Autumn				
Weeks	Sequence and Theme	National Curriculum Links	Learning Questions (Small Steps)	Key Vocabulary
1-3	<u>Number</u> Place Value	• Identify, represent and estimate numbers using different representations • Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) • Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Read and write numbers up to 1,000 in numerals and words • Compare and order numbers up to 1,000	1. Can I represent numbers to 100? 2. Can I partition numbers to 100? 3. Can I use a number line to 100? 4. Can I recognise hundreds? 5. Can I represent numbers to 1,000? 6. Can I partition numbers to 1,000? 7. Can I do flexible partitioning of numbers to 1,000? 8. Can I look at the structure of a number by considering how many hundreds, tens and ones it is made up of? 9. Can I find 1, 10 or 100 more or less? 10. Can I use a number line to 1,000? 11. Can I estimate on a number line to 1,000? 12. Can I compare numbers to 1,000? 13. Can I order numbers to 1,000? 14. Can I count in 50s?	*Numbers to one thousand* *Numbers to one hundred* *Hundreds* *Partition, recombine* *Hundred more/less* *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*
4-8	<u>Number</u> Addition and Subtraction	• Add and subtract numbers mentally, including: • a 3-digit number and ones • a 3-digit number and tens • a 3-digit number and hundreds • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers	1. Can I apply number bonds within 10? 2. Can I add and subtract 1s? 3. Can I add and subtract 10s? 4. Can I add and subtract 100s? 5. Can I spot the pattern? 6. Can I add 1s across a 10? 7. Can I add 10s across a 100? 8. Can I subtract 1s across a 10? 9. Can I subtract 10s across a 100? 10. Can I make connections? Can I develop number sense through explicitly exploring the connections between calculations? 11. Can I add two numbers (no exchange)? 12. Can I subtract two numbers (no exchange)? 13. Can I add two numbers (across a 10)? 14. Can I add two numbers (across a 100)? 15. Can I subtract two numbers (across a 10)? 16. Can I subtract two numbers (across a 100)? 17. Can I add 2-digit and 3-digit numbers? 18. Can I subtract a 2-digit number from a 3-digit number? 19. Can I find complements to 100? 20. Can I estimate answers? 21. Can I use inverse operations? 22. Can I make decisions about what operation and what method is appropriate to solve a problem?	*Column addition and subtraction* *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?*

9-12	Number Multiplication and Division A	• Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods • Show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot (Y2) • Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2) • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	1. Can I recognise equal groups? 2. Can I use arrays? 3. Can I recognise multiples of 2? 4. Can I recognise multiples of 5 and 10? 5. Can I use sharing and grouping? 6. Can I multiply by 3? 7. Can I divide by 3? 8. Can I recognise the 3 times-table? 9. Can I multiply by 4? 10. Can I divide by 4? 11. Can I recognise the 4 times-table? 12. Can I multiply by 8? 13. Can I divide by 8? 14. Can I recognise the 8 times-table? 15. Can I recognise the 2, 4 and 8 times-tables?	*Product* *Multiples of four, eight, fifty and one hundred* *Scale up* *Odd, even* *Count in twos, threes, fives* *Count in tens (forwards from/backwards from)* *How many times?* *Lots of, groups of* *Once, twice, three times, five times* *Multiple of, times, multiply, multiply by* *Repeated addition* *Array, row, column* *Double, halve* *Share, share equally* *Group in pairs, threes, etc.* *Equal groups of* *Divide, divided by, left, left over*
13	*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 Multiplication & Division B	• Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	15. Can I further develop my understanding of multiples of 10 by looking at greater multiples? 16. Can I explore calculations related to known facts? 17. Can I develop my knowledge and understanding of the structure of multiplication? 18. Can I multiply a 2-digit number by a 1-digit number – no exchange? 19. Can I multiply a 2-digit number by a 1-digit number – with exchange? 20. Can I link multiplication and division facts? 21. Can I divide a 2-digit number by a 1-digit number – no exchange? 22. Can I divide a 2-digit number by a 1-digit number – flexible partitioning? 23. Can I divide a 2-digit number by a 1-digit number – with remainders? 24. Can I develop my understanding of multiplication by focusing on scaling (as opposed to repeated addition)? 25. Can I solve correspondence problems? (how many ways?)	*Product* *Multiples of four, eight, fifty and one hundred* *Scale up* *Odd, even* *Count in twos, threes, fives* *Count in tens (forwards from/backwards from)* *How many times?* *Lots of, groups of* *Once, twice, three times, five times* *Multiple of, times, multiply, multiply by* *Repeated addition* *Array, row, column* *Double, halve* *Share, share equally* *Group in pairs, threes, etc.* *Equal groups of* *Divide, divided by, left, left over*

4-6	<u>Measurement</u> Length & Perimeter	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Measure the perimeter of simple 2-D shapes	1. Can measure in metres and centimetres? 2. Can I measure in millimetres? 3. Can I measure in centimetres and millimetres? 4. Can I measure in metres, centimetres and millimetres? Can I consider the appropriateness of different units of measurement? 5. Can I use equivalent lengths (metres and centimetres)? 6. Can I use equivalent lengths (centimetres and millimetres)? 7. Can I compare and order lengths using comparison language and inequality symbols? 8. Can I add lengths? 9. Can I subtract lengths? 10. Can I explain what perimeter is? 11. Can I measure perimeter? 12. Can I calculate perimeter?	*Leap year* *Twelve-hour/twenty-four-hour clock* *Roman numerals I to XIII* *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*
7-9	<u>Number</u> Fraction A	• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Compare and order unit fractions, and fractions with the same denominators • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	1. Can I understand the denominators of unit fractions? 2. Can I compare and order unit fractions? 3. Can I understand the role of the numerator in unit and non-unit fractions? 4. Can I understand the whole? Can I explore the whole in relation to fractions? 5. Can I compare and order non-unit fractions?	*Equivalent decimals and fractions* *Numerator, denominator* *Unit fraction, non-unit fraction* *Compare and order* *Tenths* *Three quarters, one third, a third* *Equivalence, equivalent* *Whole* *Equal parts, four equal parts* *One half, two halves*

		• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • Recognise and show, using diagrams, equivalent fractions with small denominators	6. Can I use my understanding of numerators and denominators to determine how many equal parts a scale has been split into, and then what fraction is shown (this is covered in contexts such as mass, volume and length)? 7. Can I explore how fractions can be represented on a number line? 8. Can I count in fractions on a number line? 9. Can I explore finding equivalent fractions by comparing multiple number lines and using double number lines? 10. Can I explore bar models as another way of representing equivalent fractions?	*A quarter, two quarters*
10-12	<u>Measurement</u> Mass & Capacity	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	1. Can I familiarise with using scales to read measurements? 2. Can I measure mass in grams? 3. Can I measure mass in kilograms and grams? 4. Can I find equivalent masses (kilograms and grams)? 5. Can I compare the masses of different objects using grams and kilograms? 6. Can I add and subtract mass? 7. Can I measure capacity and volume in millilitres? 8. Can I measure capacity and volume in litres and millilitres? 9. Can I find equivalent capacities and volumes (in litres and millilitres)? 10. Can I compare capacities and volumes? 11. Can I add and subtract capacities and volumes?	*Leap year* *Twelve-hour/twenty-four-hour clock* *Roman numerals I to XIII* *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*

Summer				
Weeks	Sequence and Theme	National Curriculum Links	Learning Questions (Small Steps)	Key Vocabulary
1-2	<u>Number</u> Fraction B	• Add and subtract fractions with the same denominator within one whole • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	1. Can I add fractions? 2. Can I subtract fractions? 3. Can I partition a whole using fractions? 4. Can I use unit fractions as operators? Can I find fraction of a set of objects? 5. Can I find non-unit fractions of a set of objects? 6. Can I use reasoning with fractions of an amount?	*Equivalent decimals and fractions* *Numerator, denominator* *Unit fraction, non-unit fraction* *Compare and order* *Tenths* *Three quarters, one third, a third* *Equivalence, equivalent* *Whole* *Equal parts, four equal parts* *One half, two halves* *A quarter, two quarters*
3-4	<u>Measurement</u> Money	• Add and subtract amounts of money to give change, using both £ and p in practical contexts •	1. Can I use pounds and pence? 2. Can I convert pounds and pence? 3. Can I add money? 4. Can I subtract money? 5. Can I calculate/find change?	*Leap year* *Twelve-hour/twenty-four-hour clock* *Roman numerals I to XIII* *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*
5-7	<u>Measurement</u> Time	• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight • Know the number of seconds in a minute and the number of days in each month, year and leap year • Compare durations of events	1. Can I read, write and use Roman numerals to 12 in the context of time? 2. Can I tell the time to 5 minutes? 3. Can I tell the time to the minute? 4. Can I read time on a digital clock? 5. Can I use am and pm? 6. Can I understand and use years, months and days and the relationship between them? 7. Can I understand days and hours and the relationship between them? 8. Can I find the durations of time using hours and minutes, and looking at start and end times? 9. Can I use durations to work out the time? 10. Can I explore the unit of time using minutes and seconds? 11. Can I understand when to use different units of time and compare lengths of time written using different units? 12. Can I solve problems with time?	*Leap year* *Twelve-hour/twenty-four-hour clock* *Roman numerals I to XIII* *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*

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8-9	<u>Geometry</u> Shape	• Recognise angles as a property of shape or a description of a turn • Identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • Measure the perimeter of simple 2-D shapes • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	1. Can I identify turns and angles? 2. Can I recognise right angles? 3. Can I compare angles? 4. Can I measure and draw accurately? 5. Can I use and draw horizontal and vertical lines? 6. Can I identify parallel and perpendicular lines? 7. Can I recognise and describe 2-D shapes? 8. Can I draw polygons? 9. Can I recognise and describe 3-D shapes? 10. Can I make 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* *Horizontal, vertical, perpendicular and parallel lines*
10 -11	<u>Statistics</u>	• Interpret and present data using bar charts, pictograms and tables • Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables	1. Can I Interpret pictograms? 2. Can I draw pictograms? 3. Can I interpret bar charts? 4. Can I draw bar charts? 5. Can I collect and represent data? 6. Can I interpret information from simple Two-way tables?	*Count, tally, sort* *Vote* *Graph, block graph, pictogram,* *Represent* *Group, set, list, table* *Label, title* *Most popular, most common, least popular, least common* *Chart, bar chart, frequency table,* *Carroll diagram, Venn diagram* *Axis, axes* *Diagram*
	CONSOLIDATION			