

Area of Curriculum	Mathematical Stories:				
	Disciplinary	Substantive			
Number and Place Value	<ul style="list-style-type: none"> • Practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. • Confidently read and write numbers from 1 to 20 in numerals and words. • Be able to recognise numbers to 100 (represented in different ways), and identify how many tens and ones they contain. They should link the number of tens and ones to the placement of the digit. (This objective will take a long time to become fully secure). • Be able to count up in different increments, for example, 1, 2, 5, 10 using a number line where necessary. • Given any number less than 100, identify 1 more and 1 less. • Identify and represent numbers using objects and pictorial representations including the number line. • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Recognise and create repeating patterns involving colours and shapes. • Use the language of equal to, more than, less than (fewer), most, least when comparing numbers. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that odd numbers end in 1, 3, 5, 7, 9. • Know that even numbers end in 0, 2, 4, 6, 8. • Pupils know that 10 ones are the same as a ten. • Know that tens are bigger than ones. • 	<p>Vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Odd, • Even, • Tens, • One, • More, • Less, • Count, </td> <td style="vertical-align: top; padding-left: 20px;"> <ul style="list-style-type: none"> • Equal to, • More than, • Less than, • Most, • Least </td> </tr> </table>	<ul style="list-style-type: none"> • Odd, • Even, • Tens, • One, • More, • Less, • Count, 	<ul style="list-style-type: none"> • Equal to, • More than, • Less than, • Most, • Least
<ul style="list-style-type: none"> • Odd, • Even, • Tens, • One, • More, • Less, • Count, 	<ul style="list-style-type: none"> • Equal to, • More than, • Less than, • Most, • Least 				

Area of Curriculum	Mathematical Stories:				
	Disciplinary	Substantive			
Addition and Subtraction	<ul style="list-style-type: none"> • Read, write, and interpret mathematical statements that use the symbols for add, subtract, and equal. • Be able to add and subtract one-digit numbers with fluency, including by learning numbers bonds to ten and using these facts. • Be able to add and subtract numbers up to 20, using number bonds facts to help them. • Link addition and subtraction by writing statements in the form $a + b = c$ and $c - b = a$. • Be able to add and subtract 0 from a number, recognising why the number does not change. • Be able to add and subtract amounts, linking this to adding and subtraction numbers. For example, 5 apples plus 4 bananas is the same as $5 + 4$. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Equal means both sides are the same – not “the answer is”. • Know number bonds to ten. • Know number bonds to twenty. • Know the terms below (for add). • Know the terms below (for subtract). 	<p>Vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • add, • add together, • put together, • total, • sum, • take away, • remove, </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • less than, • difference between, • distance between, • tens, • ones. </td> </tr> </table>	<ul style="list-style-type: none"> • add, • add together, • put together, • total, • sum, • take away, • remove, 	<ul style="list-style-type: none"> • less than, • difference between, • distance between, • tens, • ones.
<ul style="list-style-type: none"> • add, • add together, • put together, • total, • sum, • take away, • remove, 	<ul style="list-style-type: none"> • less than, • difference between, • distance between, • tens, • ones. 				

Area of Curriculum	Mathematical Stories:	
	Disciplinary	Substantive
Multiplication and Division	<ul style="list-style-type: none"> Use groups of numbers to understand how to multiply (basic amounts of groups). To be able to double numbers, and link this to multiplying by 2. Be able to count in 2s, 5s, 10s. Be able to use arrays to work out simple multiplication problems. Be able to share small amounts, using concrete and pictorial methods, such as sharing circles. 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>Knowledge</p> <ul style="list-style-type: none"> To know that multiplying means to find the total of a number of equal groups. Know the 2 times tables to 2×10. Know the 10 times table to 10×10. Know that sharing is sometimes referred to as dividing.
		<p>Vocabulary</p> <ul style="list-style-type: none"> Multiply, Groups of, Amounts of, Share, Sharing circles, Equal groups. Divide, Split between.

Area of Curriculum	Mathematical Stories:	
	Disciplinary	Substantive
Fractions, decimals, and Percentages	<ul style="list-style-type: none"> Find half of a number or amount, recognising this is the same as dividing by 2. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<p>Knowledge</p> <ul style="list-style-type: none"> Halving is the same as sharing between two. Fractions split amounts or shapes or objects into equal parts.
		<p>Vocabulary</p> <ul style="list-style-type: none"> Half, Quarter,

Area of Curriculum	Mathematical Stories:	
	Disciplinary	Substantive
Measure	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] Measure and begin to record lengths, mass, capacity, and time with appropriate units of measure and equipment, such as weighing scales and a ruler. Recognise and know the value of all coins and notes up to £50. Sequence events in chronological order. Recognise and use language relating to dates and days. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Knowledge</p> <ul style="list-style-type: none"> Know the days of the week and their order. Know that school takes place on Monday-Friday. Know that Saturday and Sunday are called the weekend. Know that when measuring length, we line up the 0 of the rulers at the beginning.
		<p>Vocabulary</p> <ul style="list-style-type: none"> Longer than, Shorter than, Double, Half, Heavier, Lighter than, O'clock, Half past Slower, Quicker, Hours, Minutes, Seconds Centimetres

Area of Curriculum	Mathematical Stories:	
	Disciplinary	Substantive
Geometry	<ul style="list-style-type: none"> Recognise and name the following 2-D shapes: square, oblong (rectangle), circle, triangle, pentagon, hexagon, kite). Recognise and name the following 3-D shapes: cube, cuboid, sphere (ball), pyramid). Describe position, direction and movement, including whole, half, quarter and three-quarter turns, using key vocabulary. 	<p>Knowledge</p> <ul style="list-style-type: none"> Know that shapes have set number of sides and corners and begin to be exposed to the terminology vertex and edge. Know that clockwise turns relate to the direction a clock moves.
		<p>Vocabulary</p> <ul style="list-style-type: none"> Edges/ sides, Corners/ Vertices, Left/ right, Up/ down, Above/ below, Top/ middle/ bottom, Ahead/ behind, Inside/ outside Far/ near.