

Language Provision Half-Termly Maths Learning Journey Overview

Autumn 1: 2026

As Mathematicians we will be...

Focusing on Place Value.

We will be using a range of manipulatives and resources, as well as practical learning activities to reinforce our understanding for when we move onto addition and subtraction.

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Dates:		Weds 02.09.26	07.09.26	14.09.26	21.09.26	28.09.26	05.10.26	12.10.26
Progression Step 1	Place Value	★ Join in with number rhymes and repetitive verse. ★ Join in actions in number rhymes. ★ Join in known number rhymes. ★ Join in new number rhymes with encouragement.	★ Play games which use dice. ★ Use counting in play situations. ★ Assist with one-to-one matching activities, eg setting the table. ★ Demonstrate an understanding of the concept of 1:1 correspondence, eg giving one cup to each pupil.		★ Pick up and puts down single objects. ★ Make a group of “one.” ★ Hold up a single finger on request. ★ Indicate one brick one request. ★ Use the term “one” appropriately.	★ Make groups of objects with assistance. ★ Make a group of “lots” ★ Use the term “lots” appropriately. ★ Distinguish between “one and lots” when shown an example of a single object and a group of objects.	★ Ask for some more of something with words, signs or symbols. ★ Respond to “Give me some of...” ★ Respond to “Give me some more of...” ★ Demonstrate an understanding of the concept of more, eg indicating that more cups are needed so everyone has a cup. ★ Respond to “find one the same.” ★ Communicate “Gone” or “All gone” appropriately.	
Progression Step 2	Place Value	★ Say the number names to 5 in the correct order (in a song or joining in with the teacher). ★ Count to five, although this may involve joining in with the member of staff as they count.	★ Identify numerals up to 5 consistently. ★ Identify whether there are 1, 2 or 3 objects in a group of objects. ★ Point to objects as I count. ★ Put out quantities to 5. ★ Count up to 5 objects correctly. ★ Count up to 5 objects within a picture.			★ Puts quantities on numbers. ★ Record numbers counted using dashes/dots/marks. ★ Trace numbers 1 – 5.	★ Compare 2 sets of up to 5 counters pointing to the group that contains less/more. ★ Compare 2 sets of up to 5 counters pointing to the group	

		★ Count up to 5 without objects. ★ Repeats counting to 5. ★ Identify numerals to 3. ★ Match numerals to 3. ★ Match numerals to 5. ★ Sequence numerals to 3. ★ Sequence numerals to 5.	★ Count up to 5 1p coins correctly. ★ Demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked.		that contains smaller/larger. ★ Compare 2 sets of up to 5 counters pointing to the group that contains fewer/greater. ★
Progression Step 3	Place Value	★ Listens to and joins in with number stories and rhymes. ★ Record quantities using numerals 1-5. ★ Sort numerals from other shapes. ★ Rote count to 10 consistently. ★	★ Identify some numerals up to 10. ★ Count up to 10 objects with some prompting. ★ Match the numerals 0-9 to groups of objects, eg using number cards to show that there are five apples in a picture of 5 apples. ★ Match numerals to 10. ★ Recognise that I have made an error in counting patterns. ★ Count up to 10 saying the number names in the correct order, matching the correct number name to each object in the count and appreciating that the last number counted represents the total size of the group. ★ Count objects to 10 independently in different arrangements.	★ Record quantities using numerals 1 - 5. ★ Write numbers to 5. ★ Identify the largest and smallest of 2 sets of objects. ★ Estimate objects with a degree of accuracy. ★ Check my estimate by attempting to count objects. ★ Compare 2 quantities to 10 using the term "larger." ★ Compare 2 quantities to 10 using the term "smaller." ★ Compare 2 quantities to 10 using the term "more." ★ Compare 2 quantities to 10 using the term "fewer." ★ Understand the idea of many. ★ Understand the idea of not many. ★ Find the number before and after and one more and one less from a given number to 10. ★ Using concrete materials, find the number before and after, one more and one less. ★ Identify how many objects there are in a group of 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10.	
Year 1	Place Value	★ Read and write numbers in numerals from 0-9. ★ Relate ordinal numbers to cardinal numbers. ★ Identifies the position of an object using ordinal numbers to 10.	★ Compare numbers to 100 with support. ★ Count from 100 – 0. ★ Given a number, identifies one more with support.		★ Count in 2s to 100. ★ Count in 5s to 100.

		★ I am aware of place value in numbers beyond 20 with support. ★ Count from 0 – 100. ★ Read numbers to 100. ★ Write numbers to 100.		★ Given a number, identifies one less with support. ★ Move forwards and backwards along a number line with confidence. ★ Count forwards and backwards between 2 given numbers up to 100, with support.	★ Count in 10s to 100. ★ Write numbers to 20 in words.
Year 2	Place Value (0-100) Addition and Subtraction	★ Identify one more and one less than a given number to 100 with support. ★ Order numbers to 100. ★ Compare number to 100, using the < and > signs. ★ Estimate numbers to 100. ★ Include different representations, eg to identify or estimate numbers. ★ Write numbers to 100 in words and numerals. ★ Recognise patterns within the number system.	★ Partition a 2 digit number into tens and ones to demonstrate and understanding of place value, using structured resources to support me. ★ Partition any 2 digit number into different combinations of tens and ones, explaining my thinking verbally, in pictures or using manipulatives. ★ Identify the value of each digit in a 2 digit number. ★ Demonstrate knowledge of 0 as a place holder. ★ Use place value and number facts to solve problems.	★ Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising and associated additive relationships. ★ Know number bonds to 20. ★ Using concrete and pictorial aids add: - One digit to a two digit number - Two digit number to tens - Two, two digit numbers - Three single digit numbers - Use bonds with related facts to 100 ★ Recognise that addition can be done in any order. ★ Using concrete and pictorial aids subtract: - One digit from a two digit number - Two digit number take tens - Two digits from two digit numbers ★ Recognise that subtraction cannot be done in any order. ★ Recognise that subtraction is the inverse of addition. ★ Record addition and subtraction in columns. ★ Solve problems using mental methods.	★ Add and subtract two digit numbers and ones, and two digit numbers and tens, where no regrouping is required, explaining my method verbally, in pictures or using manipulatives. ★ Add and subtracts any 2-digit numbers using an efficient strategy, explaining my method verbally, in pictures or using manipulatives. ★ Check calculations using a range of strategies.
Year 3	Place Value (0-100) Addition	★ Read, write, order and compare numbers to 1000.	★ Add and subtract a three digit number and 1 mentally. ★ Add and subtract a three digit number and 10s mentally. ★ Add and subtract a three digit number and 100s mentally. ★ Add and subtract numbers with up to 3 digits, using formal written methods.		★ Use Roman Numerals from I to XII.

	and Subtraction	★ Recognise the place value of each digit in a 3-digit number. ★ Find 10 more and less than a given number. ★ Find 100 more and less than a given number. ★ Identify, represent and estimate simple numbers using different representations. ★ Use partitioning related to place value to solve problems. ★ Solve unfamiliar word problems that involve more than one step.	★ Check my answers using the inverse operation. ★ Use place value to solve problems. ★ Solve problems and find missing numbers.	★ Use reasoning about numbers and relationships to solve more complex problems and explain my thinking.
Year 4	Place Value (0- 1000) Addition and Subtraction	★ Order numbers beyond 1000. ★ Find 100 more or less than a given number. ★ Recognise the place value of each digit in a four-digit number. ★ Partition four-digit numbers. ★ Compare numbers beyond 1000. ★ Round numbers to the nearest 10, 100 or 1000 and relate rounding to measuring instruments.	★ Mentally add and subtract up to 4-digit numbers. ★ Add 2, 3 and 4 digit numbers. ★ Add umbers with up to 4 digits using the formal written methods of columnar addition where appropriate. ★ Use inverse operations to check an estimated answer.	★ Count backwards through zero to include negative numbers. ★ Place positive and negative numbers on a number line. ★ Understand negative numbers in relationship to familiar uses.