Orton Wistow Primary School – Curriculum Plan

Subject : Maths | **Year :** 2 | **Unit :** Number and Place Value

Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
One hundred **Equivalent to –** is equal in value to/ has the same value **Most** **Least** **Multiple -** a number that may be divided by another a certain number of times without a remainder. **Sequence -** a particular order in which related things follow each other. **> Greater than** **<Less than** **Tens, hundreds,** **One -, two -, three - digit number** **Partition –** break apart a numbers into smaller units **Recombine –** to reassemble smaller units back into the original number **Place value –** the value of where a digit is in a number **Exchange –** regrouping ten ones for one ten or one ten for ten ones	• Pupils know the place value of each digit in a two-digit number • Pupils know how a number is made up, e.g. 42 is 4 tens and 2 ones or 42 ones • Pupils know that there are different ways to partition numbers • Pupils know where numbers lie on a number line to 100 • Pupils know that when looking at a hundred square, the numbers increase by 1 as you read from left to right and increase by 10 as you read down the square • Pupils know that numbers that can be made out of groups of two are even numbers; numbers that cannot are odd • Pupils know that even numbers can be partitioned into two odd parts or two even parts • Pupils know that odd numbers can be partitioned into one odd part and one even part **Stem Sentences** There are _____ tens and _____ ones. The number is _____.			• Pupils understand that numbers can be partitioned in different ways, e.g. 58 is made up of 5 tens and 8 ones, 4 tens and 18 ones or 2 tens and 38 ones • Pupils understand the place value of 2-digit numbers • Pupils understand which digit to look at when comparing numbers			• Count in steps of 2, 3 and 5 from 0 • Count in steps of 10 from any number forwards and backwards • Compare and order numbers from 0 to 100 • Use the <, > and = symbols • Read numbers to 100 in words and figures • Write numbers to 100 in words and figures • Use concrete materials and pictorial representations to show numbers up to 100 • Can use part - whole models to show how numbers can be partitioned and recombined • Recognise odd and even numbers		

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
	_____ is greater than _____. _____ is less than _____. Ten ones make one ten. Ten tens make one hundred.		

Subject : Maths | **Year : 2** | **Unit :Addition and Subtraction**

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
Addition Add, more, and, make, sum, total, altogether Double Near double Half, halve	• Pupils know number bonds to 100. • Pupils will know that addition of two-digit numbers can be done in any order and subtraction of one number from another cannot.	• Pupils will understand the inverse relationship between addition and subtraction • To understand regrouping or renaming of ones	• Can use place value and number facts to solve problems • Recall and use addition and subtraction facts to 20 • Can derive and use related facts up to 100

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
One more, two more… ten more **Addends –** the numbers added together to make the sum **Subtraction** Take away,minus, fewer, less, difference between One less, two less… ten less **Equals** Is equal to, is the same as Number bonds Number pair Number facts Part, part, whole Partition Recombine Missing number Tens boundary Commutative	• Pupils will know when it is appropraite to add/subtract when solving word problems • Children know various ways to check their answers, including using the inverse operation • Children know that when adding 10, the tens digit changes while the ones digit remains the same • Children know to always start from the ones column when using the column method for addition and subtraction **Stem Sentences** I know that _____ plus ____ is equal to _____ (single digit fact) so_____ plus ____ is equal to _____ I know that _____ minus ____ is equal to _____ (single digit fact) so_____ minus ____ is equal to _____ When we find ten more, the tens digit changes and the ones digit stays the same. When we find ten less, the tens digit changes and the ones digit stays the same. We had ____ tens and ____ ones. Ten more gives us ___ tens and ___ ones.	• Pupils will understand calculations with similar digits, e.g. 2+7=9 so 20+70=90 • Pupils understand the link between single digit bonds and tens bonds • Children understand what happens to a number whan adding 10 using a 100 square • Pupils understand the principles of commutativity to efficiently add 3 one-digit numbers	• Add and subtract numbers using concrete objects and pictorial representations • Can mentally add TO+O, TO+T, TO+TO and O+O+O • Subtract TO-O, TO-TO, TO-10, • To add and subtract 2-digit numbers with renaming • Pupils can use bar modelling to represent problems • Solve muti-step problems using bar modelling • Pupils can line up 2-digit numbers and 1-digit numbers using Place Value columns accurately • Pupils can exchange 10 ones for 1 ten

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
	We had ____ tens and ____ ones. Ten less gives us ___ tens and ___ ones. When we add three numbers, the total will be the same whichever pair we add first. If you change the order of the addends, the sum remains the same. We can look for pairs to make 10 first then add the remaining number.		

Subject : Maths | **Year : 2** | **Unit : Multiplication and Division**

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
Multiplication Multiply Multiplied by Groups of Times	• Pupils will know the multiplication facts and corresponding division facts for the 2,5 and 10 multiplication tables.	• Pupils will understand why a number is odd or even. • Pupils will understand the equivalence between a repeated	• Pupils will recognise equal and unequal groups. • Pupils will use concrete resources and pictorial representations to show groups.

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do

Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
Repeated addition **Division** Dividing Divide Divided by Divided into Grouping Sharing Shared equally Left over Remainder Equal groups of **Doubling** **Halving** **Array** **Multiplication table** **Multiplication fact** **Division fact**	• Pupils know odd and even numbers. • Pupils will know when groups are equal and when they are unequal. • Pupils will know that repeated addition contexts can be represented by multiplication equations. • Pupils know that when 0 is a factor, the product is always 0. • Pupils know that when 1 is a factor, the product is equal to the other factor (if there are only two factors). **Stem Sentences** "There are 3 equal groups of eggs." "There are 5 eggs in each group." "There are 3 groups of 5." "The 3 represents the number of groups." "The 5 represents the number of eggs in each group." "The 15 represents the total number of eggs." "The 15 represents the total number of biscuits."			addition expression and a multiplication expression: 5+5+5 = 3X5 • Pupils understand that multiplication can be done in any order (commutative law) but division can not. • Pupils understand the relationship between the 5 times table and the 10 times table. • Pupils understand that halving is the inverse of doubling. • Pupils understand grouping problems using division equations. • Pupils understand sharing problems using division equations. • Pupils understand that objects can be grouped equally, sometimes with a remainder.			• Pupils can use arrays to show the commutatitvity of multiplication facts. • Pupils can find doubles. • Pupils can find halves.		

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering **Teaching** Telling **Assessment** Testing	**Learning** Practising **Teaching** Coaching **Assessment** Observing	**Learning** Reflecting **Teaching** Facilitating **Assessment** Evaluating
	"The 5 represents the number of biscuits in each bag." "The 3 represents the number of bags." "15 divided into groups of 5 is equal to 3."		

Subject : Mathematics **Year : 2** **Unit : Fractions**

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering **Teaching** Telling **Assessment** Testing	**Learning** Practising **Teaching** Coaching **Assessment** Observing	**Learning** Reflecting **Teaching** Facilitating **Assessment** Evaluating
fraction **equivalent fraction** **mixed number** **numerator** - the top number in a fraction which shows us how many parts we have **denominator –** the bottom number in a fraction which shows how many equal partsthe item is divided into **equal part** **equal grouping** **equal sharing** **parts of a whole half,** **two halves** **one of two equal parts**	• Pupils know the notation $\frac{1}{2}$ as half, $\frac{1}{4}$ as one quarter and $\frac{1}{3}$ as one third. • Pupils know the numerator represents how many parts there are. • Pupils know the denominator represents how many equal parts the item has been divided into. • Pupils know that two halves make a whole.	• Pupils understand the concept of a whole as being one object or one quantity. • Pupils understand halves,quarters and thirds in different contexts, e.g. half of a length, set of objects or shape. • Pupils understand that halving is the same as dividing by 2. • Pupils understand that splitting a whole into four equal parts is the same as dividing into quarters.	• Pupils can recognise equal and unequal parts. • Pupils can find half of a set of objects. • Pupils can use concrete materials to show that something split into quarters will result in four identical amounts. • Pupils can use concrete and pictorial representations to find a third of quantaties.

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
quarter, **two quarters,** **three quarters** **one of four equal parts** **one third,** **two thirds** **one of three equal parts**	• Pupils know that four quarters make a whole. • Pupils know that the numerator and denomintor are the same when the fraction is equivalent to one whole. • Pupils know that $\frac{2}{4}$ is equivalent to $\frac{1}{2}$ • Pupils know that two quarters make a half. **Stem Sentences** The whole is divided into ____ equal parts and we have _____ of them.	• Pupils understand the relationship between half an amount and quarter of an amount. • Pupils understand that one third is equal to one part out of three equal parts. • Pupils understand that finding a third of a quantity is the same as dividing by 3. • Pupils understand non- unit fractions $\frac{2}{3} and \frac{3}{4}$ • Pupils understand that fractions can be greater than one whole.	• Pupils can count in halves, quarters and thirds up to 10.

Subject : Mathematics

Year : 2

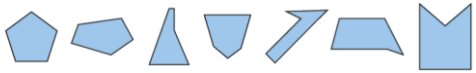
Unit : Position and Direction

Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
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** **route** **left, right** **clockwise, anti-clockwise** **up, down** **forwards, backwards, sideways across** **next to, close, near, far** **along** **through** **to, from, towards, away from** **movement** **slide** **roll** **turn** **stretch, bend**	• Pupils know the language 'forwards, backwards, up, down," describes movement in a straight line. • Pupils know left and right. • Pupils know "clockwise and anti-clockwise" describe turns.			• Pupils understand the language "full, half, quarter and three-quarter" to describe turns. • Pupils understand which direction to turn when using clockwise and anti-clockwise language. • Children understand it is important to know which direction the object/person is facing to begin when describing turns.			• Pupils can practically follow and give directions to a partner. • Pupils can write directions for routes recorded on a 2D grid • Pupils can use their knowledge of turns and movement when describing and recording movement. • Pupils can explore direction and movement in other curriculum areas, e.g. PE and computing. • Pupils can use the language, "clockwise, anti-clockwise, quarter, half and three-quarters" to describe patterns. •		

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
whole turn, half turn, quarter turn, three-quarter turn **straight line** **right angle**			

Subject : Mathematics **Year : 2** **Unit : Properties of Shape**

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
shape, **pattern** **flat** **curved** **straight** **round** **solid** **symmetry,** **symmetrical,** **symmetrical pattern** **pattern** **repeating pattern** **2-D shape** **Polygon (from Greek "many-angled)** **Vertex, vertices**	• Pupils know that a polygon is a 2D shape with only straight sides. • Pupils know the 2D shapes that make up the faces of 3D shapes, including identifying pyramids according to the shape of their base ('square-based' and 'triangle-based'). • Pupils know that faces are flat surfaces so cones should be described as having 1 face and 1 curved surface; cylinders as having 2 faces and 1 curved surface and spheres having 1 curved surface. • Pupils know that the point on the top of a cone can be referred to as the apex or a vertex.	• Pupils understand the difference between 2D and 3D shapes. • Pupils understand that 2D shapes are actually flat and the manipulatives tey handle in class are representations of that shape. • Pupils understand that it is the number of sides/vertices that determines the type of polygon, rather than whether the given shape looks like their mental image of a particular polygon. • Pupils understand that a square is a type of rectangle, (it is a "special" rectangle as all its sides and vetices are equal.)	• Pupils can recognise 2D shapes in different orientations and proportions. • Pupils can identify a polygon by counting the number of sides and vertices. • Pupils can accurately count the number of edges, vertices and faces for simple 3D shapes, such as a triangular-based pyramid or a cuboid.

Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
sides **point, pointed** **rectangle (including square) circle triangle** **<u>3-D shape</u>** **Face** **Edge** **vertex, vertices** **apex** **cube** **cuboid** **pyramid** **sphere** **cone cylinder**	**<u>Stem Sentences</u>** **"This shape is a hexagon because it has exactly 6 straight sides."** **"These shapes are all pentagons because they all have exactly 5 straight sides."** 			• Pupils understand that a shape does not change when it is in a different orientation, e.g. squares do not become diamonds when turned sideways. • Pupils understand a vertex of a 2D shape is a point where two sides meet. • Pupils understand that an edge is where two faces or a face and a curved surface meet. • Pupils understand that a vertex of a 3D shape is where the two or more edges meet.			• Pupils can recognise vertical lines of symmetry in shapes. • Pupils can sort shapes in more than one way and describe how they have sorted them using key language.		

Subject : Mathematics | **Year : 2** | **Unit : Length**

Vocabulary	Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing
measure measurement **size** **compare** **measuring scale** **length**	• Pupils know the abbreviation m for metre and cm for centimetres • Pupils know to measure from 0 rather than the end of the ruler or tape measure.			• Pupils understand whether it is better to measure in metres or centimetres.		

						
Vocabulary	**Knowledge** What children will know			**Understanding** What children will understand		
Define the word and include etymology if useful.	**Learning** Remembering	**Teaching** Telling	**Assessment** Testing	**Learning** Practising	**Teaching** Coaching	**Assessment** Observing
height **width** **depth** **long, short** **tall, high, low** **wide, narrow, thick, thin** **longer, shorter** **taller, higher …** **longest, shortest** **tallest, highest…** **far, further, furthest** **near, close** **centimetre -** a combination of the Latin word for "hundred," centum, and the French mètre. **metre -** from French *mètre*, from Greek *metron* 'measure' **ruler** **metre stick** **tape measure**	• Pupils know that 100 centimetres is the same as 1 metre. • Pupils know that measurements can be written as mixed units, e.g. the child is 1 metre and 25cm tall.			• Pupils understand that you can only measure straight lines using a ruler and you need to use other methods to measure curvy lines.		

Subject : Mathematics	Year : 2	Unit : Money




Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
money **coin** **penny, pence, pound** **price, cost** **buy, bought, sell, sold** **spend, spent** **pay** **change** **dear, costs** **more** **cheap, costs less, cheaper** **costs the same as** **how much …?** **how many …?** **total**	• Pupils know all the coins and their values. • Pupils know all the notes and their values. • Pupils know the £ and p symbols. • Pupils know that an amount can be represented by different combinations of coins. • Pupils know that £1 = 100p			• Pupils understand that more notes does not necessarily mean more money. • Pupils understand that more coins does not necessarily mean more money. • Pupils understand that there are a variety of combinations to make the same amount. • Pupils understand how to use their knowledge of addition to add money including: 2-digit + 2-digit 2-digit and ones 2-digit and tens 3 single-digit • Pupils understand that the value of a coin must equal the total value of the exchanged coins. • Pupils understand counting on and counting back to find the difference between two amounts. • Pupils understand that they can use subtraction to find the change from given amounts.			• Pupils can match coins and notes to their values. • Pupils can write the value for notes in symbols and numbers. • Pupils can match notes to their written form. • Pupils can count in fives, tens, twenties and fifties. • Pupils can add a variety of notes together to get a total. • Pupils can write the value for a combination of coins in symbols and numbers. • Pupils can match coins to their written form. • Pupils can count in the denomination of the coins. • Pupils can add a variety of coins together to get a total. • Pupils can write the value for a combination of notes and coins in symbols and numbers. • Pupils can count a combination of notes and coins. • Pupils can add a variety of notes and coins together to get a total. • Pupils can exchange other coins correctly. • Pupils can compare two amounts of money. Pupils can order three amounts of money.		

Subject : Mathematics | Year : 2 | Unit : Mass, capacity, temperature

Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
measure measurement **size** **compare** **measuring scale** **mass** **weight** **gram -** from French *gramme*, from late Latin *gramma* 'a small weight' **kilogram -** The prefix kilo is derived from the Greek word κιλό (kiló), meaning "thousand" **weigh, weighs** **balances** **heavy, light** **heavier than, lighter than** **heaviest, lightest** **scales** **Capacity -** the amount a container or something can hold. **Volume -** theamount of space occupied by an object. **Litre -** a metric unit for measuring capacity from Greek *litra* **millilitre -** from Latin *mille* 'thousand'. **full, empty half full** **more than, less than** **temperature** **degrees Celsius -** named after the Swedish astronomer *Anders Celsius (1701–1744*), who developed a temperature scale. **degrees Centigrade -** from the Latin centum, which means 100, and	• Pupils know the abbreviation 'kg' stands for kilogram and 'g' stands for gram. • Pupils know that 1kg is heavier than 1g. • Pupils know the difference between volume and capacity. (Capacity is the amount a container can hold, volume is the amount it is actually holding.) • Pupils know the abbreviation 'l' stands for litre and 'ml' stands for millilitre. • Pupils know that litres are a larger unit of measure than millilitres. • Pupils know that temperature is measured in degrees Celsius • Pupils know the abbreviation ℃ for degrees Celsius. **Stem Sentences** When the balance scales are level the mass of the objects is equal. Container ____ has the largest capacity because it can hold the most liquid. Container ____ has the smallest capacity as it holds the least amount of liquid. The bottle can fill _____ mugs.			• Pupils understand the term 'kilogram' as a unit of mass. • Pupils understand the term 'gram' as a unit of mass. • Pupils understand when we might measure an object in grams and when we might have to use kilograms. • Pupils understand that the tallest container does not always hold the most. • Pupils understand that 'litres' and 'millilitres' are standard units of measurement for volume. • Pupils understand that a thermometer measures how cold or how hot something is.			• Pupils can use the terms 'as heavy as', 'lighter than' and 'heavier than'. • Pupils can use balance scales to compare the mass of two or more objects. • Pupils can apply their knowledge of counting in 2s, 5s and 10s to reading different scales. • Pupils can read scales to determine mass in kilograms and grams. • Pupils can calculate the difference between the mass of two objects using subtraction. • Pupils can compare and describe the volume using half full, quarter full, three quarthers full. • Pupils can measure the volume of water in litres. • Pupils can tell if an amount of water is more or less than a litre. • Pupils can measure the volume of water in millilitres. • Pupils can compare volumes of water in millilitres using 'more than' or 'less than'. • Pupils can measure temperature in degrees Celsius. • Pupils can read a thermometer in degrees Celsius.		

								
Vocabulary	**Knowledge** What children will know			**Understanding** What children will understand			**Skills** What children will be able to do		
Define the word and include etymology if useful.	**Learning** Remembering	**Teaching** Telling	**Assessment** Testing	**Learning** Practising	**Teaching** Coaching	**Assessment** Observing	**Learning** Reflecting	**Teaching** Facilitating	**Assessment** Evaluating
gradus, which means steps. (This is only for your information and is the former name for Celsius)	The pot can fill _____ mugs. The temperature in the classroom is_____. The classroom is _____ than the playground. The difference in temperature between the _____ and the _____ is ____ degrees Celsius.								

Subject : Mathematics | **Year : 2** | **Unit : Time**

								
Vocabulary	**Knowledge** What children will know			**Understanding** What children will understand			**Skills** What children will be able to do		
Define the word and include etymology if useful.	**Learning** Remembering	**Teaching** Telling	**Assessment** Testing	**Learning** Practising	**Teaching** Coaching	**Assessment** Observing	**Learning** Reflecting	**Teaching** Facilitating	**Assessment** Evaluating
time days of the week, Monday, Tuesday … months of the year (January, February ...)	• Pupils know that there are 24 hours in one day • Pupils know that there are 60 minutes in one hour.			• Pupils understand the fractions half and quarter to identify half past times, quarter past and quarter to times. • Pupils understand that the hour hand moves along with the			• Children can show o'clock and half past times on analogue clocks with movable hands. • Pupils can read and write o'clock and half past times.		

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
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 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 hour, o'clock, half past, quarter past, quarter to 5, 10, 15 … minutes pastclock, clock face, watch, digital/analogue clock/watch, timer hands, hour hand, minute hand hours, minutes, seconds	• Pupils know that the clock face can be split into 5 minute intervals. • Pupils know that there are 30 minutes in half an hour. • Pupils know the numbers on the clock represent the hours. • Pupils know the numbers on the clock can also represent 5-minute intervals.	minute hand, therefore when it is quarter past the hour, the hour hand will be just past the hour and when it is quarter to the hour, the hour hand will be just before the hour. • Pupils understand the duration of an event is how long an event has lasted.	• Pupils can recognise the numbers on the clock as 5-minute intervals. • Pupils can count in fives. • Pupils can use the terms 'quarter past' and 'quarter to'. • Pupils can use the terms '5 minutes past' and '5 minutes to'. • Pupils can convert minutes into hours and minutes. • Pupils can use clocks and number lines to help them work out the duration of an event. • Pupils can determine the end time given the start time and the duration. • Pupils can compare durations of time taken by particular events. • Pupils can count on in intervals of 5-minutes after passing the hour mark. • Pupils can determine the start time given the end time and the duration in 30-minute intervals. • Pupils can determine the start time given the end time and the duration in hourly intervals.

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
			•

Subject : Mathematics | **Year : 1** | **Unit : Statistics**

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
count, tally, sort, vote **graph, block graph, pictogram** **represent** **group, set** **list, table** **label, title** **most popular, most common least popular, least common**	• Pupils know that tally charts and tables are a way of collecting information and data. • Pupils know when it is more efficient to use either a tally or a table to collect data. • Pupils know that block diagrams can represent data. • Pupils know that pictograms can represent data. • Pupils know that the key shows what each symbol represents.	• Pupils understand how different numbers are represented and when to use a 'gate' to represent a group of 5. • Pupils understand that a table is easier to read but a tally chart is more efficient when collecting data. • Pupils understand what the data represents. • Pupils understand what each block represents. • Pupils understand that block diagrams can be shown vertically or horizontally. • Pupils understand that a key shows what each picture represents in a pictogram. • Pupils understand that pictograms can be created vertically or horizontally. • Pupils understand that the same symbol must be used for every category.	• Pupils can confidently count in 5s to work out totals. • Pupils will draw tallies to record groups of objects. • Pupils can draw pictures to match information in a table. • Pupils can compare and answer questions about the data shown. • Pupils can read information from block diagrams that use one-one correspondence. • Pupils can identify information such as , most / least popular. • Pupils can create their own block diagrams using concrete resources (cubes, sticky notes) and then by drawing. • Pupils can create pictograms using physical objects before moving to drawing pictograms. • Pupils can draw pictograms where one symbol represents 2,5 or 10 items.

			
Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do

Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
				• Pupils understand that sometimes one symbol – one item is not efficient as they take up too much space. • Pupils understand each symbol can represent more than one. • Pupils understand what half a symbol represents.			• Pupils can choose the most appropriate key depending on the data.		