Wk	Weekly Summary	Strands	Objectives
16	This week children compare and order numbers to 20. We check that children can match a numeral to 20 with the same number of objects in a set. Children estimate numbers of objects and images and begin to understand that teen numbers are ten plus some more.	**NPV** Number and place value	• **NPV.r38** Recognise numerals to 20 • **NPV.r41** Count up to 20 objects in a set • **NPV.r43** Estimate a set of objects, sounds, actions or images up to 20 • **NPV.r44** Say whether there are more or less than a given number in a set of up to 20 objects • **NPV.r45** Compare and order numbers to 20 • **NPV.r50** Understand that teen numbers (11–19) are 10 plus some more
17	This week the children will familiarise themselves with coins and our money. They will begin to learn the value of coins and to compare and order them according to value. They will learn their names and begin to play with money in a shop / bank / post office context.	**MEA** Measurement	• **MEA.r35** Begin to understand the value of different coins • **MEA.r37** Make small amounts of money up to 10p by adding coins (5p + 2p + 1p etc.) • **MEA.r47** Recognise and name coins • **MEA.r48** Make small amounts of money using 10p plus one or two small coins (10p + 2p = 12p etc.) • **MEA.r60** Make small amounts of money up to 20p by adding coins
18	This week children will rehearse comparing numbers to 10 and 20 and identifying the largest and smallest set. They will relate this to the numerals. They will also rehearse ordering numbers to 10 and 20 using the pegged number line. They will identify the larger and the smaller of two numbers using position on the line as a guide. Then they move onto using a 1-20 number track to say the next number and the number before any number. They will relate this to one more and one less. They begin to write addition and subtraction sentences to match one more/less.	**NPV** Number and place value; **MAS** Mental addition and subtraction	• **NPV.r38** Recognise numerals to 20 • **NPV.r41** Count up to 20 objects in a set • **NPV.r42** Count along a 1–20 number track • **NPV.r45** Compare and order numbers to 20 • **MAS.r18** Begin to read simple number sentences that use + and =

			signs • **MAS.r47** Begin to read simple number sentences that use a – sign • **MAS.r56** Say the number one more than any number up to 20 • **MAS.r57** Say the number one less than any number up to 20
19	This week children are revisiting the days of the week, reciting the names and ordering them and will use language related to time such as 'yesterday', 'today' and 'tomorrow'. They will begin to recognise o'clock times on analogue and digital clocks and match these to key events in their daily routine and in stories. Children will also use the language of position and direction, including 'left' and 'right' in the context of games.	**GPD** Geometry: position and direction; **MEA** Measurement	• **GPD.r42** Recognise and name left and right • **GPD.r43** Recognise and use the language of direction: forwards, back, sideways, etc. • **GPD.r44** Follow and give directions using the appropriate language • **MEA.r06** Recognise days of the week and say which day it is • **MEA.r07** Recite the days of the week in order • **MEA.r18** Understand that something can happen 'after two sleeps' and understand the language: yesterday, tomorrow and today • **MEA.r38** Match key times of the day to o'clock times, e.g. school starts at 9 o'clock • **MEA.r39** Begin to read o'clock times on analogue and digital clocks
20	This week is all about partitioning numbers and finding pairs of numbers that total the number. The children begin to learn their bonds to 5, 6, 7, 8 and 10. They also start matching sets of objects to addition sentences and begin to see that addition is commutative, i.e. 5 + 3 is the same as 3 + 5. Children are also introduced to the subtraction sign, using knowledge of bonds (if appropriate for your class).	**MAS** Mental addition and subtraction	• **MAS.r16** Partition a set of five objects into five and none, four and one, three and two in a practical context • **MAS.r17** Partition a set of six objects into six and none, five and one, four and two, three and three in a practical context • **MAS.r20** Read simple number sentences that use + and = signs • **MAS.r21** Begin to recognise the relationship between addition and

subtraction in a practical context

- **MAS.r43** Partition a set of ten objects into two sets in a practical context
- **MAS.r47** Begin to read simple number sentences that use a – sign
- **MAS.r55** Begin to partition seven or eight objects into two sets in a practical context