

1.2	Fluency Focus	NC Objectives	Remember (Prior knowledge)	Know (New knowledge)	Mathematics Guidance June 2020 Ready-to-progress criteria
1	Mastering Number	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p>	Mastering Number	<p>Recap:</p> <p>LO: Know how to count and write numbers to 20</p> <p>LO: Know multiple representations for numbers from 11 to 20</p> <p>LO: Know that numbers from 11 to 19 are '1 ten and some more'</p> <p>LO: Know how to find one more and one less within 20</p> <p>LO: Know how to compare objects within 20</p> <p>LO: Know how to compare numbers within 20</p> <p>LO: Know how to order groups of objects within 20</p> <p>LO: Know how to order numbers within 20</p>	NPV1
2	Mastering Number	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p>	Mastering Number	<p>LO: Know how to add by 'counting on' (x 2 lessons – concrete, then pictorial, then abstract)</p> <p>LO: Know how to use number bonds to 10, to solve number bonds to 20 (x 3 lessons)</p> <p>e.g. $7 + 3 = 10$, so $17 + 3$</p> <p>e.g. $4 + 7 = 4 + 6 + 1$</p>	NPV1, AS2

3	Mastering Number	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p>	Mastering Number	<p>LO: Know how to subtract within 20 (not crossing a ten)</p> <p>LO: Know how to subtract within 20 (crossing a ten – by partition to make 10) (x 2 lessons)</p> <p>LO: Know how to write related number facts to 20 (4 or 8 ways)</p> <p>LO: Know how to compare number statements e.g. $3 + 4 < 12 - 4$</p>	NPV1, AS2
4	Mastering Number	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p>	Mastering Number	<p>Know how to count up to and including 50</p> <p>Use manipulatives and representations to show numbers up to and including 50</p>	NPV1
5	Mastering Number	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>given a number, identify one more and one less</p>	Mastering Number	<p>Use manipulatives and representations to show numbers up to and including 50</p> <p>One more and one less than a given number up to and including 50</p>	NPV1, AS2
6	Mastering Number	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p>	Mastering Number	<p>Compare objects, and then numbers, within 50, followed by ordering objects, and then numbers, within 50</p> <p>Count in 2s and 5s up to and including 50</p>	NF2

7	Mastering Number	<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * time [for example, quicker, slower, earlier, later] <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) 	Mastering Number	<p>Compare lengths and heights</p> <p>Use non-standard units (e.g cubes, hands etc) to measure length and height</p> <p>Use standard units (e.g rulers, cm) to measure length and height</p>	NPV2
8		<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * time [for example, quicker, slower, earlier, later] <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) 	Mastering Number	<p>Compare lengths and heights</p> <p>Use non-standard units (e.g cubes, hands etc) to measure length and height</p> <p>Use standard units (e.g rulers, cm) to measure length and height</p>	NPV2

9		<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * time [for example, quicker, slower, earlier, later] <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) 	Mastering Number	<p>Introduce weight and mass</p> <p>Use non-standard units to measure mass</p> <p>Use non-standard units to compare mass</p>	NPV2
10		<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * time [for example, quicker, slower, earlier, later] <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) 	Mastering Number	<p>Introduce volume and capacity</p> <p>Use non-standard units to measure capacity</p> <p>Use non-standard units to compare capacity</p>	

11	Time for consolidation and assessment
12	