## Autumn Term 1

Autumn Term 2

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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| Focus on the composition of 6, 7, 8 and 9 as ' 5 and a bit' | Compare numbers within 10 using language of comparison when comparing sets of objects and numbers Use the inequality and equals symbols in expressions and equations | Focus on odd/ even parts when even numbers are composed of 2 parts, including when 2 parts are equal (doubles) | Focus on the composition of 6 Identify missing addends and complete missing symbols expressions and equations using the equals or inequality symbol | Focus on the composition of 8 Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed Apply to expressions and equations | Focus on the composition of 10 Use 2-by-5 grid (10frame) and the rekenrek to find all the ways that 10 can be composed Apply to expressions and equations | Focus on the composition of odd numbers including being made of 2 s and 1 more, or 1 odd part and 1 even part | Focus on the composition of 7 Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed Apply knowledge to expressions and equations | Focus on the composition of 9 Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed Apply knowledge to expressions and equations | Focus on the composition of the numbers 11 to 19 as '10 and a bit' Apply to missing addend equations | Compare numbers within 20 Use proportional reasoning to identify the position of numbers within 20 in the linear number system, using midpoints of 5,10 and 15 |


| Spring Term 1 |  |  |  |  | Spring Term 2 |  |  |  |  |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Focus on doubling numbers to 10 , using the ' 5 and a bit' structure to double 6, 7,8 and 9 | Focus on the composition of 20 Use known facts within 10 to find missing parts of 20 when the known part is greater than 10 | Apply knowledge of facts within 10 to addition and subtraction within 20 WITHIN the 10s boundary | Use knowledge of doubles to calculate near doubles See that near doubles are adjacent numbers See that the sum in a near double is odd | Develop understanding of near doubles Identify different strategies for near doubles, doubling the smaller addend and adding 1 or the larger addend and subtracting 1 | Add 3 numbers using known facts identifying bonds of 10 and knowledge of the composition of 11 to 19 as ' 10 and a bit' | Add 2 numbers by 'bridging through 10 ' | Consolidate understanding of adding 2 numbers by 'bridging through 10 ' Solve missing addend problems | Subtract by 'bridging through 10' | Consolidate understanding of subtracting by 'bridging through $10^{\prime}$ |


| Summer Term 1 |  |  |  |  | Summer Term 2 |  |  |  |  |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Connect the order of multiples of 10 to the order of numbers within 10 Use proportional reasoning to identify the position of numbers within 100 in the linear number system | Connect missing addend problems to subtraction problem | Subtract across the 10 boundary, by subtracting FROM 10 rather than bridging THROUGH 10 | Practise subtracting within 20, selecting from a range of strategies See that all subtractions can be solved by thinking of how a number is composed and identifying the missing part | Focus on the composition of 20 Use known facts within 10 to find missing part of 20 when the known part is less than 10 | Use knowledge of composition to reason about expressions and equations and use the equals and inequality symbols in expressions and equations | Consolidate doubles and near doubles Introduce strategy of adding two adjacent odd numbers or two adjacent even numbers into a double | Consolidate understanding and develop fluency in transforming addition calculations involving two adjacent odd or two adjacent even numbers into a double | Develop fluency in bonds within 10 and apply this to calculations within and across the 10 -boundary using a range of optional activities | A range of 6 sessions providing optional activities to provide practice and opportunities for assessment |

