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

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

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	Mastering	Compare, describe and solve practical	Mastering Number	Compare lengths and heights	NPV2
	Number	problems for:			
		* lengths and heights [for example,		Use non-standard units (e.g	
		long/short, longer/shorter, tall/short,		cubes, hands etc) to measure	
		double/half]		length and height	
		* mass/weight [for example,			
		heavy/light, heavier than, lighter		Use standard units (e.g rulers,	
		than]		cm) to measure length and	
		* capacity and volume [for example,		height	
_		full/empty, more than, less than, half,			
7		half full, quarter]			
		* time [for example, quicker, slower,			
		earlier, later]			
		measure and begin to record the			
		following:			
		* lengths and heights			
		* mass/weight			
		* capacity and volume			
		* time (hours, minutes, seconds)			
		Compare, describe and solve practical	Mastering Number	Compare lengths and heights	NPV2
		problems for:			
		problems for: * lengths and heights [for example.		Use non-standard units (e.g	
		* lengths and heights [for example,	-	Use non-standard units (e.g	
		* lengths and heights [for example, long/short, longer/shorter, tall/short,		cubes, hands etc) to measure	
		* lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]			
		* lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example,		cubes, hands etc) to measure length and height	
		* lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter		cubes, hands etc) to measure length and height Use standard units (e.g rulers,	
		* lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than]		cubes, hands etc) to measure length and height Use standard units (e.g rulers, cm) to measure length and	
		* 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,		cubes, hands etc) to measure length and height Use standard units (e.g rulers,	
8		* 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,		cubes, hands etc) to measure length and height Use standard units (e.g rulers, cm) to measure length and	
8		* 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]		cubes, hands etc) to measure length and height Use standard units (e.g rulers, cm) to measure length and	
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	Compare, describe and solve practical	Mastering Number	Introduce weight and mass	NPV2
	problems for:		Use non-standard units to	
	* lengths and heights [for example,		measure mass	
	long/short, longer/shorter, tall/short,		Use non-standard units to	
	double/half]		compare mass	
	* mass/weight [for example,		Compare mass	
	heavy/light, heavier than, lighter			
	than]			
	* capacity and volume [for example,			
9	full/empty, more than, less than, half,			
	half full, quarter]			
	* time [for example, quicker, slower,			
	earlier, later]			
	measure and begin to record the			
	following:			
	* lengths and heights			
	* mass/weight			
	* capacity and volume			
	* time (hours, minutes, seconds)			
	Compare, describe and solve practical	Mastering Number	Introduce volume and capacity	
	problems for:		Use non-standard units to	
	I * longthe and hoighte Ifor ovamnle		OSC HOLL Stalldard dilits to	
	* lengths and heights [for example,		measure capacity	
	long/short, longer/shorter, tall/short,		measure capacity	
	long/short, longer/shorter, tall/short, double/half]		measure capacity Use non-standard units to	
	long/short, longer/shorter, tall/short, double/half] * mass/weight [for example,		measure capacity	
	long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter		measure capacity Use non-standard units to	
	long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than]		measure capacity Use non-standard units to	
	long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example,		measure capacity Use non-standard units to	
10	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,		measure capacity Use non-standard units to	
10	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]		measure capacity Use non-standard units to	
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10	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]		measure capacity Use non-standard units to	
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11	Time for consolidation and assessment
12	