

Weeks	Sequence and Theme	National Curriculum Links	Learning Questions (Small Steps)	Key Vocabulary
1-5	<p><u>Number</u> Place Value (within 10)</p>	<ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>Compare numbers using <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> <li>Read and write numbers from 1 to 20 in numerals and words</li> </ul>	<ol style="list-style-type: none"> <li>Can I sort objects?</li> <li>Can I count objects</li> <li>Can I count objects from a larger group?</li> <li>Can I represent objects?</li> <li>Can I recognise numbers as words?</li> <li>Can I count on from any number?</li> <li>Can I add, recognise and find 1 more?</li> <li>Can I count backwards within 10?</li> <li>Can I takeaway, recognise and find 1 less?</li> <li>Can I compare groups by matching?</li> <li>Can I use and understand fewer, more and same numbers?</li> <li>Can I use and understand the terms less than, greater than and equal to?</li> <li>Can I compare numbers?</li> <li>Can I order objects and numbers?</li> <li>Can I use and understand the number line?</li> </ol>	<p>Number Zero, one, two, three to twenty, and beyond None Count (on/up/to/from/down) Before, after More, less, many, Few, fewer, least, fewest, smallest, greater, lesser Equal to, the same as Odd, even Pair Units, ones, tens Ten more/less Digit Numeral Figure(s) Compare Size Value Between, Halfway between Above, below</p>
6-11	<p><u>Number</u> Addition and Subtraction (within 10)</p>	<ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> </ul>	<ol style="list-style-type: none"> <li>Can I introduce parts and wholes?</li> <li>Can I recognise and understand part-whole models?</li> <li>Can I write number sentences?</li> <li>Can I recognise, understand and use fact families (addition facts)?</li> <li>Can I use number bonds within 10?</li> <li>Can I use systematic number bonds within 10?</li> <li>Can I use number bonds to 10?</li> <li>Can I use addition to bring two or more parts together to create a whole?</li> <li>Can I explore the structure of ‘adding more’? Can I increase one quantity by a given amount, while continuing to work within 10?</li> <li>Can I solve addition problems?</li> <li>Can I use my knowledge of number bonds to identify missing parts?</li> <li>Can I use subtraction to find a part?</li> <li>Can I use fact families to find all eight facts within a fact family?</li> <li>Can I understand the structure of subtraction that is ‘taking away’?</li> <li>Can I take away? Can I answer subtraction questions that require me to take away and record my findings in a number sentence?</li> <li>Can I use subtraction on a number line?</li> </ol>	<p>Number bonds, number line Add, more, plus, make, sum, total, altogether Inverse Double Half, halve Equals, is the same as (including equals sign) Difference between How many more to make...? How many more is...than...? How much more is...? Subtract, take away, minus How many fewer is...than...? How much less is...? How many left?</p>

			<p><b>Can I ‘count back’ to find the answer to subtraction calculations?</b></p> <p><b>17. Can I add or subtract 1 or 2 in a variety of different contexts?</b></p>	
12	<p><u>Geometry</u> Shape</p>	<ul style="list-style-type: none"> <li>Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul>	<p><b>1. Can I recognise and name 3-D shapes?</b></p> <p><b>2. Can I sort 3-D shapes?</b></p> <p><b>3. Can I recognise and name 2-D shapes?</b></p> <p><b>4. Can I sort 2-D shapes</b></p> <p><b>5. Can I create patterns with 2-D and 3-D shapes?</b></p>	<p><i>Group, sort</i> <i>Cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square</i> <i>Shape</i> <i>Flat, curved, straight, round</i> <i>Hollow, solid</i> <i>Corner (point, pointed)</i> <i>Face, side, edge</i> <i>Make, build, draw</i></p>
13-14	<p><b>Consolidate Autumn 1 learning through recap, revision and real life experiences.</b> <b>* Teacher’s discretion to start Spring Topic 1 in Week 13/14</b></p>			