Subject - Maths					
	Term	**Learning Objectives**	**Knowledge Expectations**	**Vocabulary Expectations**	**Links to prior/post learning**
Y1	**Chapter 1- Numbers to 10**	To be able to count numbers to 10 accurately – forward and backward. To be able to count similar objects up to 10 with accuracy and fluency To be able to write all numbers to 10 with numerals and in words; to count only objects of the same name in a group. To be able to understand what zero represents and use it when counting. To be able to compare different sets of objects and say which one has fewer, more or is equal. To be able to order numbers to 10 and know which number is greater or is lesser in value. To compare numbers using the terms '1 more' and '1 less'.	To know 2 sets of objects can be compared using <>= To know 'whole' in the entire number To know that numbers can be partition into different 'parts' To know there is a set counting sequence for numbers beyond 20 To know objects can be counted by making groups of 10 To know each number on the number line has a unique position To know each two-digit number can be partitioned into a 10s part and a ones part To understand the 10s and ones structure of 2 digit numbers can be used to support addition	Zero number one two three … to twenty and beyond teen's numbers, eleven, and twelve … twenty none how many …? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair 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 compare order size first, second, third… twentieth last, last but one before, after next between Guess how many …? estimate nearly close to about the same as just over, just under too many, too few enough, not enough	EYFS Counts objects to 10 and beginning to count beyond 10 Begins to identify mathematical problems Year 2: To count numbers up to 100 using concrete objects: counting up by ones and tens. To understand each digit in a number has its own value. To be able to compare numbers using place-value knowledge gained from previous lessons. To use the number bond strategy to deepen understanding of place value. To count in ones and tens; to introduce boundary crossing using tens and ones. To recognise and describe patterns with more complex numbers, in particular 3 and 5

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	Chapter 2- Number Bonds	To understand that a number is made up of other numbers; to find as many ways possible to construct a number. To use number bonds for storytelling.	To know that numbers can be partitioned in different ways To know that numbers can be combined to make a 'whole' To know number bonds for all numbers 1-10 To know the numbers 6-9 are composed of 5 and 'a bit' To know that a number can be partitioned into more than two parts	Zero number one two three … to twenty and beyond teen's numbers, eleven, and twelve … twenty none how many …? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair 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 compare order size first, second, third… twentieth last, last but one before, after next between Guess how many …? estimate nearly close to about the same as just over, just under too many, too few enough, not enough	EYFS Begins to identify mathematical problems
	Chapter 3- Addition within 10	To be able to add two different numbers within 10. To add by counting on. To complete number sentences and gain an understanding of inverse operations.	To know = means the same as To know + means that you are combining two or more numbers to find a total To know that – is the inverse of + To know that + is the inverse of - To know that you can find the total by counting on	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 …?, equals, same as	EYFS Begins to use addition and subtraction vocabulary Chd can add / subtract two single digit numbers. Chd can count on / back when adding / subtracting. They solve problems. Year 2

		To be able to make addition stories using correct vocabulary. To be able to solve addition problems through picture	To understand that the total will be the largest number. To know that addition can be done in any order		To be able to add a 1-digit number to a 2-digit number without regrouping the ones. To add tens by recognising its relationship to adding ones. To add 2-digit numbers where one is a multiple of 10. To add with tens and ones where the ones are both more than zero. To add 1-digit numbers to a 2-digit number resulting in renaming of ones. To add two 2-digit numbers where renaming is expected. To add three one-digit numbers
	Chapter 4- Subtraction within 10	To understand that subtraction can be done by crossing out or taking away. To be able to subtract using number bonds. To be able to solve a subtraction equation by counting back, using a number line as support. To be able to make subtraction sentences.	To know = means the same as To know - means that you are finding the difference between two amounts To know that – is the inverse of + To know that + is the inverse of - To know that you can find the difference by counting back To know that subtraction always starts with the whole number To understand that the answer will be fewer than the whole number	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	Begins to use addition and subtraction vocabulary Chd can add / subtract two single digit numbers. Chd can count on / back when adding / subtracting. They solve problems. Year 2: To subtract ones from a 2-digit number. To subtract 2-digit multiples of 10 from 2-digit multiples of 10. To subtract tens from a 2-digit number with the ones being more than zero. To subtract a 2-digit number by another 2-digit number.

		To be able to solve picture problems involving subtraction. To solve problems in the context of addition and subtraction and to find the corresponding number families.			To subtract a 2-digit number by a 1-digit number with renaming. To subtract a 2-digit number by another 2-digit number where renaming has to occur.
	Chapter 5- Positions	To learn the appropriate positional language (ordinal numbers) for up to 10 positions. To be able to name the positions in a queue. To be able to name positions, including left and right.	To know that left and right can be used to describe the position of a place/ object To know that vocabulary can be used to describe the position of an object To know, understand and use the words first, second, third etc. To use the correct vocabulary to describe a position To know an objects position will change depending on where you start counting from	position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn	Year 2: To move shapes on a square grid from one position to another using common language. To turn objects using quarter, half and three-quarter turns both clockwise and anticlockwise on a square grid.

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	Chapter 6- Numbers to 20	To count numbers up to 20. The key strategy is to begin by making 10. To recognise, read and write numbers up to 20 in words and numerals. To use the terms 'greater than' or 'less than' to compare numbers within 20. To be able to arrange numbers up to 20 in ascending and descending order To look for patterns with numbers up to 20, focusing on one more and one less than a number.	To know there is a set counting sequence for numbers beyond 20 To know 2 sets of objects can be compared using <>= To know 'whole' in the entire number To know that numbers can be partition into different 'parts' To know there is a set counting sequence for numbers beyond 20 To know objects can be counted by making groups of 10, 5 and 2 To understand that counting in groups makes finding the total number quicker To know each number on the number line has a unique position To know each two-digit number can be partitioned into a 10s part and a ones part To understand the 10s and ones structure of 2 digit numbers can be used to support addition To understand how knowledge of number bnds to 10 can be applied to larger numbers	Number numeral zero one, two, three … twenty teens numbers, eleven, twelve … twenty twenty-one, twenty-two … one hundred none how many …? count, count (up) to, count on (from, to), count back (from, to) forwards backwards count in ones, twos, fives, tens equal to equivalent to is the same as more, less most, least many odd, even multiple of few pattern pair 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 Guess how many...? estimate nearly roughly close to about the same as just over, just under too many, too few enough, not enough	

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					To be able to compare numbers using place-value knowledge gained from previous lessons. To use the number bond strategy to deepen understanding of place value. To count in ones and tens; to introduce boundary crossing using tens and ones. To recognise and describe patterns with more complex numbers, in particular 3 and 5
	Chapter 7- **Addition and subtraction within 10**	To learn to add by counting on from the largest number. To add to numbers by first making 10 and then adding on the remainder. To add by separating the ones and ten. This enables pupils to add the sum of the ones to the ten. To subtract a certain amount of ones from 10 rather than from the ones, as there are not enough ones. To go through number facts derived from addition and subtraction sentences.	To know = means the same as To know + means that you are combining two or more numbers to find a total To know that you can find the total by counting on To know = means the same as To know - means that you are finding the difference between two amounts To know that – is the inverse of + To know that + is the inverse of - To know that you can find the difference by counting back To know that addition can be done in any order but subtraction can not	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	EYFS Begins to use addition and subtraction vocabulary Chd can add / subtract two single digit numbers. Chd can count on / back when adding / subtracting. They solve problems. Year 2 To be able to add a 1-digit number to a 2-digit number without regrouping the ones. To add tens by recognising its relationship to adding ones. To add 2-digit numbers where one is a multiple of 10. To add with tens and ones where the ones are both more than zero. To add 1-digit numbers to a 2-digit number resulting in renaming of ones.

					To add two 2-digit numbers where renaming is expected. To add three one-digit numbers To subtract ones from a 2-digit number. To subtract 2-digit multiples of 10 from 2-digit multiples of 10. To subtract tens from a 2-digit number with the ones being more than zero. To subtract a 2-digit number by another 2-digit number. To subtract a 2-digit number by a 1-digit number with renaming. To subtract a 2-digit number by another 2-digit number where renaming has to occur.
	Chapter 8- **Shapes and Patterns**	To recognise four basic 3-D solid shapes: spheres, cubes, cuboids and pyramids. To recognise 2-D shapes in the everyday environment. To be able to group shapes using different criteria. To make patterns using common 2-D shapes.	To know the name of 2d shapes- circle, square, rectangle, triangle To know the name of 3d shapes- spheres, cubes, cuboids and pyramids To know that a pattern can be repeated e.g. ABABAB To know that more than 2 shapes/objects can make a pattern To know that shapes can be grouped by the number of sides/corners To know that 2d shapes are flat To know that 3d shapes are solid and can be picked up	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 face, edge, vertex, vertices cube, cuboid pyramid sphere cone cylinder	EYFS: Uses mathematical names for 2D and 3D shapes They recognise, create and develop patterns. They explore characteristics of shapes / objects. They use mathematical vocab to describe them. Year 2: To identify the number of sides on basic 2-D shapes. To identify and count the vertices in regular polygons.

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| | | | | | To identify lines of symmetry in basic 2-D shapes.

To construct shapes using pattern blocks that have lines of symmetry.

To sort shapes based on number of sides, vertices and other factors.

To draw shapes using square grid and dot grid paper; to copy shapes from sight using grid paper.

To recognise patterns of familiar shapes and colours of up to three objects.

To describe patterns using ordinal numbers and shape names.

To move shapes on a square grid from one position to another using common language.

To turn objects using quarter, half and three-quarter turns both clockwise and anticlockwise on a square grid.

To recognise 3-D shapes by identifying their properties.

To describe 3-D shapes and classify them using faces, vertices and edges.

To describe 3-D shapes based on the number of faces and the 2-D |
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					shapes of these faces; to construct nets of shapes into 3-D shapes. To group 3-D shapes by similar properties. To form 3-D structures using multiple 3-D objects. To make and recognise patterns using 3-D shapes.
	Chapter 9- Length and Height	To compare height and length by using key terminology. To be able to measure objects using other items, such as pencils or books. To be able to measure items using other things - parts of the body in particular. To introduce the concept of using rulers for measuring.	To know that length is measured from end to end To know that length can be measured by different objects To know that rulers can be used to measure how long/ tall an object is To know that objects can be ordered from shortest to tallest To know that height is measured from base to top To know that height can be measured by different objects	measure measurement size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as roughly just over, just under 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	EYFS: Orders 2 / 3 items by height or length Year 2: To measure length in metres. To measure length in centimetres. To be able to compare length for objects using 'greater than' and 'less than' symbols. To be able to compare different lengths using centimetres as the unit of measure. To be able to compare and measure various line lengths: both straight and curvy.

					To be able to solve problems involving measurement in the context of word problems. To be able to solve addition and multiplication word problems involving measurement. To be able to solve addition and division word problems involving measurement
	Chapter 10- Numbers to 40	To use the making 10 strategy to count numbers above 10; to represent numbers on a number line. To use the ten-frame method of organisation and place-value cards to assist pupils in writing numbers to 40; to encourage multiple ways of counting, including counting by 2, 5 and 10 To understand that digits represent tens and ones; to represent numbers using Base 10 materials and numbers. To use place value to compare two or three numbers and determine	To know there is a set counting sequence for numbers beyond 20 To know 2 sets of objects can be compared using <>= To know 'whole' in the entire number To know that numbers can be partition into different 'parts' To know there is a set counting sequence for numbers beyond 20 To know objects can be counted by making groups of 10, 5 and 2 To know each number on the number line has a unique position To know each two-digit number can be partitioned into a 10s part and a ones part	Number numeral zero one, two, three … twenty teens numbers, eleven, twelve … twenty twenty-one, twenty-two … one hundred none how many …? count, count (up) to, count on (from, to), count back (from, to) forwards backwards count in ones, twos, fives, tens equal to equivalent to is the same as more, less most, least many odd, even multiple of few pattern pair 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	Year 1: To count numbers up to 20. The key strategy is to begin by making 10. To recognise, read and write numbers up to 20 in words and numerals. To use the terms 'greater than' or 'less than' to compare numbers within 20. To be able to arrange numbers up to 20 in ascending and descending order To look for patterns with numbers up to 20, focusing on one more and one less than a number. Year 2:

		which number is bigger/smaller; to arrange three numbers in order of size. To compare numbers using number bonds, 100-squares and number lines to determine how much more/less. To observe and use number patterns; to see number lines in conjunction with number squares in order to create visual proportionality.	To understand the 10s and ones structure of 2 digit numbers can be used to support addition To knows that numbers can be counted in multiples of 2, 5 and 10 and understand that this is a quick way of finding the total To know that numbers can be arranged in order	before, after next between half-way between above, below Guess how many...? estimate nearly roughly close to about the same as just over, just under too many, too few enough, not enough	To count numbers up to 100 using concrete objects: counting up by ones and tens. To understand each digit in a number has its own value. To be able to compare numbers using place-value knowledge gained from previous lessons. To use the number bond strategy to deepen understanding of place value. To count in ones and tens; to introduce boundary crossing using tens and ones. To recognise and describe patterns with more complex numbers, in particular 3 and 5

	Chapter 11- **Addition and Subtraction word problems**	To decide whether addition or subtraction is the most appropriate operation; to use and apply number bonds and visual representations to solve word problems. To use and apply concepts of how many more and how many fewer/less; to apply number bonds and the guess-and-check method to solve word problems. To develop number sentences based on word problems; to improve the use of number bonds and one-to-one bar model representations to suit the question. To use pictorial representations to help solve word problems; to choose the correct operation to solve a word problem. To use visual representations and patterns to solve word	To know = means the same as To know + means that you are combining two or more numbers to find a total To know that you can find the total by counting on To know = means the same as To know - means that you are finding the difference between two amounts To know that – is the inverse of + To know that + is the inverse of – To know that when adding the total will be the largest number To know addition can be done in any order To know when subtracting that the answer will be less than the starting number To know subtraction always starts with the whole number To know that you can find the difference by counting back To know that number bonds to 10 can support solving problems using larger numbers	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	EYFS: Begins to use addition and subtraction vocabulary Chd can add / subtract two single digit numbers. Chd can count on / back when adding / subtracting. They solve problems. Year 1: To learn to add by counting on from the largest number. To add to numbers by first making 10 and then adding on the remainder. To add by separating the ones and ten. This enables pupils to add the sum of the ones to the ten. To subtract a certain amount of ones from 10 rather than from the ones, as there are not enough ones. To go through number facts derived from addition and subtraction sentences. Year 2 To be able to add a 1-digit number to a 2-digit number without regrouping the ones.

		problems; to develop precision in model drawing to recognise similarities and differences. To apply addition and subtraction to multi-step word problems; to use number bonds to make 10 when adding			To add tens by recognising its relationship to adding ones. To add 2-digit numbers where one is a multiple of 10. To add with tens and ones where the ones are both more than zero. To add 1-digit numbers to a 2-digit number resulting in renaming of ones. To add two 2-digit numbers where renaming is expected. To subtract ones from a 2-digit number. To subtract 2-digit multiples of 10 from 2-digit multiples of 10. To subtract tens from a 2-digit number with the ones being more than zero. To subtract a 2-digit number by another 2-digit number. To subtract a 2-digit number by a 1-digit number with renaming. To subtract a 2-digit number by another 2-digit number where renaming has to occur. To add three one-digit numbers

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	Chapter 12- **Multiplication**	To identify equal groupings as the first step in multiplying; to reinforce the idea that the arrangement of objects does not impact on the number of objects. To understand we can count groups of the same quantity more efficiently; to find multiple ways of counting groups of the same quantity. To organise objects into equal rows in order to begin counting equal numbers efficiently. To understand that doubling is creating an id entice number to the one you started with; to understand that doubling is the same as saying two groups of the same amount. To solve word problems using equal groupings as the basis for multiplication	To know that objects can be shared into equal groups To know that the groups can look different, but still have the same amount To know that groups can be counted in 2's, 5's and 10's To know that doubling is the same as saying two groups of the same amount To know that equal groups can be counted to find the total To know that multiplication is repeated addition To know multiplication can be done in any order	multiplication multiply multiplied by multiple division dividing grouping sharing doubling halving array number patterns	EYFS: They can double and halve. They can divide. Year 2: To realise that multiplication is the same as repeated addition with equal groups To focus on understanding and learning the 2 times table. To use concrete materials and pictorial representations to multiply by 2. To cover the basics of the 5 times table and to highlight multiplication visually as equal groups. To recall and use the 5 times table. To introduce the 10 times table by focusing on the numbers found in the 10 times table. To look at the 10 times table in more detail by looking at patterns and relationships. To investigate links between the 2, 5 and 10 times tables. To understand commutative law. To use knowledge of the 2, 5 and 10 times tables to further investigate commutative law.

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					To use the 2, 5 and 10 times tables to solve word problems.

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	Chapter 13- Division	To understand how to divide even numbers into equal groups using concrete materials; to determine how many groups will be created from sharing equally. To understand how to divide even numbers equally into groups; to determine how many objects will be included in each group in order to share equally.	To know that objects can be shared into equal groups To know that the groups can look different, but still have the same amount To know that groups can be counted in 2's, 5's and 10's To know that doubling is the same as saying two groups of the same amount To know that equal groups can be counted To know that even numbers can be shared into equal groups To know that objects can be shared equally to find the total in each group To know that division will always start with whole number	multiplication multiply multiplied by multiple division dividing grouping sharing doubling halving array number patterns	EYFS: They can double and halve. They can divide. Year 2: To understand that grouping is a way of dividing. To be able to divide by sharing an amount. To be able to divide by 2. The two strategies used here are splitting into groups of x and splitting into equal groups of many. To be able to divide by 5 and identify links with multiplying by 5. To be able to divide by 10 and identify links with multiplying by 10. To use multiplication and division skills to identify family facts in a number sentence. To understand and solve word problems which require the use of the multiplication and division skills covered in this chapter. To be able to link whether odd or even numbers can be divisible by 2, 5 or 10

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	Chapter 14- Fractions	To split an object (shape) into two equal parts; to identify shapes that have been split into two equal parts. To split an object (shape) into four equal parts; to identify shapes that have been split into four equal parts. To share and group objects into halves and quarters; to determine half of a number and a quarter of a number.	To know that objects can be shared into equal groups To know that 'half' means two equal parts To know that 'whole' means one part To know that 'quarter' means 4 equal parts To know that all parts needs to be equal To know that doubling is the ame as saying two groups of the same amount To know that halving is sharing in to two equal groups	fraction equal part equal grouping equal sharing parts of a whole half one of two equal parts quarter one of four equal parts	EYFS: They can double and halve. They can divide. Year 2: To make equal parts from a whole using simple and complex methods. To show and recognise halves and quarters. To show and identify more than one quarter using materials and pictures. To show and identify thirds in shapes; to use the vocabulary 'numerator' and 'denominator' when referring to fractions. To identify and name fractions by looking at the number of pieces and how many are shaded in. To recognise equivalent fractions in quarters, thirds and halves. To compare and order similar fractions by looking at the size of the pieces shaded. To compare and order fractions with different denominators. To count the number of wholes and parts to form mixed numbers.

					To count in halves and place halves onto a number line using pictures. To count in quarters and place quarters onto a number line using pictures. To count in thirds and place thirds onto a number line using pictures. To find fractions (half) of whole numbers. To find a fraction (third) of a whole number. Find a fraction (quarter) of a number. To find a fraction (half, third, quarter) of a quantity (length).

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	Chapter 15- Numbers to 100	To count in sequences of 10 followed by counting ones; to increase confidence with number lines and Base 10 materials in order to count numbers to 100. To understand the value of the tens and ones digits in a number; to use multiple methods of representing and constructing a number. To review and extend skills and strategies related to number comparison; to place numbers in order from smallest to greatest and vice versa. To see patterns of numbers when increasing or decreasing by 1, 2 or 5; to use a number line, a 100-chart and Base 10 materials to represent numbers.	To know there is a set counting sequence for numbers beyond 20 To know 2 sets of objects can be compared using <>= To know 'whole' in the entire number To know that numbers can be partition into different 'parts' To know there is a set counting sequence for numbers beyond 20 To know objects can be counted by making groups of 10, 5 and 2 and that this makes counting larger numbers quicker To know each number on the number line has a unique position To know each two-digit number can be partitioned into a 10s part and a ones part To understand the 10s and ones structure of 2 digit numbers can be used to support addition To knows that numbers can be counted in multiples of 2, 5 and 10 To know that numbers can be arranged in order	number numeral zero one, two, three … twenty teens numbers, eleven, twelve … twenty twenty-one, twenty-two … one hundred none how many …? count, count (up) to, count on (from, to), count back (from, to) forwards backwards count in ones, twos, fives, tens equal to equivalent to is the same as more, less most, least many odd, even multiple of few pattern pair 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 Guess how many…? estimate nearly roughly close to about the same as just over, just under too many, too few enough, not enough	Year 1: To use the making 10 strategy to count numbers above 10; to represent numbers on a number line. To use the ten-frame method of organisation and place-value cards to assist pupils in writing numbers to 40; to encourage multiple ways of counting, including counting by 2, 5 and 10 To understand that digits represent tens and ones; to represent numbers using Base 10 materials and numbers. To use place value to compare two or three numbers and determine which number is bigger/smaller; to arrange three numbers in order of size. To compare numbers using number bonds, 100-squares and number lines to determine how much more/less. Year 2: To count numbers up to 100 using concrete objects: counting up by ones and tens. To understand each digit in a number has its own value. To be able to compare numbers using place-value knowledge gained from previous lessons. To use the number bond strategy to deepen understanding of place value.

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| | | | | | To count in ones and tens; to introduce boundary crossing using tens and ones.

To recognise and describe patterns with more complex numbers, in particular 3 and 5 |
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	Chapter 16- Time	To develop familiarity with the analogue clock, including the minute and hour hands; to tell time to the hour on an analogue clock. To improve familiarity with the analogue clock; to tell time to the half hour using the term 'half past.' To sequence events in order of time; to use the terms 'next', 'before' and 'after' to describe the order of events. To estimate an amount of time using seconds, minutes and hours. To use the terms 'quicker', 'slower', 'earlier' and 'later' when comparing time. To learn the days of the week and the months of the year and to be able to put them in the correct order.	To know that the days of the weeks/months of the year remains in the same order To know there are 60 seconds in a minute To know ther are 60 minutes in 1 hour To know that events can be ordered To know that when the minute hand is at 12 it is o'clock To know that when the minute hand is at 12 and the hour hand is pointing at a number it is _ o'clock To know that when the minute hand is at 6 it is half past To know that quicker means something is faster To know that later means that is hasn't happened yet To know the minute hand is longer than the hour hand	time days of the week, Monday, Tuesday … months of the year (January, February ...) seasons: spring, summer, autumn, winter day, week, weekend, month, year birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after earlier, later next, first, last midnight date now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago? How long will it be to …? How long will it take to …? How often? always, never, often, sometimes usually once, twice hour, o'clock, half past, quarter past, quarter to clock, clock face, watch, hands hour hand, minute hand hours, minutes	EYFS: Uses language related to time Measures periods of time in simple ways Chd can use vocabulary / talk about size, weight, time, capacity, position, distance, money to compare quantities and objects to solve problems Year 2: To tell and write time to 5-minute intervals. To tell time to 5-minute intervals and to the hour. To sequence events of the day by looking at analogue clocks and pictures. To draw hands on an analogue clock to show the correct time. To find the duration of time using an analogue clock in 30- and 60-minute intervals. To find the duration of time to 5-minute intervals. To find the ending of a duration of time from different 5-minute starting points. To find the ending time in intervals of 5 minutes from delayed starts.

| | 30- | | | | To find the starting time from 30-minute and 1-hour interval durations.

To find the start of multiple durations of time using a common end time.

To compare durations of time from the least amount to the most amount of time and vice versa. |
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					EYFS:
	Chapter 17- Money	To recognise coins and determine their value using size, colour, markings and shape. To recognise notes and determine their value using colour and markings.	To know each coin has a different value To know that money is used to buy items To know that items cost different amounts To know that coins/notes look different To know that coins and notes can be combined to make an amount	money coin penny, pence, pound price, cost buy, sell spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much …? How many …? Total	Uses language related to money Chd can use vocabulary / talk about size, weight, time, capacity, position, distance, money to compare quantities and objects to solve problems Year 2: To identify standard UK coins and notes and write their names. To count notes in sequences of 5 and 10; to recognise the value of notes by appearance. To count coins in sequences of their value; to recognise the value of coins by appearance. To represent amounts of money using coins and notes; to count coins and notes using their denominations. To create equal amounts of money using different coins. To exchange denominations of money for different coins. To compare different amounts of money using coins. To add money together to determine the total amount. To calculate change from £100 or less; to use the bar model approach to represent amounts of money.

Curriculum Map- Maths Year 1

					To solve more complex word problems using bar modelling as a primary method.

Curriculum Map- Maths Year 1

	Chapter 18- Volume and Capacity	To compare volume and capacity using the terms 'more than' and 'less than', 'full' and 'empty'. To find the volume and capacity of a container using non-standard ones. To describe volume using the terms 'half' and 'quarter'	To know that containers can be full, half full etc. To know that capacity is the amount something can hold To know containers can have the same/different capacity but different volumes To know that objects can be ordered based on their capacity To know that volume is the space covered by an object	litre, half litre capacity volume full empty more than less than half full quarter full holds container st scales	

Curriculum Map- Maths Year 1

	Chapter 19- Mass	To compare the mass of objects using the terms 'heavy' and 'light', 'heavier than', 'lighter than' and 'as heavy as'. To find the mass of an object using non-standard ones; to use visualisation skills to estimate the number of ones.	To know that mass is the quantity of matter in an object To know that some objects are heavier/lighter than others To know that objects can be ordered based on their weight To know that scales can be used to measure the weight of an object	kilogram, half kilogram weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lighter	EYFS: Orders 2/3 items from weight or capacity Chd can use vocabulary / talk about size, weight, time, capacity, position, distance, money to compare quantities and objects to solve problems Year 2: To understand that mass is measured in kilograms and by using weighing scales. To be able to measure mass in grams and to understand that it is a smaller unit of measure than a kilogram. To be able to measure mass accurately in grams using weighing scales. To be able to compare the mass of two different objects accurately. To be able to compare the mass of three objects and use the appropriate vocabulary. To solve word problems in the context of mass. To solve word problems involving mass.

Curriculum Map- Maths Year 1

	Chapter 20- Space	To describe the position of objects in relation to one another using varied vocabulary. To describe movements of objects using varied language. To understand how to make turns using mathematical language and connect this knowledge to time	To know that left and right can be used to describe the position of a place/ object To know that vocabulary can be used to describe the position of an object To know that an objects position will change depending on where the start point is To use the correct vocabulary to describe a position To know a full turn can be made up of 4 quarter turns To know the difference between a half turn and a quarter turn	position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch	EYFS: They recognise, create and develop patterns. They explore characteristics of shapes / objects. They use mathematical vocab to describe them.