Year One		
Autumn 1		New vocabulary
Week 1	**LO: To use positional language including ordinal numbers** **1LS1 Geometry, positional language including ordinal numbers** *National curriculum statement: Describe position, direction and movement, including whole, half, quarter and three-quarter turns*	Order, first, second, third etc, last, clockwise, turn, on top, above, underneath, below, behind, in front, to the side, next to, left, right
Week 2	**LO: To find patterns in numbers including one more and one less** **1LS2 Numbers to 10, finding patterns** *National curriculum statement: 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* **1SL3 Numbers to 10, one more and less** *National curriculum statement: Given a number, identify one more and one less*	Count, how many?, different, same, additional, groups, rearrange, pattern, value, equal to, more than, less than, fewer, most, least, numeral, bigger, smaller.
Week 3	**LO: To order numbers to 10** **1LS4 Numbers to 10 estimating and ordering.** *National curriculum statement: Given a number, identify one more and one less. 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*	Value, sequence, smaller, smallest, larger, largest, count forwards/backwards, bigger, biggest, fewer, more, most, less than, altogether, whole, part
Week 4	**LO: To regroup numbers to 10** **1LS5 Regrouping the whole** *National curriculum statement: 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*	Addition, subtraction, sum, total, altogether, take away, minus, subtract, less than, more than, add, count.
Week 5 Week 6	**LO: To add and subtract numbers to 10** **1LS6 Numbers to 10, part/ whole addition and subtraction** *National curriculum statement: Add and subtract one-digit and two-digit numbers to 20, including zero*	Addition, subtraction, sum, total, altogether, take away, minus, subtract, less than, more than, add, count.

Week 7	**LO: To solve problems to 10 using the part-whole model** **1LS7 Numbers to 10, solving problems using part or whole unknown** *National curriculum statement: Add and subtract one-digit and two-digit numbers to 20, including zero*	Addition, subtraction, sum, total, altogether, take away, minus, subtract, less than, more than, add, count, left, missing, more, fewer, difference, greatest, smallest

Autumn 2		New vocabulary
Week 1	**LO: To compare numbers to 10 and 20 finding more than and fewer** **1LS8 Numbers to 10, comparison** *National curriculum statement: Add and subtract one-digit and two-digit numbers to 20, including zero* **1LS11 Numbers to 20, estimating and ordering, 1 more/1 less** *National curriculum statement: 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*	Addition, subtraction, sum, total, altogether, take away, minus, subtract, less than, more than, add, count, left, missing, more, fewer, difference, greatest, smallest, part, whole
Week 2	**LO: To understand equality and balance in numbers to 10** **1LS9 Numbers to 10, equality and balance** *National curriculum statement: Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs*	Equal, same as, equivalent, balance, total, add, take away, sum, altogether, plus, added
Week 3	**LO: To make 10 and some more up to 20** **1LS10 Numbers to 20, making 10 and some more** *National curriculum statement: Read and write numbers from 1 to 20 in numerals and words*	Fewer, more, less, tens, ones, greater than, teen numbers, teen, same, smallest, largest.
Week 4	**LO: To double numbers to 20** **1SL12, Numbers to 20, Doubling** *National curriculum statement*: 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	Fewer, more, less, tens, ones, greater than, teen numbers, teen, same, different, smallest, largest, tens, ones
Week 5	**LO: To halve numbers up to 20** **1SL12, Numbers to 20 Halving** *National curriculum statement*: 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	Double, halve, half, equal, group, part, odd, even, shared, digit
Week 6	**LO: To measure, record and compare length, height, mass and speed**	Equal to, more than, less than, fewer, most, least, how many

	1LS15 Measures- The Language of Comparing Length, Height, Mass and Speed *National curriculum statement: Compare, describe and solve practical problems for: - lengths and heights (for example, long / short, longer / shorter, tall / short, double / half) - mass / weight (for example, heavy / light, heavier than, lighter than) - time (quicker, slower)* **1LS25 Measures – Non-standard Measures and Introducing Simple Standard Measures** *National curriculum statement: Measure and begin to record the following: lengths and heights, mass / weight, capacity and volume*	more? Minus, take away, makes, plus, sum of, equals, add, solve calculate, calculation, count on, count back
Week 7	**Review and close the gap**	

Spring 1		New vocabulary
Week 1	**LO: To understand odd and even numbers to 20** **1LS13 Numbers to 20, odd and even numbers** *National curriculum statement: 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*	length height, long / short, longer / shorter, tall / short, double / half) - mass / weight , heavy / light, heavier than, lighter than
Week 2	**LO: To recognise and name common 2D and 3D shapes** **1LS14 Geometry, names and properties of 2d and 3d shapes** *National curriculum statement: 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] years*	Shape names, more, less, edges, curved, shape, straight, round, corner, side, line, opposite, vertex, angle, pointed
Week 3	**LO: To sequence days, months and seasons** **1LS16 Sequencing Events – Days of the Week and Months of the Year** *National curriculum statement: Recognise and use language relating to dates, including days of the week, weeks, months and*	time, quicker, slower, equal, before after, next ,first, today, yesterday, tomorrow, morning, afternoon, evening,
Week 4	**LO: To use 'think 10' to add numbers to 20** **1LS17 Numbers to Twenty – Adding using 'Think 10'** *National curriculum statement: Add and subtract one-digit and two-digit numbers to 20, including zero*	Equal to, more than, less than, fewer, most, least, how many more? Minus, take away, makes, plus, sum of, equals, add, solve calculate, calculation, count on, count back
Week 5	**LO: To use 'think 10' to subtract numbers to 20** **1LS18 Numbers to Twenty – Subtraction using 'Think 10'** *National curriculum statement: Add and subtract one-digit and two-digit numbers to 20, including zero*	Equal to, more than, less than, fewer, most, least, how many more? Minus, take away, makes, plus, sum of, equals, add, solve calculate, calculation, count on, count back, part, whole, balance, same as
Week 6	**LO: To understand equality and balance in numbers to 20 and use part/whole model**	Equal to, more than, less than, fewer, most, least, how many

	1LS19 Numbers to Twenty – Equality and Balance *National curriculum statement: Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs* **1LS20 Numbers to Twenty – Part or Whole Unknown** *National curriculum statement: Represent and use number bonds and related subtraction facts within 20*	more? Minus, take away, makes, plus, sum of, equals, add, solve calculate, calculation, count on, count back, part, whole, balance, same as

Spring 2		New vocabulary
Week 1	**LO: To use part/whole model to solve problems to 20** **1LS21 Numbers to Twenty – Language and Problem Solving (part or whole unknown)** *National curriculum statement: Add and subtract one-digit and two-digit numbers to 20, including zero*	Equal to, more than, less than, fewer, most, least, how many more? Minus, take away, makes, plus, sum of, equals, add, solve calculate, calculation, count on, count back, part, whole, balance, same as
Week 2	**LO: To compare numbers to 20** **1LS22 Numbers to Twenty – Comparison (difference, more, less, fewer) including Statistics** *National curriculum statement: Add and subtract one-digit and two-digit numbers to 20, including zero*	As above Digit, tens, ones, compare, larger, bigger, smaller, fewer, more, less
Week 3	**LO: To count in 2s, 5s and 10s** **1LS24 Counting in 2s, 5s 10s.** *National curriculum statement: Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens*	Make, combine, pence, equal, coin, same, different, more, less, value, equal to, more than, less than, fewer, most least.
Week 4 Week 5	**LO: To order and compare coins and measures to 20** **1LS23 Measures – Coins and Combinations to 20p, Ordering and Comparing** *National curriculum statement: Recognise and know the value of different denominations of coins and notes* **1LS25 Measures – Non-standard Measures and Introducing Simple Standard Measures** *National curriculum statement: Measure and begin to record the following: lengths and heights, mass / weight, capacity and volume*	Count, steps, multiples, pattern, skip count, sequence, odd, even Full, Half full, More than, Almost Empty, Half empty , empty, Less than … Same as, equal, volume, weight, long, length, longer, shorter, heavier, lighter
Week 6	**LO: To tell the time to the hour and half past** **1LS31 Time, telling times o clock and half past.** *National curriculum statement: Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times*	Clockwise, anti-clockwise, turn, time, earlier, later, hour, minute, o'clock, half past, minute, hour, second,

Summer 1		New vocabulary
Week 1 Week 2 Week 3	**LO: To share into equal and unequal groups** **LO: To understand multiplication is repeated addition** **LO: To identify the number of groups and size of group and to understand twice as many as scaling up** **1LS26 Multiplication and Division – Equal or Unequal Groups and Remainders** *National curriculum statement: 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* **1LS27 Multiplication – Repeated Addition and Arrays (number of groups and size of group)** *National curriculum statement: 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* **1LS28 Multiplication – Problem Solving (identifying the number of groups and size of the group)** *National curriculum statement: 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* **1LS29 Multiplication – Scaling and Counting in 2s to 24** *National curriculum statement: 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*	Double, halve, group, share, equal, unequal, odd, even, repeated addition, arrays, lots of, groups of, multiplication, times Group of, lots of, twice as long, equal, same, different
Week 4	**LO: To understand sharing and grouping problems** **1LS30 Division – Sharing and Grouping Problems** *National curriculum statement: 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 groups, arrays, groups, shared, shared equally, multiples, divided, halved, groups of, lots of

Week 5	**LO: To understand multiplication and division** **1LS26 Multiplication and Division – Equal or Unequal Groups and Remainders** *National curriculum statement: 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* **1LS27 Multiplication – Repeated Addition and Arrays (number of groups and size of group)** *National curriculum statement: 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 groups, arrays, groups, shared, shared equally, multiples, divided, halved, groups of, lots of, unequal, remainder
Week 6	**1LS28 Multiplication – Problem Solving (identifying the number of groups and size of the group)** *National curriculum statement: 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*	

Summer 2		New vocabulary
Week 1	**LO: To find equal parts of a whole – halves and quarters** **1LS32 Fractions Sharing Into Equal Groups** *National curriculum statement: 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*	Half, equal, groups, share, part, whole, quarter
Week 2	**LO: To find halves and quarters to shapes** **1LS33 Fractions – Equal or Unequal Parts of Shapes** *National curriculum statement: 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*	Half, equal, groups, share, part, whole, quarter, unequal, same, different
Week 3	**LO: To understand fractions in the context of measure** **1LS34 Fractions – Of Continuous Quantities Including Capacity** *National curriculum statement: 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*	1 1/2 1/4 Equal to... More than... Less than... Pint, litre, 1m 1/2m 1/4m ,whole turn, half turn, quarter turn
Week 4	**LO: To represent and use bonds and related subtraction facts within 20** **1LS35 Numbers to Twenty – Review** *National curriculum statement: Represent and use number bonds and related subtraction facts within 20*	equal to, more than, less than (fewer), most, least, minus, take away, add, equal, balance, total, calculate
Week 5	**LO: To count in 1s, 2s, 5s, 10s to and across 100 including making comparisons and ordering** **1LS36 Numbers to One Hundred – Place Value and Digits, Making Tens and Some More** *National curriculum statement: Identify and represent numbers using objects and pictorial representations, including the number line, and*	Multiples, tens, ones, hundred, place, regroup, more

	use the language of: equal to, more than, less than (fewer), most, least	
Week 6	**LO: To order, estimate and compare numbers** **1LS37 Place value, estimation, ordering and comparison** *National curriculum statement: 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*	
Week 7	**Review and Close the gap.**	