

Summer

Weeks	Learning Questions	Key Vocabulary	RTP (Ready To Progress)	
1-3	<u>Multiplication and Division</u> <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 calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	Equal, double share, count equally, array, column, row, group unequal		
4-5	<u>Fraction</u> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity 	Whole, part, quarter, half, unequal, equal, share		
6	<u>Geometry Position and Direction</u> <ul style="list-style-type: none"> 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). 	Full term, half term, quarter turn, three-quarter turn, left right, up down, backward, forward		

7-8	<u>Place Value (within 100)</u> <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. 	Greater than>, less than<, tens, ones, count on, count back, order, 1 less, 1 more, equal to, compare	1NPV-1	Count within 100, forwards and backwards, starting with any number.
9	<u>Measurement Money</u> <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. 	Greater than >, less than <, money, worth, pound £, notes, value, coins, amount, pence p		
10-11	<u>Measurement Time</u> <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 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. 	O'clock, half past, days of the week, month of the year, morning, before, evening, quicker, yesterday, today, next, then, now, tomorrow, earlier, later, after, first, afternoon		

Autumn

Weeks	Learning Questions	Key Vocabulary	RTP (Ready To Progress)	
1-5	<u>Number and place Value</u> •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	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	1NPV-1	Count within 100, forwards and backwards, starting with any number
			1NPV-2	Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =
6-10	<u>Addition and Subtraction</u> •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	Addition, add, more, and, make, sum, total, altogether, double, near double, half, halve, one more, two more ... ten more, how many more to make ...? How many more is ... than ...? How much more is ...? Subtract, take away, how many are left/left over? How many have gone? One less, two less, ten less ... how many fewer is ... than ...? How much less is ...? Difference between, equals, is the same as, number bonds/pairs, missing number.	1NF-1	Develop fluency in addition and subtraction facts within 10
			1NF-2	Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.
			1AS-1	Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
			1AS-2	Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.
11	<u>Geometry Shape</u> 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]	Shape, pattern, flat, curved, straight, round, hollow, solid, sort, make, build, draw, size, bigger, larger, smaller, symmetry, symmetrical, symmetrical pattern, pattern, repeating pattern, match, corner, side point, pointed rectangle (including square), circle, triangle, 3-D shape face, edge, vertex, vertices, cube, cuboid, pyramid, sphere, cone, cylinder.	1G-1	Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.
			1G-2	Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

Spring

Weeks	Learning Outcome	Key Vocabulary	RTP (Ready To Progress)	
1-3	<p>Place value</p> <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 	<p>ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less equal to one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between half-way between above, below</p>	1NPV-2	Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.
			1NPV-1	Count within 100, forwards and backwards, starting with any number.
4-6	<p><u>Addition and subtraction (within 20)</u></p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs Add and subtract 1-digit and 2-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 Add and subtract 1-digit and 2-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 	<p>add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs missing number</p>	1NPV-2	Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.
			1AS-2	Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.

7-8	<u>Place value (within 50)</u> <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: <ul style="list-style-type: none"> 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 Given a number, identify 1 more and 1 less 	add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs missing number	1NPV-1	Count within 100, forwards and backwards, starting with any number.
		centimetre, metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, near, close ruler metre stick	1NF-2	Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.
9-10	<u>Measurements - Length and height</u> <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 	kilogram, half kilogram weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales litre, half litre capacity volume full empty more than less than half full quarter full holds container		
11-12	<u>Measurement Mass and volume</u> <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/weights; capacity and volume; time 			