

Autumn				
Weeks	Sequence and Theme	National Curriculum Links	Learning Questions (Small Steps)	Key Vocabulary
1-4	Number Place Value	- Read and write numbers from 1 to 20 in numerals and words (Y1) - Read and write numbers to at least 100 in numerals and in words - Identify, represent and estimate numbers using different representations, including the number line - Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward - Recognise the place value of each digit in a 2-digit number (tens, ones) - Compare and order numbers from 0 up to 100; use <, > and = signs	- Can I recognise and read numbers to 20? - Can I count objects to 100 by making 10s? - Can I recognise tens and ones? - Can I use a place value chart? - Can I partition numbers to 100? - Can I write numbers to 100 in words? - Can I flexibly partition numbers to 100? - Can I write numbers to 100 in expanded form? - Can I count in 10s on the number line to 100? - Can I recognise the position of 10s on the number line? - Can I count in 10s and 1s on the number line to 100? - Can I recognise the position of 10s and 1s on the number line? - Can I estimate numbers on a number line? - Can I compare objects? - Can I compare numbers? - Can I order objects and numbers? - Can I count in 2s, 5s and 10s? - Can I count in 3s?	<i>Numbers to one hundred</i> <i>Hundreds</i> <i>Partition, recombine</i> <i>Hundred more/less</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>
5-9	Number Addition and Subtraction	- Represent and use number bonds and related subtraction facts within 20 (Y1) - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers - Compare and order numbers from 0 up to 100; use <, > and = signs	- Can I remember number bonds to 10? - Can I use my knowledge of fact families to find addition and subtraction bonds within 20? - Can I use my knowledge of number bonds within 10 to identify related facts for both addition and subtraction calculations? - Can I make and recognise bonds to 100 (focusing on tens)? - Can I add and subtract 1 from a given number? - Can I use my knowledge of number bonds to 10 to add numbers within 20? - Can I add three 1-digit numbers? - Can I add to the next 10? - Can I add across a 10? - Can I subtract across 10? - Can I subtract from a 10? - Can I subtract a 1-digit number from a 2-digit number (across a 10)? - Can I find 10 more and 10 less than a given number within 100? - Can I add and subtract multiples of 10 from a given number, working within 100? - Can I add two 2-digit numbers (not across a 10)? - Can I add two 2-digit numbers (across a 10)?	<i>Number bonds, number line</i> <i>Add, more, plus, make, sum, total, altogether</i> <i>Inverse</i> <i>Double</i> <i>Half, halve</i> <i>Equals, is the same as (including equals sign)</i> <i>Difference between</i> <i>How many more to make...?</i> <i>How many more is...than...?</i> <i>How much more is...?</i> <i>Subtract, take away, minus</i> <i>How many fewer is...than...?</i> <i>How much less is...?</i> <i>How many left?</i>

			17. Can I subtract two 2-digit numbers (not across a 10)? 18. Can I subtract two 2-digit numbers (across a 10)? 19. Can I recognise mixed addition and subtraction questions? 20. Can I compare number sentences? 21. Can I use my knowledge of place value, addition and subtraction in order to find missing numbers in calculations?	
10-12	Geometry Shape	- Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line - Compare and sort common 2-D and 3-D shapes and everyday objects - Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - Identify 2-D shapes on the surface of 3-D shapes	1. Can I recognise 2-D and 3-D shapes? 2. Can I count sides on 2-D shapes? 3. Can I count vertices on 2-D shapes? 4. Can I draw 2-D shapes? 5. Can I make lines of symmetry on shapes? 6. Can I use lines of symmetry to complete shapes? 7. Can I sort 2-D shapes? 8. Can I count faces on 3-D shapes? 9. Can I count edges on 3-D shapes? 10. Can I count vertices on 3-D shapes? 11. Can I sort 3-D shapes? 12. Can I make patterns with 2-D and 3-D shapes?	Size Bigger, larger, smaller Symmetrical, line of symmetry Fold Match Mirror line, reflection Pattern, repeating pattern Group, sort Cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round Hollow, solid Corner (point, pointed), Vertices 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
1-2	Measurement Money	- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	17. Can I count money in pence? 18. Can I count money in pounds (notes and coins)? 19. Can I combine my learning from the previous two steps to count money in both pounds and pence? 20. Can I choose notes and coins to make a given amount? 21. Can I explore different ways of making the same amount? 22. Can I compare amounts of money using the language of “greater than”, “less than”, “most” and “least”, together with the inequality symbols? 23. Can I perform calculations involving money? Can I find the total cost or find the difference in prices? 24. Can I understand the equivalence of £1 and 100p? Can I make a pound? 25. Can I find change from £1?	Quarter past/to m/km, g/kg, ml/l Temperature (degrees) 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

			26. Can I complete two-step problems involving money?	<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>
3-7	<u>Number</u> Multiplication & Division	- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	- Can I recognise equal groups? - Can I make equal groups with a given number of objects? - Can I add equal groups? Can I use my understanding of equal groups to find the total using repeated addition? - Can I understand the multiplication symbol? Can I make the link between multiplication and repeated addition? - Can I answer multiplication sentences? Can I continue to develop my understanding of the multiplication symbol in calculations? - Can I use arrays? Can I identify the two multiplication sentences that can be seen in an array? - Can I make equal groups – grouping? Can I use my knowledge of equal groups to support me in developing my understanding of division? - Can I make equal groups – sharing? Can I explore division through sharing? - Can I explore the 2 times-table and start to become more fluent with it? - Can I use my knowledge of the 2 times-table to divide by 2? - Can I double and halve numbers? - Can I identify whether a whole number is odd or even? - Can I understand the 10 times-table? Can I use my understanding of multiplication to count forwards and backwards in 10s? - Can I divide by 10? Can I use my knowledge of the 10 times-table to divide by 10?	<i>Odd, even</i> <i>Count in twos, threes, fives</i> <i>Count in tens (forwards from/backwards from)</i> <i>How many times?</i> <i>Lots of, groups of</i> <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>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>

			15. Can I understand the 5 times-table? Can I use my understanding of multiplication to count in 5s? 16. Can I divide by 5? Can I use my understanding of the 5 times-table to divide by 5, helping me to become more fluent with the times-tables facts? 17. Can I understand the 5 and 10 times-tables? Can I look at both the 5 and 10 times-tables and the relationship between them?	
8-9	Measurement Length & Height	- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels - Compare and order lengths, mass, volume/capacity and record the results using >, < and = - Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	1. Can I measure in centimetres? Can I measure lengths and heights using a ruler, with a specific focus on measuring in centimetres? 2. Can I measure in metres? Can I measure lengths and heights using metre sticks and tape measures, with a specific focus on measuring in metres? 3. Can I compare lengths and heights? Can I compare the lengths and heights of objects using language such as “longer than”, “shorter than” and “taller than”? 4. Can I order lengths and heights? 5. Can I use my knowledge of the four operations and apply it to my understanding of lengths and heights?	Quarter past/to m/km, g/kg, ml/l Temperature (degrees) 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 Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as How much? how many? Total
10 -12	Measurement Mass, Capacity & Temperature	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm);	1. Can I compare mass? 2. Can I measure in grams? 3. Can I measure in kilograms?	Quarter past/to m/km, g/kg, ml/l Temperature (degrees)

		mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - Compare and order lengths, mass, volume/capacity and record the results using >, < and = - Compare and order lengths, mass, volume/capacity and record the results using >, < and =	- Can I use my knowledge of the four operations and apply it to my understanding of mass? - Can I compare volume and capacity? - Can I measure volume in millilitres? - Can I measure volume in litres? - Can I use my knowledge of the four operations and apply it to my understanding of volume and capacity? - Can I understand what temperature is, what thermometers are and the unit “degrees Celsius”, written °C?	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 Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as How much? how many? Total
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Summer				
Weeks	Sequence and Theme	National Curriculum Links	Learning Questions (Small Steps)	Key Vocabulary
1-3	Number Fraction	- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity - Write simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	- Can I understand parts and wholes? - Can I understand equal and unequal parts? - Can I recognise a half? - Can I find a half? - Can I recognise a quarter? - Can find a quarter? - Can I recognise a third? - Can I find a third? - Can I find the whole? - Can I explain what a unit fraction is?	Whole Half a length, quantity, set of objects, shape Equal parts, four equal parts One half, two halves A quarter, two quarters Three quarters, one third, a third Equivalence, equivalent

			37. Can I explain what a non-unit fraction is? 38. Can I recognise the equivalence of a half and two-quarters? 39. Can I recognise three-quarters? 40. Can I find three-quarters? 41. Can I count in fractions up to a whole?	
4-6	<u>Measurement</u> Time	- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - Know the number of minutes in an hour and the number of hours in a day	1. Can I tell the time by using O'clock and half past? 2. Can I tell the time using quarter past and quarter to? 3. Can I tell the time past the hour? 4. Can I tell the time to the hour? 5. Can I tell the time to 5 minutes? 6. Can I recognise minutes in an hour? 7. Can I recognise hours in a day?	Quarter past/to m/km, g/kg, ml/l Temperature (degrees) 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 Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as How much? how many? Total
7-8	<u>Statistics</u>	- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	1. Can I make and use a tally chart? 2. Can I explore simple tables? 3. Can I explain how a block diagram represents data? 4. Can I draw pictograms (1–1)? 5. Can I interpret pictograms (1–1)? 6. Can I draw pictograms (2, 5 and 10)?	Count, tally, sort Vote Graph, block graph, pictogram, Represent Group, set, list, table Label, title

		- Ask and answer questions about totalling and comparing categorical data - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	7. Can I interpret pictograms (2, 5 and 10)?	<i>Most popular, most common, least popular, least common</i>
9-10	<u>Geometry</u> <u>Position & Direction</u>	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)	- Can I use the language of position? - Can I describe movement? - Can I describe turns? - Can I describe movement and turns? - Can I explore patterns with turns?	<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> <i>Rotation</i> <i>Clockwise, anticlockwise</i> <i>Straight line</i> <i>Ninety degree turn, right angle</i>
11-12	CONSOLIDATION			