



**Coppice School**

**Maths Curriculum**

**Maths Curriculum Guidance**

**Intent –** *Why?*

*Within maths, we aim to provide our young people with the knowledge and skills to support their lives and independence.*

*We hope to embed an understanding of number through an engaging and sequential curriculum. As a school we will deliver a range of formal, practical and cross-curricular lessons to meet the individual needs of the child.*

**Implementation –** *How?*

*All students have a minimum of 3 Maths sessions a week where they will focus on the maths strands: Number; Shape, Space and Measure; Length, Height and Size; Weight and Volume; Time; Handling Data. Students will have a class focus on each strand in the maths curriculum it will also be cross curricular and skills will be developed through other curriculum areas. All students have the right to access the curriculum and lessons will be tailored to meet their individual needs. We believe in a great emphasis on number as it is the key pillar of Maths understanding.*

*As they move through the provision bands, pupils at Coppice will build on their knowledge and skills and deepen their understanding of the themselves and others around them.*

*We have a bespoke maths curriculum, which is differentiated and meaningful, which aims to support and challenge our students at a level which is right for them throughout their time at Coppice school. When students leave our school, we want them to have skills and knowledge to help them be the best that they can be and as independent as possible.*

**Impact –** *What?*

*Students work within the progression band that best meets their needs. We realise that pupils will progress through these bands at different rates and may indeed remain within them for some time. A student may not be in the same progression band for each strand of maths. The progressions maps give a guide for each learner to ensure a broad and balanced curriculum. The curriculum’s emphasis on number will create a deeper understanding; providing a platform to reason and problem solve in all areas.*

**Curriculum Progression Map Information Guide**

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|  | **EYFS Month / SEND Stage** | **P levels** | **Band Information Source** |
|  | Stage 1 – 0-11 months | 1-3 | SEND Tapestry – Development matters  P Level statements and EQUALS |
|  | Stage 2 – 8-20 months  Stage 3 – 16-26 months (first half) | 4 | SEND Tapestry – Development matters  P Level statements and EQUALS |
| Level 1 | Stage 3 – 16-26 months (second half)  Stage 4 – 22-36 months | 5-6 | SEND Tapestry – Development matters  P Level statements and EQUALS |
| Level 2 |
| Level 1 | Stage 5 – 30-50 months  Stage 6 – 40-60+ months | 7-8 | SEND Tapestry – Development matters  P Level statements and EQUALS  Pre-Entry Level AQA Entry Level specification. |
| Level 2 |
|  | NC 1 – Entry level 1 | | ELG,  End of KS1 national curriculum expectations Year 1  Entry Level 1 descriptors AQA Entry Level specification |
|  | NC 2 / Entry Level 2 | | End of KS1 national curriculum expectations  Year 2  Entry 2 level descriptors AQA Entry Level specification |
|  | NC 3 / Entry Level 3 | | End of KS2 national curriculum expectations Year 3 / 4  Entry 3 level descriptors AQA Entry Level specification |
|  | Beyond NC3 / Level 1 AQA | | End of KS2 national curriculum expectations Year5/6  Level 1 AQA specification |

**Yearly Overviews**

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| Pre-Formal Curriculum | Term | Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| **Autumn** | Assessment week/Routine embedding  Engagement observations | Number Systems | | | | | | | | Geometry | | | |
| Number Systems | | | |
| **Spring** | Number Systems | | | | | Consolidation Week | Geometry | | | Number Systems | | | |
| Geometry | | | | | Number Systems | | | Geometry | | | |
| **Summer** | Number Systems | | Geometry | | | Consolidation and overlearning. | | | | Consolidations weeks and final assessments | | Transition Weeks  (Exploratory Maths) | |
| Geometry | | Number Systems | | |

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| Formal Curriculum | Term | Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| **Autumn** | Consolidation week | Number Systems | | | | Geometry | | Weight and Volume | | Number Systems | | Data handling | |
| Number Systems | | Geometry | | Weight and volume | | Number Systems | |
| **Spring** | Number Systems | | | | | Consolidation Week | Geometry | | | Number Systems | | Time | |
| Data Handling | | | | | Number Systems | | | Geometry | | Number Systems | |
| **Summer** | Number Systems | | Geometry | | | Weight & Volume | | Data handling | | Consolidations weeks and final assessments | | Transition Weeks  (Exploratory Maths) | |
| Time | | Number Systems | | | Geometry | | Weight & Volume | |

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| **Primary Focus** | **This should be at the forefront of maths teaching for the allotted weeks. Children to focus on the objectives relative to their ability from progression maps.** |
| **Recap/Tinker Focus** | **Opportunity for children to revisit taught objectives to consolidate and secure understanding.** |
| **Consolidation weeks** | **Consolidation weeks used at teachers’ discretion. Opportunities for assessment, revisiting concepts, baseline assessments.** |
| **Exploratory** | **Used in transition to get an understanding of new children’s capabilities/output.** |

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| Semi-formal Curriculum | Term | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| **Autumn** | Consolidation week | Number Systems | | | Geometry | | | Number Systems | | | Data handling | |
| Number Systems | | | Shape, Space, Measure | | | Number Systems | |
| **Spring** | Number Systems | | | | Consolidation Week | Geometry | | | Number Systems | | SSM – Time | |
| Data Handling | | | | Number Systems | | | Geometry | | Number Systems | |
| **Summer** | Number Systems | | | | Shape, Space, Measure – Weight & Volume | | Data handling | | Consolidations weeks and final assessments | | Transition Weeks  (Exploratory Maths) | |
| Time | | | | Number Systems | | Weight & Volume | |

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| **Primary Focus** | **This should be at the forefront of maths teaching for the allotted weeks. Children to focus on the objectives relative to their ability from progression maps.** |
| **Recap/Tinker Focus** | **Opportunity for children to revisit taught objectives to consolidate and secure understanding.** |
| **Consolidation weeks** | **Consolidation weeks used at teachers’ discretion. Opportunities for assessment, revisiting concepts, baseline assessments.** |
| **Exploratory** | **Used in transition to get an understanding of new children’s capabilities/output.** |

**Progression Maps**

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| **Mathematics**  *Number (Including money)* | | | | | | | **Linking Documents** | | | |
| **IMPACT** | **Informal Curriculum -** Develop my number skills and realise what help I need to ask for in solving a problem or situation. Develop an emerging understanding of number. | | | Semi-Formal Curriculum - Develop my number skills so that I know which equipment I need to use and how to use it in everyday situations that involve number. Develop my number skills so that I can confidently use numbers in real life situations. | | | Formal Curriculum: Promote independence and support our learners to find their rightful place in society. Develop my number skills so that I am able to carry out maths in everyday situations. | | | |
| **P1-P3** | | **P4** | **Y Level 1 - P5** | **Y Level 2- P6** | **B Level 1 P7** | **B Level 2- P8** | **NC 1/EL1** | **NC2/EL2** | **NC3/EL3** | **L1+** |
| **Pre-Formal**  **Curriculum** | | **Informal Curriculum Pathway** | | **Semi-Formal Curriculum Pathway** | | | **Formal Curriculum Pathway** | | | |
| shift visual attention by looking from one object to another.  use face or body to react spontaneously to patterns and rhythms: for example sounds, or lights on and off.  tolerate interacting with an adult to play finger rhymes or rhythmic tapping  respond to repeated patterns of sounds; for example, peekaboo, theme tunes or resonance board.  notice changes in number of objects/images or sounds in group of up to 3.  track people or objects as they move or make sounds  copy actions such as banging on table or clapping  fully prompted touch objects as they are being counted  show interest in hand tapped numbers  begins to be aware that an object still exists when out of sight | | Pupils interacts with familiar number rhymes and songs  Pupil experiences 1:1 correspondence in everyday situations  Pupil touches, observes or gazes at objects one at a time as adult counts  Pupil indicates which group contains one.  Pupil indicates which group contains ‘lots’ ( more than one)  With help pupil makes sets with one and with lots of objects.  Pupil shows awareness of number names in various scenarios  Pupil indicates one object.  Pupil indicates 2 objects.  Pupil experiences handing over money in payment for something with full adult prompts.  Pupil has some understanding that things exist, even when out of sight | Pupil demonstrates an understanding of 1:1 correspondence in everyday situations  Pupil participates in number activities reciting numbers one to five and may use fingers to identify numbers  Pupil creates sets to three  Pupil counts five objects by touching one at a time, arranged in a line and randomly – including 1p coins  Pupil begins to organise and categorise objects e.g. putting all the teddy bears together and cars in separate piles.  Pupil demonstrates an understanding of the concept of more / less  Pupil demonstrates an awareness of none / zero / nothing / nil.  Pupil shows awareness of same as/different to e.g. matching coins  Pupil knows that things exist, even when out of sight | Pupil joins in rote counting to ten  Pupil makes an identical set of numbers to 5  Pupil begins to compare sets to identify more/less or bigger group/smaller group  Pupil makes sets up to 5 on request  Pupil begins to recognise numerals 1 – 3  Pupil can count objects reliably up to 5  Pupil ‘purchases’ an item in value up to 5p by counting out in 1p coins  Pupil begins to match sets of numerals 0 –5  Pupil responds to key vocabulary e.g. number, how many, count, same number as etc.  In practical situations, pupil responds to ‘add one’ ‘take one’ | Pupil joins in rote counting beyond 10  Pupil writes numerals with some inaccuracies  Pupil begins to count objects to 10 including objects placed randomly  Pupil begins to count and recognise numerals 0 – 10  Pupil begins to label sets with numerals 0 – 10  Pupil recognises that the number of objects in a set is not affected by their size or position  With an adult prompt, pupil can combine two small sets and count the total  With an adult, pupil can take away a number of objects from a set and count the remainder  Pupil estimates a small number and checks by counting  Pupil begins to use ordinal numbers e.g. 1st 2nd 3rd | Pupil counts objects reliably to 10 including objects placed randomly.  Reads most numbers to 10  Pupil sequences numerals 0 – 10  Pupil labels sets with numerals 0 – 10  Pupil begins to record numbers to 10  Pupil begins to use the vocabulary “add” and “take away” in practical situations  Pupil combines 2 sets and counts the total  Pupil subtracts from a set and counts the remainder. | identify place value for tens and units (TU).  order whole numbers (for numbers up to at least 10)  match numbers written in words with the numbers written in digit form.  have an understanding of ordinal numbers.  know the number bonds up to 10.  know the numbers one more and one less.  read and write numbers from 1-20 in numerals and words.  count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.  count, read and write numbers to 100 in numerals.  count in multiples of 2’s, 5’s and 10’s.  given a number, identify 1 more and one less.  identify and represent numbers using objects and pictures including a number line.  use the language of: equal to, more than, less than (fewer), most, least.  recognise errors in counting patterns.  recognise 1p, 2p and 5p coins.  give an equivalent of 5p.  begin to give an equivalent amount to 10p.  identify numbers in all familiar environments e.g. clock, telephone, shop.  begin to know the doubles of numbers up to 10  read, write and interpret the symbols +, - and = appropriately.  add single digit numbers in everyday situations.  subtract single digit whole numbers in everyday situations.  recall all number bonds to 10 and use with reason to calculate bonds to 20.  represent and use the number bonds and related subtraction facts to 20.  realise the effect of adding or subtracting 0  …add and subtract one-digit and two-digit numbers to 20, including zero.  …solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as  7 = - 9  …solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher.  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. | count in steps of 2,3 and 5 from 0, and in 10s from any number forward and backward.  recognise the place value of each digit in a two-digit number (10s, 1s)  identify, represent and estimate numbers using different representations, including the number line.  identify place value for hundreds, tens and units (HTU).  compare and order numbers from 0 to 100; use <, > and = signs.  read and write numbers to at least 100 in numerals and words.  use place value and number facts to solve problems.  be aware of odd and even numbers.  compare two given numbers.  identify all number facts up to 20.  round numbers up to a 100 to the nearest 10.  recognise all coins up to 20p.  recognise all coins up to 50p.  give an equivalent amount up to 20p.  give an equivalent amount up to 50p.  identify number facts to 50.  know halves and doubles to 20.  use money to give change from 20p.  count in 100s up to a 1000.  identify one more and one less up to a 100.  sequence any numbers up to a 100.  use coins to make a total shopping bills.  add two-digit whole numbers in everyday situations.  subtract two-digit whole numbers in everyday situations.  mentally add and subtract within 20.  solve problems with addition and subtraction:  -Using concrete objects and pictorial representations, including those involving numbers, quantities and measures  -Applying their increasing knowledge of mental and written methods.  recall and use addition and subtraction facts fluently to 20 and derive and use facts relating to 100.  add and subtract numbers using concrete objects, pictorial representations, and mentally including:  -A 2-digit number and 1s  -A 2digit number and 10s  -2 two digit numbers  -Adding 3 one-digit numbers  show that the addition of 2 numbers can be done in any order and that subtraction of any number cannot.  recognise and use the inverse relationship between + and – and use this to check calculations and solve missing number problems.  recall and use the multiplication and division facts for the 2, 5 and 10 multiplication tables.  recognise odd and even numbers  calculate multiplication statements and use the multiplication, division and equals signs e.g. 2x3=6  show that the multiplication of any number can be done in any order and that division cannot.  solve problems including multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context.  recognise, find, name and write fractions, and of a length, shape and set of objects or a quantity.  write simple fractions, for example of 6 = 3 and recognise the equivalence of and | count from 0 in multiples of 4, 8, 50 and 100 more or less than a given number  count in multiples of 6, 7, 9, 25 and 1000  find 1000 more or less from a given number  be secure in a place value in each digit of a 3-digit number.  recognise the place value of each digit in a 4-digit number (Th H TU)  compare and order numbers up to 1000.  round any number up to the nearest 10, 100 or a 1000.    begin to know numbers beyond 1000.  read and write numbers up to 1000 in numerals and words.  count backwards through 0 including negative numbers.  solve number and practical problems that involve all of the above with increasingly large positive numbers.  read Roman numerals.  begin to know fractions.  know whole numbers as a percentage.  begin to understand decimal points.  know the value of each digit in a decimal number.  sequence decimal numbers.  relate percentage, decimals and fractions.  order fractions by size.  recall times table’s facts for 2, 3, 4, 5, 6, 7, 8, 9 and 10.  arrange negative and positive numbers in an order of value.  add using three-digit whole numbers in practical situations.  subtract using three-digit numbers  in practical situations.  add and subtract mentally, including:  -A 3-digit number and ones  -A 3-digit number and 10s  -A 3-digit number and 100s  add and subtract numbers with up to 3 / 4-digits  estimate the answer to a calculation and use the inverse operation to check answers  solve problems, including missing number facts, place value, and more complex addition and subtraction.  Multiply single digit and two digit whole numbers by a single-digit whole number in everyday situations.  divide single-digit and two-digit whole numbers by a single-digit whole number with a reminder in practical situations.  divide single-digit and two-digit whole numbers by a single-digit whole number in practical situations.  recall and use multiplication and division facts for the 3, 4, 8 and up to 12 multiplication tables  write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including 2-digit numbers times 1-digit numbers, using mental and written methods  solve problems including missing number problems, involving multiplication and division.  multiply 2-digit and 3-digit numbers by 1-digit numbers using written methods.  count up and down in tenths: recognise that tenths arise from dividing an abject up 10 equal parts and in dividing one-digit numbers or quantities by 10.  count up and down in hundredths: recognise that hundredths arise when dividing an object by 100 and tenths by 10.  recognise, find and write fractions of a discrete set of objects.  recognise equivalent fractions  recognise and use fractions as numbers.  add and subtract fractions with the same denominator within 1 whole e.g. 1/7 + 5/7 = 6/7  compare and order unit fractions with the same denominator.  solve problems involving increasingly harder fraction to calculate quantities, and fractions to divide quantities including where the answer is a whole number.  recognise and write decimal equivalents of any number of tenths or hundredths.  recognise and write decimal equivalents to ¼ ½ ¾.  find the effect of dividing a 1 or 2-digit number by 10 and 100 identifying the value of these numbers as tenths or hundredths.  round decimals with one decimal place to the nearest whole number.  compare numbers with the same number of decimal places to two decimal places. | read, write order and compare numbers to 10 000 000 and determine the value of each digit.  count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.  round any whole number to a required degree of accuracy.  use negative numbers in context, and calculate intervals across 0.  Identify the place value in large, whole numbers.  use their number knowledge in context, including measure.  recognise and describe any number sequence, find the term to term rule.  find a fraction of a number.  find a percentage of a number.  Estimate large quantities appropriately.  count on or back extending in negative numbers.  read, write, order and compare decimals up to three decimal places.  read, write, order and compare percentage in whole numbers.  solve practical problems that relate to all of the above.  …add and subtract whole numbers with more than 4 digits including using written methods  …solve multi-step problems in contexts, deciding which operations to use and why  …add and subtract numbers mentally with increasingly large numbers  …perform mental calculations with times and divide and large numbers.  …use rounding to check answers to calculations  …solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why.  …multiply numbers up to 4-digits by a 1-digit number using written methods  …multiply multi-digit numbers up to 4 digits by a 2-digit whole number using written methods  …divide numbers up to 4 digits by a 2-digit whole numbers  …multiply and divide numbers mentally  …multiply and divide whole numbers and those involving decimals by 10, 100 and 1000  …use my knowledge of the order of operations to carry out calculations involving the four operations.  …use estimation to check answers to calculations  …solve problems including - + x and divide.  …compare and order fractions where denominators are all multiples of the same number  …identify and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.  …recognise mixed numbers and improper fractions and convert from one to the other.  …add and subtract fractions where the denominator are multiples of the same number  …multiply proper fractions and mixed numbers by whole numbers supported by pictures and diagrams read and write fractions as decimals  …round decimals with two decimal places to the nearest whole number and to 1 decimal place  …read, write, order and compare numbers with up to 3 decimal places.  …recognise the per cent symbol % and understand that per cent relates to ‘number of parts per hundred’ and write percentages as a fraction with a denominator 100 and as a decimal  …solve problems which require knowing percentage and decimal equivalents of ½, ¼, 2/5, 4/5 and those with a denominator with a multiple of 10 or 25.  add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.  … |

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| **Mathematics**  *Geometry* | | | | | | | **Linking Documents** | | | |
| **IMPACT** | **Informal Curriculum** Will explore objects related to measure will begin to notice change. Some intentional movements to cause an effect. Will match items and begin to sort based on classifications. | | | **Semi-Formal Curriculum:**  Shows an interest in shape and space using objects purposefully. Will recognise differences and use the mathematical language to describe and compare things. Begin to use positional language. | | | **Formal Curriculum:** Can read, write and measure items using the correct measurement to solve everyday problems. Will correctly use estimation in relation to shape and space. | | | |
| **P1-P3** | | **P4** | **Y Level 1- P5** | **Y level 2- P6** | **B Level 1 - P7** | **B Level 2 - P8** | **NC 1/EL1** | **NC2/EL2** | **NC3/EL3** | **L1+** |
| **Pre Formal**  **Curriculum** | | **Informal Curriculum Pathway** | | **Semi-Formal Curriculum Pathway** | | | **Formal Curriculum Pathway** | | | |
| Accepts coactive exploration of objects.  Tolerates sensory exploration of tactile materials with support.  Explores objects of varying sizes, weights and shapes using a range of senses, e.g. looking, mouthing.  Explores objects by handling.  React to a variety of shapes, weights, volumes or speeds.  Tolerate interacting with an adult to play; for example, posting, tower building, filling and emptying  Engages with objects; for example, by holding and exploring them or watching closely as an adult helps them to explore. | | Pupil searches for and finds objects in their usual place or when they have moved out of sight.    Pupil can post items according to their shape by trial and error.  Pupil combines objects to make simple constructions.  Pupil experiences 2D shapes in a range of practical situations.  Pupil experiences 3D shapes in a range of practical situations  Distinguishes between two objects of vastly differing sizes, i.e. a dolls shoe and an adult’s shoe.    Explores items with marked difference in length.  Removes and replaces objects from containers or boxes.  Selects appropriately sized objects for familiar tasks, i.e. stirring your tea with a tea spoon rather than a tablespoon.  Select an object that is the ‘same size’. | Pupil can match 2D and 3D shapes  Pupil matches 2D shapes to their outline  Pupil manipulates 3D shapes  Pupil begins to respond to instructions containing positional words, signs or symbols – in, on, over, under, inside, outside, top, bottom.  Pupil begins to respond to instructions containing direction and movement words, signs, or symbols – forwards, backwards, up, down, sideways.  Select an object that is the same e.g. size, colour, shape  Select bigger and smaller of two objects where the difference is not great.  Begin to order objects of differing sizes, i.e. nesting containers.  Begin to order objects of differing lengths.  Begin to order objects of differing heights. | Pupils respond to instructions containing movement and direction words, signs or symbols – forwards, backwards, sideways, up, down.  Pupil responds to instructions containing positional language – over, under, top, bottom, side, in, outside, inside, in front, behind, next to.  Pupils begin to pick out named shapes from a collection.    With adult prompts pupils begin to explore the properties of 2D and 3D shapes eg corners, straight, flat, curved, solid.    Pupils begin to use familiar words, signs or symbols to describe position.  Uses familiar words to describe the size of objects, i.e. big and small.  On request makes an object bigger, smaller, longer, and shorter.  Experiences estimating area, i.e. which piece of paper will cover this object? | Pupil can name the 2D shapes square, circle, triangle, and rectangle.  Pupil can name the 3D shapes cube, sphere, cone, cuboid.  Pupil begins to describe the properties of shapes eg flat, curved, solid.  Pupil can copy and draw simple 2D shapes.  Pupil can copy and draw the faces of simple 3D shapes  Pupil begins to identify shapes in the environment / real life activities eg my plate is round.  Uses common vocabulary i.e. too big, too small and ‘fits’.  Begins to use non-standard units to measure length and height.  Communicates which of two objects is longest/shortest, biggest/smallest.  Communicates which object is the tallest/shortest. | Pupil builds using 3D shapes  Pupil creates pattern / pictures using 2D shapes  Pupil names circle, squares and triangles  Pupil counts the number of corners, sides and faces of everyday objects.  Pupil identifies simple 2D shapes in the environment eg “The CD is a circle”  Pupil identifies and describes 3D shapes in the environment eg “The washing machine is a cuboid with circle door”  Pupil uses vocabulary “in, on, under” to describe position  Pupil uses vocabulary “between, in front of, in the middle, next to” to describe position  Compares two everyday objects by size, length and height ie uses vocabulary bigger, smaller, the same.  .  Begins to order objects by size, length, height using direct comparison | Handle 2d and 3d shapes in different orientations / sizes and relate everyday objects fluently.  Identify and recognise common 2-D shapes, including circle, rectangle (including square) and triangle  Recognise that not all rectangles, triangles, cuboids and pyramids are not always similar to each other.  Identify and recognise common 3-D shapes, including cube,  Use everyday language to compare and sort 2D and 3D shapes. | Read and write names for shapes.  Handle 2d and 3d shapes and identify properties including the number of sides and line of symmetry.  Recognise and name 2-D shapes, including pentagons and hexagons  …recognise  Name 3-D shapes, including cylinders, cuboids, pyramids and spheres  Identify and describe the properties of a 2d shape, including the number of sides, and line symmetry in a vertical line.  Identify and describe properties of 3d shapes, including the number of edges, vertices and faces.  Identify 2d shapes on the surface of a 3d surface.  Compare and sort common 2d and 3d shapes and everyday objects.  Sort 2D and 3D shapes giving reasons for sorting. | Draw 2d shapes.  Make 3d shapes using modelling materials and recognise 3d shapes in different orientations and describe them.  Recognise angles as a property of shape or a description of a turn.  Identify right angles.  Recognise that 2 right angles make a half a turn and four a complete turn.  Identify whether angles are greater than or less than a right angle.  Identify acute and obtuse angles.  Compare and order acute and obtuse angles up to two right angles by size.  Identify lines of symmetry in 2d shapes presented in different orientations.  Complete a simple symmetric figure with respect to a specific line of symmetry.  Identify horizontal and vertical lines  Identify pairs of perpendicular and parallel lines.  Identify symmetrical and non-symmetrical polygron and polyhedral.  Describe the properties of 2D and 3D shapes using accurate language. | Draw 2d shapes using given dimensions and angles.  Recognise, describe and build 3d shapes.  Make 3d shape nets  Identify 3d shapes, including cubes and other cuboids from 2d representations.  Use properties of rectangles to deduce related facts and find missing lengths and angles.  Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.  Draw given angles, and measure them in degrees.  Identify angles at a point and one whole turn 360\*  Identify angles at a point on a straight line and half a turn 180\*  Identify other multiples of 90\*  Illustrate and name parts of a circle radius, circumference and know that the diameter is twice the radius.  Compare and classify geometric shapes based on their properties and sizes to find unknown angles.  Draw and label a pair of axes in all four quadrants with equal scaling. |

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| **Mathematics**  *Weight and Volume* | | | | | | | **Linking Documents** | | | |
| **IMPACT** | Informal Curriculum: Will explore objects related to weight and volume and begin to notice change. Some intentional movements to cause an effect. Will match items and begin to sort based on classifications. | | | Semi-Formal Curriculum: Will recognise differences and use the mathematical language to describe and compare weight and volume. | | | Formal Curriculum: Can read, write and measure items using the correct measurement to measure to solve everyday weight and volume problems. | | | |
| **P1-P3** | | **P4** | **Y Level 1- P5** | **Y Level 2 - P6** | **B Level 1- P7** | **B Level 2 - P8** | **NC 1/EL1** | **NC2/EL2** | **NC3/EL3** | **L1+** |
| **Pre-Formal**  **Curriculum**  **Pathway** | | **Informal Curriculum Pathway** | | **Semi-Formal Curriculum Pathway** | | | **Formal Curriculum Pathway** | | | |
|  | | • Explores filling and emptying a variety of containers with a range materials.  • Explores a range of objects / materials with clear contrast in weight.  • Demonstrates early understanding of volume when there is a clear contrast e.g. chooses full glass of preferred drink.  • Demonstrates early understanding of weight e.g. braces self to lift heavy item. | • Explores making weight ‘heavier / lighter’ and attends to adult modelling vocabulary.  • Explores making volumes ‘more and less’ and ‘full / empty’ and attends to adult modelling vocabulary.  • Selects the ‘heavy / light’, ‘full / empty’  • Selects items of approximately ‘the same’ weight.  • Selects items of approximately ‘the same’ volume.  • Compares 2 different weights using balance scales with adult support. | • Experiences using standard / non-standard measures of volume with adult support – scoopfuls, spoonful’s, cupful’s etc.  • Compares contrasting weights and describes as “heavy / light / the same”  • Compares contrasting volumes and describes as “full / empty / the same” | • Uses standard measures / non-standard measures of volume – scoop fulls / cup fulls etc.  • Uses a range of apparatus to measure weight with adult support.  • Uses a range of apparatus to measure volume with adult support. | • Compares the capacity of two containers using vocabulary of volume more, less, the same.  • Compares weight of two objects ie uses vocabulary heavier, lighter, the same  • Begins to order objects by weight using direct comparison  • Begins to order by volume using direct comparison | Describe measures of weight (heavy / light, heavier than /lighter than.  Make comparisons between measures of weight (heavy / light, heavier than /lighter than.  Solve problems between measures of weight (heavy / light, heavier than /lighter than.  Describe, compare and solve problems relating to mass / weight.  Take part in practical activities that involve measuring using standard scales with support  Record weight and mass measurements.  Describe and make comparisons in words between measures of capacity and volume (full/empty, more than, less than, half, half full, quarter)  Compare in words between measures of capacity | Choose and use standard units to estimate mass (kg/g)  Choose and use standard units to measure mass (Kg/g) using scales.  Choose and use standard units to estimate mass using measuring vessels such as spoons / cups etc…  Compare weights and record results using < > =  Order weights and record results using < > =  Choose and use standard units to estimate capacity (ml/l) using appropriate measuring vessels.  Compare and order volume and capacity and record results using < > =  Order volume and capacity and record results using < > = | Measure and compare mass (kg/g)  Add and subtract mass.  Measure volume / capacity in lm/l  Compare volume / capacity in ml/l  Add and subtract volume / capacity in ml/l | Use all four operations to solve problems involving weight / Mass.  Use, read, write and convert between standard units converting measurements of Mass – up to 3 decimal places.  Convert between units of capacity in the same  System  Use, read, write and convert measurements including volume from a smaller to a larger measurement up to 3 decimal places.  Recognise when it is possible to use a formulae for volume.  Calculate, estimate and compare volume of cubes and cuboids using m3 cm3 mm3 and km3  Estimate volume using 1cm3 cubes, and capacity with water.  Use all four operations to solve problems relating to volume up to 3 decimal places.  Convert between metric measures litre and millilitre. |

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| **Mathematics**  *Time* | | | | | | | **Linking Documents** | | | |
| **IMPACT** | Informal Curriculum: Associates simple time vocabulary with parts of the day. | | | Semi-Formal: Is beginning to show an awareness of time and will show an understanding of telling the time in o’clock and half past. | | | Formal Curriculum: Can tell the time in digital and analogue and convert between the two. | | | |
| **P1-P3** | | **P4** | **P5** | **P6** | **P7** | **P8** | **NC 1/EL1** | **NC2/EL2** | **NC3/EL3** | **L1+** |
| **Pre-Formal**  **Curriculum** | | **Informal Curriculum Pathway** | | **Semi-Formal Curriculum Pathway** | | | **Formal Curriculum Pathway** | | | |
|  | | • They experience carrying out activities according to simple time vocabulary ‘fast / slow, go / stop / wait’, with adult support. | • Responds to simple time vocabulary to indicate time of day i.e. lunch time, home time, and bed time.  • Responds to vocabulary to control events in time i.e. ‘go / stop/ wait’.  • Responds to vocabulary to describe speed i.e. ‘fast / quick / slow’.  • Experiences carrying out activities for a length of time measured by standard /nonstandard measures.  • Selects items / pictures / photos relating to specific times of day e.g. night time / morning / lunch time. | • Responds to vocabulary ‘before / after / next / last’.  • Use time vocabulary to indicate time of day i.e. lunch time, home time, and bed time.  • Use vocabulary to control events in time i.e. ‘go / stop/ wait’.  • Uses vocabulary to describe speed i.e. ‘fast / quick / slow’.  • Joins in sequencing symbols / photos in time order. | • Begins to use non-standard measures of time e.g. hand claps.  • Use time related vocabulary i.e. ‘today, yesterday, tomorrow, morning, evening’.  • Begins to use the days of the week.  • Begins to associate specific times to specific events. | • Uses simple time vocabulary eg play time, dinner time, home time.  • Begins to sequence photographs / pictures in time order  • Carries out activities for a measured length of time with adult support ie how many beads can be threaded( using a sand timer). | Compare time (quicker, slower, earlier, later)  Describe time (quicker, slower, earlier, later)  Solve practical problems involving time (quicker, slower, earlier, later)  Measure time in seconds.  Measure time in minutes.  Measure time in hours.  Sequence events in chronological order using before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening e.g. daily timetable.  Recognise parts of their routine e.g. lunchtime, home time, playtime.  Recognise language relating to dates, including days of the week, weeks, months and years.  Use language relating to dates, including days of the week, weeks, months and years.  Tell the time to the hour and half past the hour.  Draw the hands on a clock face to represent the hour and half past the hour. | Know the number of hours in a day and weeks in a year; be able to name and sequence  Compare and sequence intervals of time.  Tell the time to five minutes, including quarter past / to the hour.  Draw the hands on a clock face to show the above times.  Know the number of minutes in an hour and the number of hours in a day.  Name and order seasons of the year and identify festivals associated with them. | Convert between hour to minute  Read analogue and digital time using roman numerals I to XII, 12 and 24hour clocks  Write analogue and digital time 12 and 24hour clocks  Convert time between analogue and digital time 12 and 24hour clocks  Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.  Estimate and read time with increasing accuracy.  Use vocabulary such as o’clock, a.m./p.m., morning, noon and midnight.  Know the number of seconds in a minute and the number of days in each month, year and leap year.  Compare duration of events (e.g. time to complete a task or events)  Read the times correctly using a timetable and plan their journey effectively.  Read opening times for various facilities such as shops, leisure facilities and restaurants. Plan their visit effectively allowing enough time for their stay. | Solve problems relating to units of time. |

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| **Mathematics**  *Handling Data* | | | | | | | **Linking Documents** | | | |
| **IMPACT** | Informal Curriculum:Statistics are not covered until learners are accessing the green provision band. | | | Semi-Formal: Read an interpret information from data. Will ask and answer simple questions and draw comparisons. | | | Formal Curriculum: Organise and represent data in the most appropriate way. Can organise and interpret information and represent data in different ways. Will solve problems and calculate averages. | | | |
| **P1-P3** | | **P4** | **P5** | **P6** | **P7** | **P8** | **NC 1/EL1** | **NC2/EL2** | **NC3/EL3** | **L1+** |
| **Pre-Formal**  **Curriculum** | | **Informal Curriculum Pathway** | | **Semi-Formal Curriculum Pathway** | | | **Formal Curriculum Pathway** | | | |
|  | | • To demonstrate that they understand the functional use of objects consistently.  • To make functional pairs of objects e.g cup and saucer.  • To match identical objects/pictures and respond to the vocabulary ‘same as’  • To select an object from a range to match a given category or function.  • To group or sort familiar objects to a single attribute.  • To indicate which group contains lots i.e more than 1.  • To order objects into rows so that they can be compared/quantified.  • As an adult counts the pupil touches objects one at a time. | • To match the same or similar objects to pictures.  • To recognise that a symbol can be associated to an event.  • To identify the main attribute of objects and uses this to make simple sets.  • To sort objects/pictures into two sets and to given criteria.  • To indicate an object that is different within a given set.  • To sort objects/pictures by association using clear categories.  • To match one object to one picture to record simple sets to the value of 5.  • To collect tokens to keep track of an event or game.  • To use their fingers to denote/tally small amounts to the value of 5. | • To identify 2 different attributes on a given object or picture i.e the cup is yellow  • To sort objects/pictures by 2 given criterion  • To identify the object that does not belong to a named category.  • To give simple reasons for the placement of objects / pictures to categories  • To begin to record simple sorting activities or data e.g circle sets, charts.  • To begin to collect information through purposeful enquires that can be recorded (with adult support)  • To demonstrate an understanding of more / fewer when comparing sets of objects / pictures | • To collect or record data in pictorial/representational form e.g. tally marks, symbols, and count the data (value to 10).  • To record simple sorting activities using pictorial representation on simple diagrams e.g. Venn, Carroll.  • To organise/record pictorial data on simple charts/tables where one symbol represents one unit e.g pictograms/block graphs.  • To begin to respond to information that is clearly recorded (pictorial information)  • To communicate about their work and interpret the data collected e.g indicate which set has more/less or most.  • To begin to make simple estimates/predictions before collecting data e.g. ‘will most pupils like orange/blackcurrant squash?’ | • To begin to understand the use of lists (pictorial) within practical contexts e.g shopping. (ref. NNS Framework Y1 Page 90).  • To begin to understand the use of sorting/sets within practical contexts e.g sorting a set of spoons to eat pudding, a set of colour crayons etc.  • To begin to use the collecting and organising of information to solve simple problems. (ref. NNS Framework Y1 Page 90).  • To begin to identify the number values to 10 that are used to label charts/tables.  • To respond to the information, they have collected by answering simple questions. | … read numerical information from lists.  …make a relevant pictogram using pictures of objects  …sort and classify objects using a single criterion  … read and draw simple charts and diagrams, including a tally chart, block diagram/graph. | …extract information from lists, tables, diagrams and bar charts  … make numerical comparisons from bar charts  … sort and classify objects using two criteria  …interpret and construct simple pictograms,  …interpret and construct tally charts.  …interpret and construct, block diagrams.  …interpret and construct charts.  … ask and answer simple questions about totalling and comparing categorical data. | … extract information from lists, tables, diagrams and charts and create frequency tables.  …interpret information, to make comparisons and record changes, from different formats, including bar charts and simple line graphs.  … organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts.  …solve one-step and two step questions (for example how many more how many fewer) using information in charts, pictograms and tables. | …solve comparison, sum and difference problems using information presented in a line graph.  …complete, read and interpret information in tables including timetables.  …interpret and construct pie-charts and line graphs and use these to solve problems.  …calculate and interpret the mean as an average.  .. extract information from packaging and use this information to complete a practical task such as cooking, gardening and washing clothes  …interpret information, to make comparisons and use the information to plan in a practical way, such as reading the weather temperature, precipitation % and select the appropriate clothing  …group discrete data and represent grouped data graphically  …represent discrete data in tables, diagrams and charts including pie charts, bar  charts and line graphs |