical problems for:**

- Lengths and heights

-Mass or weight

- Capacity/volume

• Recognise and know the value of different denominations of coins

• Recognise and use language relating to dates, including days of the week, weeks, months and years;

• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | • **(PM unit 18)** **Focus on money**

• **Recognise and know the value of different denominations of coins and notes**

• Compare, describe, measure and solve practical problems for:

- Lengths and heights

- Mass or weight

- Capacity/volume

- Time

• Recognise and use language relating to dates, including days of the week, weeks, months and years;

• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | • **(PM unit 17)** **Focus on time**

•Recognise and use language relating to dates, including days of the week, weeks, months and years;

• **Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]**

• **Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times**

• Compare, describe, measure and solve practical problems for:

- Lengths and heights (

- Mass or weight (e.g. heavy/light, heavier than, lighter than)

- Capacity/volume (full/empty, more than, less than, quarter)

- Time

•Recognise and know the value of different denominations of coins and notes |
| **CC** | | | |

Geometry (1 week)	**(PM unit 5)** **Focus on naming 2D and their features** • **Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]** • Recognise and name common 3-D shapes	**(PM unit 5)** **Focus on 3D shapes and their features** •Recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres]. • Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	**(PM unit 5)** **Focus consolidating 2D and 3D shapes** • Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] • **Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].**
CC	**DT – designing buildings, sketching and creating** **Art – Cubism** **Computing – building blocks**		
Position and movement (1 week)	**(PM unit 15)** **Focus on whole turns and half turns** • Describe position, direction and movement, including whole and half turns	**(PM unit 15)** **Focus on quarter turns** • Describe position, direction and movement, including whole, half and quarter.	**(PM unit 15)** **Focus on three-quarter turns** • Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
CC	**PE – orienteering** **Geography – map work** **Computing – Coding**		