

Autumn term		
Unit & N.C. links	Small steps	Vocabulary
<p><b>Number and Place value within 10</b></p> <p>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</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</p>	<p>Step 1: Sort objects</p> <p>Step 2 Count objects</p> <p>Step 3 Count objects from a larger group</p> <p>Step 4 Represent objects</p> <p>Step 5 Recognise numbers as words</p> <p>Step 6 Count on from any number</p> <p>Step 7 1 more</p> <p>Step 8 Count backwards within 10</p> <p>Step 9: 1 less</p> <p>Step 10 Compare groups by matching</p> <p>Step 11 Fewer, more, same</p> <p>Step 12 Less than, greater than, equal to</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 The number line</p>	<p>numerals</p> <p>digits</p> <p>counting</p> <p>forwards</p> <p>backwards</p> <p>more</p> <p>less</p> <p>sequence</p> <p>tens (column)</p> <p>ones (column)</p> <p>compare</p> <p>less than</p> <p>least</p> <p>more than</p> <p>most</p> <p>greater than</p> <p>equal to</p> <p>the same as</p>
<p><b>Addition and Subtraction within 10</b></p> <p>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)</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract 1-digit and 2-digit numbers to 20, including zero</p>	<p>Step 1: Introduce parts and wholes</p> <p>Step 2 Part-whole model</p> <p>Step 3 Write number sentences</p> <p>Step 4 Fact families – addition facts</p> <p>Step 5 Number bonds within 10</p> <p>Step 6 Systematic number bonds within 10</p> <p>Step 7 Number bonds to 10</p> <p>Step 8 Addition</p> <p>Step 9 Addition – add more</p> <p>Step 10 Addition problems</p> <p>Step 11 Find a part</p> <p>Step 12 Subtraction – find a part</p> <p>Step 13 Fact families – the eight facts</p> <p>Step 14 Subtraction – take away/cross out (How many left?)</p> <p>Step 15 Subtraction – take away (How many left?)</p> <p>Step 16 Subtraction on a number line</p> <p>Step 17 Add or subtract 1 or 2</p>	<p>place value</p> <p>add</p> <p>addition</p> <p>plus</p> <p>more</p> <p>part whole model</p> <p>parts</p> <p>whole</p> <p>total</p> <p>combinations</p> <p>ten frame</p> <p>combine</p> <p>equals</p> <p>altogether</p> <p>subtraction</p> <p>takeaway</p> <p>number stories</p> <p>number bonds</p> <p>fact families</p> <p>related facts</p>
<p><b>Geometry</b></p> <p>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]</p>	<p>Step 1: Recognise and name 3-D shapes</p> <p>Step 2 Sort 3-D shapes</p> <p>Step 3 Recognise and name 2-D shapes</p> <p>Step 4 Sort 2-D shapes</p> <p>Step 5 Patterns with 2-D and 3-D shapes</p>	<p>three- dimensional</p> <p>roll</p> <p>cuboid,</p> <p>two - dimensional</p> <p>cube,</p> <p>rectangle,</p> <p>pyramid,</p> <p>square,</p> <p>sphere</p> <p>circle,</p> <p>face,</p> <p>triangle</p> <p>edge</p> <p>properties</p> <p>curved,</p> <p>sides</p> <p>flat,</p> <p>corners</p>

Spring Term			
Unit & N.C. links	Small steps	Vocabulary	
<p><b>Place value within 20</b></p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</p> <p>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</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p>Given a number, identify 1 more and 1 less</p>	<p>Step 1 Count within 20</p> <p>Step 2 Understand 10</p> <p>Step 3 Understand 11, 12 and 13</p> <p>Step 4 Understand 14, 15 and 16</p> <p>Step 5 Understand 17, 18 and 19</p> <p>Step 6 Understand 20</p> <p>Step 7 1 more and 1 less</p> <p>Step 8 The number line to 20</p> <p>Step 9 Use a number line to 20</p> <p>Step 10 Estimate on a number line to 20</p> <p>Step 11 Compare numbers to 20</p> <p>Step 12 Order numbers to 20</p>	<p>place value</p> <p>add</p> <p>addition</p> <p>plus</p> <p>more</p> <p>part whole model</p> <p>parts</p> <p>whole</p> <p>total</p> <p>combinations</p>	<p>ten frame</p> <p>combine</p> <p>equals</p> <p>altogether</p> <p>subtraction</p> <p>takeaway</p> <p>number stories</p> <p>number bonds</p> <p>fact families</p> <p>related facts</p>
<p><b>Addition and Subtraction within 20</b></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</p> <p>Add and subtract 1-digit and 2-digit numbers to 20, including zero</p> <p>Represent and use number bonds and related subtraction facts within 20</p>	<p>Step 1: Add by counting on within 20</p> <p>Step 2 Add ones using number bonds</p> <p>Step 3 Find and make number bonds to 20</p> <p>Step 4 Doubles</p> <p>Step 5 Near doubles</p> <p>Step 6 Subtract ones using number bonds</p> <p>Step 7 Subtraction – counting back</p> <p>Step 8 Subtraction – finding the difference</p> <p>Step 9 Related facts</p> <p>Step 10 Missing number problems</p>	<p>add</p> <p>addition</p> <p>plus</p> <p>more</p> <p>total</p> <p>combinations</p> <p>double</p> <p>near double</p> <p>ten frame</p> <p>combine</p>	<p>equals</p> <p>altogether</p> <p>subtraction</p> <p>takeaway</p> <p>less</p> <p>number stories</p> <p>number bonds</p> <p>fact families</p> <p>related facts</p>

<p><b>Place Value within 50</b></p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</p> <p>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</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</p> <p>Given a number, identify 1 more and 1 less</p>	<p>Step 1 Count from 20 to 50</p> <p>Step 2 20, 30, 40 and 50</p> <p>Step 3 Count by making groups of tens</p> <p>Step 4 Groups of tens and ones</p> <p>Step 5 Partition into tens and ones</p> <p>Step 6 The number line to 50</p> <p>Step 7 Estimate on a number line to 50</p> <p>Step 8 1 more, 1 less</p>	<p>forwards</p> <p>backwards</p> <p>less than</p> <p>greater than</p> <p>equal to</p> <p>sort</p> <p>ones</p> <p>represent</p> <p>multiples</p> <p>partitioning</p> <p>tens</p>
<p><b>Length and height</b></p> <p>Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time</p> <p>Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time</p>	<p>Step 1 Compare lengths and heights</p> <p>Step 2 Measure length using objects</p> <p>Step 3 Measure length in centimetres</p>	<p>compare</p> <p>length</p> <p>height</p> <p>longer than</p> <p>shorter than</p> <p>taller than</p>
<p><b>Mass and Volume</b></p> <p>Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time</p> <p>Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time</p>	<p>Step 1 Heavier and lighter</p> <p>Step 2 Measure mass</p> <p>Step 3 Compare mass</p> <p>Step 4 Full and empty</p> <p>Step 5 Compare volume</p> <p>Step 6 Measure capacity</p> <p>Step 7 Compare capacity</p>	<p>compare</p> <p>measure</p> <p>mass</p> <p>weight</p> <p>lighter</p> <p>heavier</p> <p>capacity</p> <p>full</p> <p>empty</p> <p>half</p> <p>full</p> <p>compare</p> <p>more than</p> <p>less than</p>

Spring Term		
Unit & N.C. links	Small steps	Vocabulary
<p><b>Multiplication and Division</b></p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>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</p>	<p>Step 1 Count in 2s</p> <p>Step 2 Count in 10s</p> <p>Step 3 Count in 5s</p> <p>Step 4 Recognise equal groups</p> <p>Step 5 Add equal groups</p> <p>Step 6 Make arrays</p> <p>Step 7 Make doubles</p> <p>Step 8 Make equal groups – grouping</p> <p>Step 9 Make equal groups – sharing</p>	<p>multiples</p> <p>number frame</p> <p>double</p> <p>equal</p> <p>equal numbers</p> <p>equal groups</p> <p>add together</p> <p>arrays</p> <p>divide</p> <p>multiplication</p> <p>division</p>
<p><b>Fractions</b></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>Step 1 Recognise a half of an object or a shape</p> <p>Step 2 Find a half of an object or a shape</p> <p>Step 3 Recognise a half of a quantity</p> <p>Step 4 Find a half of a quantity</p> <p>Step 5 Recognise a quarter of an object or a shape</p> <p>Step 6 Find a quarter of an object or a shape</p> <p>Step 7 Recognise a quarter of a quantity</p> <p>Step 8 Find a quarter of a quantity</p>	<p>whole</p> <p>half</p> <p>equal parts</p>
<p><b>Position and direction</b></p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>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)</p> <p>Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance)</p>	<p>Step 1 Describe turns</p> <p>Step 2 Describe position – left and right</p> <p>Step 3 Describe position – forwards and backwards</p> <p>Step 4 Describe position – above and below</p> <p>Step 5 Ordinal numbers</p>	<p>above</p> <p>behind</p> <p>next to</p> <p>in front of</p> <p>to the left of</p> <p>to the right of</p> <p>half turn</p> <p>quarter turn</p> <p>three quarter turn</p> <p>full turn</p>

<p><b>Place Value within 100</b></p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>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</p>	<p>Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers</p>	<p>how many counting tens ones more less base ten ten frame whole part number line hundred square left right</p>	
<p><b>Money</b></p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p>	<p>Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins</p>	<p>value coins penny pound notes</p>	
<p><b>Time</b></p> <p>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Compare, describe and solve practical problems for time</p> <p>Measure and begin to record time (hours, minutes, seconds)</p>	<p>Step 1 Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour</p>	<p>before, after, next, first, today, yesterday, morning, afternoon, tomorrow, evening, weeks,</p>	<p>months, years hour, half past, quicker, earlier, later, hours, minutes, seconds</p>