

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

			17. Can I add or subtract 1 or 2 in a variety of different contexts?	
12	Geometry Shape	<ul style="list-style-type: none"> 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] 	1. Can I recognise and name 3-D shapes? 2. Can I sort 3-D shapes? 3. Can I recognise and name 2-D shapes? 4. Can I sort 2-D shapes 5. Can I create patterns with 2-D and 3-D shapes?	Group, sort Cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round Hollow, solid Corner (point, pointed) Face, side, edge Make, build, draw
13-14	Consolidate Autumn 1 learning through recap, revision and real life experiences. * Teacher's discretion to start Spring Topic 1 in Week 13/14			

Spring				
Weeks	Sequence and Theme	National Curriculum Links	Learning Questions (Small Steps)	Key Vocabulary
1-3	Number Place Value (within 20)	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Read and write numbers from 1 to 20 in numerals and words Given a number, identify 1 more and 1 less 	16. Can I count within 20? 17. Can I understand 10? 18. Can I understand 11, 12 and 13? 19. Can I understand 14, 15 and 16? 20. Can I understand 17, 18 and 19? 21. Can I understand 20? 22. Can I apply my counting skills to find 1 more and 1 less than any number within 20? 23. Can I understand the number line to 20? 24. Can I use a number line to 20? 25. Can I estimate on a number line to 20? 26. Can I compare numbers to 20? 27. Can I order numbers to 20?	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
4-6	Number Addition and Subtraction (within 20)	<ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ Represent and use number bonds and related subtraction facts within 20 Add and subtract 1-digit and 2-digit numbers to 20, including zero Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs 	1. Can I add by counting on within 20? 2. Can I add ones using number bonds? 3. Can I find and make number bonds to 20? 4. Can I learn about doubles, with a focus on adding the two equal quantities? 5. Can I use doubles to help work out near doubles? 6. Can I subtract ones using number bonds? 7. Can I use the counting back strategy for numbers within 20, including subtractions that cross 10? 8. Can I find the difference (subtraction)? 9. Can I use addition and subtraction fact families for numbers within 20 (related facts)? 10. Can I work out missing number problems?	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?

7-8	<u>Number</u> Place Value (within 50)	<ul style="list-style-type: none"> 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 Given a number, identify 1 more and 1 less Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s 	<ol style="list-style-type: none"> Can I count from 20 to 50? Can I develop my understanding of multiples of 10 up to 50? Can I count by making groups of tens? Can I count in groups of tens and ones? Can I partition into tens and ones? Can I use a number line to 50? Can I estimate the positions of numbers on number lines up to 50? Can I apply my counting skills to find 1 more and 1 less than any number between zero and 50? 	<p><i>Number</i> 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>
9-10	<u>Measurement</u> Length and Height	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time 	<ol style="list-style-type: none"> Can I compare lengths and heights? Can I measure length using objects? Can I measure length in centimetres? 	<p><i>Full, half full, empty Holds, Container Weigh, weighs, balances Heavy, heavier, heaviest, light, lighter, lightest Scales Time, Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter Day, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night, midnight Bedtime, dinnertime, playtime Today, yesterday, tomorrow Before, after Next, last Now, soon, early, late Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly Old, older, oldest, new, newer, newest Takes longer, takes less time Hour, o'clock, half past Clock, watch, hands How long ago? how long will it be to...? how long will it take to...? how often? Always, never, often, sometimes, usually Once, twice First, second, third, etc. Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep, shallow, thick, thin, Far, near, close Metre, ruler, metre stick</i></p>

				<p>Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as</p> <p>How much? how many?</p> <p>Total</p>
11-12	<p><u>Measurement</u></p> <p>Mass and Volume</p>	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time 	<ol style="list-style-type: none"> Can I understand and use the language of “heavier” or “lighter”? Can I use a variety of non-standard units, such as cubes or bricks, to measure the mass of an object? Can I compare the masses of two objects, still using non-standard units of measure? Can I understand that volume is the amount of something inside a container? Can I describe the volume in a container using phrases such as “empty”, “nearly empty”, “nearly full” and “full”? Can I compare volume? Can I compare volumes using the language of “more than” and “less than”? Can I measure the capacity of different containers using non-standard units of measure? Can I compare the capacities of different containers, still using non-standard units of measurement? 	<p>Full, half full, empty</p> <p>Holds, Container</p> <p>Weigh, weighs, balances</p> <p>Heavy, heavier, heaviest, light, lighter, lightest</p> <p>Scales</p> <p>Time, Days of the week: Monday, Tuesday, etc.</p> <p>Seasons: spring, summer, autumn, winter</p> <p>Day, week, month, year, weekend</p> <p>Birthday, holiday</p> <p>Morning, afternoon, evening, night, midnight</p> <p>Bedtime, dinnertime, playtime</p> <p>Today, yesterday, tomorrow</p> <p>Before, after</p> <p>Next, last</p> <p>Now, soon, early, late</p> <p>Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly</p> <p>Old, older, oldest, new, newer, newest</p> <p>Takes longer, takes less time</p> <p>Hour, o'clock, half past</p> <p>Clock, watch, hands</p> <p>How long ago? how long will it be to...? how long will it take to...? how often?</p> <p>Always, never, often, sometimes, usually</p> <p>Once, twice</p> <p>First, second, third, etc.</p> <p>Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough</p> <p>Length, width, height, depth</p> <p>Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest</p> <p>Low, wide, narrow, deep, shallow, thick, thin, Far, near, close</p> <p>Metre, ruler, metre stick</p> <p>Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as</p> <p>How much? how many?</p> <p>Total</p>

Summer				
Weeks	Sequence and Theme	National Curriculum Links	Learning Questions (Small Steps)	Key Vocabulary
1-3	<p><u>Number</u></p> <p>Multiplication & Division</p>	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Solve one-step problems involving multiplication and division by 	<p>28. Can I count in 2s?</p> <p>29. Can I count in 10s?</p> <p>30. Can I count in 5s?</p> <p>31. Can I recognise equal groups?</p> <p>32. Can I add equal groups?</p>	<p>Odd, even,</p> <p>Count in twos, threes, fives</p> <p>Count in tens (forwards from/backwards from)</p> <p>How many times?</p> <p>Lots of, groups of</p>

		calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	33. Can I make arrays? 34. Can I make doubles? 35. Can I make equal groups (grouping)? 36. Can I make equal groups by sharing?	<i>Once, twice, three times, five times</i> <i>Multiple of times, multiply, multiply by</i> <i>Repeated addition</i> <i>Array, row, column</i> <i>Commutative</i> <i>Double, halve</i> <i>Share, share equally</i> <i>Group in pairs, threes, etc.</i> <i>Equal groups of</i> <i>Divide, divided by, left, left over</i>
4-5	<u>Number</u> Fractions	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	1. Can I recognise half of an object or a shape? 2. Can I find a half of an object or a shape? 3. Can I recognise a half of a quantity? 4. Can I find a half of a quantity? 5. Can I recognise a quarter of an object or a shape? 6. Can I find a quarter of an object or a shape? 7. Can I recognise a quarter of a quantity? 8. Can I find a quarter of a quantity?	<i>Whole</i> <i>Half a length, quantity, set of objects, shape</i> <i>Equal parts, four equal parts</i> <i>One half, two halves</i> <i>A quarter, two quarters</i>
6	<u>Geometry</u> Position & Direction	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns Describe position, direction and movement, including whole, half, quarter and three-quarter turns Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance) Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance) 	1. Can I describe turns? 2. Can I describe position – left and right? 3. Can I describe position – forwards and backwards? 4. Can I describe position – above and below? 5. Can I recognise and use ordinal numbers?	<i>Position</i> <i>Over, under, underneath, above, below, top, bottom, side</i> <i>On, in, outside, inside</i> <i>Around, in front, behind</i> <i>Front, back</i> <i>Before, after</i> <i>Beside, next to, opposite</i> <i>Apart</i> <i>Between, middle, edge, centre</i> <i>Corner</i> <i>Direction</i> <i>Left, right, up, down, forwards, backwards, sideways</i> <i>Across</i> <i>Close, far, near</i> <i>Along, through</i> <i>To, from, towards, away from</i> <i>Movement</i> <i>Slide, roll, turn, whole turn, half turn</i> <i>Stretch, bend</i>
7-8	<u>Number</u> Place value (within 100)	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s 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 	1. Can I count from 50 to 100? 2. Can I count in tens to 100? 3. Can I partition into tens and ones? 4. Can I use the number line to 100? 5. Can I find 1 more, 1 less of a number? 6. Can I compare numbers with the same number of tens? 7. Can I compare any two numbers?	<i>Number</i> <i>Zero, one, two, three to twenty, and beyond</i> <i>None</i> <i>Count (on/up/to/from/down)</i> <i>Before, after</i> <i>More, less, many,</i> <i>Few, fewer, least, fewest, smallest, greater, lesser</i> <i>Equal to, the same as</i> <i>Odd, even</i> <i>Pair</i> <i>Units, ones, tens</i> <i>Ten more/less</i> <i>Digit</i>

				<i>Numeral</i> <i>Figure(s)</i> <i>Compare</i> <i>Size</i> <i>Value</i> <i>Between, Halfway between</i> <i>Above, below</i>
9	<u>Measurement</u> Money	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s 	<ol style="list-style-type: none"> Can I understand the concept of ‘unitising’? Can I recognise coins? Can I recognise notes? Can I count in coins? 	<i>Full, half full, empty</i> <i>Holds, Container</i> <i>Weigh, weighs, balances</i> <i>Heavy, heavier, heaviest, light, lighter, lightest</i> <i>Scales</i> <i>Time, Days of the week: Monday, Tuesday, etc.</i> <i>Seasons: spring, summer, autumn, winter</i> <i>Day, week, month, year, weekend</i> <i>Birthday, holiday</i> <i>Morning, afternoon, evening, night, midnight</i> <i>Bedtime, dinnertime, playtime</i> <i>Today, yesterday, tomorrow</i> <i>Before, after</i> <i>Next, last</i> <i>Now, soon, early, late</i> <i>Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly</i> <i>Old, older, oldest, new, newer, newest</i> <i>Takes longer, takes less time</i> <i>Hour, o'clock, half past</i> <i>Clock, watch, hands</i> <i>How long ago? how long will it be to...? how long will it take to...? how often?</i> <i>Always, never, often, sometimes, usually</i> <i>Once, twice</i> <i>First, second, third, etc.</i> <i>Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough</i> <i>Length, width, height, depth</i> <i>Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest</i> <i>Low, wide, narrow, deep, shallow, thick, thin, Far, near, close</i> <i>Metre, ruler, metre stick</i> <i>Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as</i> <i>How much? how many?</i> <i>Total</i>
10 -11	<u>Measurement</u> Time	<ul style="list-style-type: none"> Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and use language relating to dates, including days of the week, weeks, months and years 	<ol style="list-style-type: none"> Can I understand and use the terms ‘before and after’? Can I name and recognise the days of the week? Can I name and sequence the months of the year? Can I understand what hours, minutes and seconds are? Can I tell the time to the hour? 	<i>Full, half full, empty</i> <i>Holds, Container</i> <i>Weigh, weighs, balances</i> <i>Heavy, heavier, heaviest, light, lighter, lightest</i> <i>Scales</i> <i>Time, Days of the week: Monday, Tuesday, etc.</i> <i>Seasons: spring, summer, autumn, winter</i> <i>Day, week, month, year, weekend</i> <i>Birthday, holiday</i>

		<ul style="list-style-type: none">• Compare, describe and solve practical problems for time• Measure and begin to record time (hours, minutes, seconds)• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	6. Can I tell the time to the half hour?	<i>Morning, afternoon, evening, night, midnight</i> <i>Bedtime, dinnertime, playtime</i> <i>Today, yesterday, tomorrow</i> <i>Before, after</i> <i>Next, last</i> <i>Now, soon, early, late</i> <i>Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly</i> <i>Old, older, oldest, new, newer, newest</i> <i>Takes longer, takes less time</i> <i>Hour, o'clock, half past</i> <i>Clock, watch, hands</i> <i>How long ago? how long will it be to...? how long will it take to...? how often?</i> <i>Always, never, often, sometimes, usually</i> <i>Once, twice</i> <i>First, second, third, etc.</i> <i>Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough</i> <i>Length, width, height, depth</i> <i>Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest</i> <i>Low, wide, narrow, deep, shallow, thick, thin, Far, near, close</i> <i>Metre, ruler, metre stick</i> <i>Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as</i> <i>How much? how many?</i> <i>Total</i>
12	CONSOLIDATION			