



MATHS COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 1

Intent:

At Applebee Wood School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts.

At Applebee Wood School, Maths is delivered using a spiral curriculum model to develop Mastery through revisiting learning to ensure learners have a deep understanding of concepts and their functional uses.

		Key Stage 1 Mapping					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATION FOR LIFE <i>Preparation for Adulthood (PfA)</i> <i>(WHY?)</i>		Employment / HE: To develop functional number skills.	Employment / HE: To develop functional number skills. Independent Living: To recognise common signs and symbols.	Employment / HE: To develop functional number skills.	Employment / HE: To develop functional number skills. Independent Living: To understand familiar resources and how to use them.	Employment / HE: To develop functional number skills. Independent Living: To understand simple instructions and directions.	Employment / HE: To develop functional number skills. Independent Living: To exchange money for an item. Employment / HE: To know different times of day.
	LEARNING FOR LIFE <i>Composite & Component Knowledge Focus / Objective</i> <i>(WHAT?)</i>	NUMBER – PLACE VALUE NUMBER – ADDITION	NUMBER – SUBTRACTION GEOMETRY – PROPERTIES OF SHAPE NUMBER – PLACE VALUE	NUMBER - ADDITION NUMBER – SUBTRACTION NUMBER – PLACE VALUE	NUMBER – PLACE VALUE MEASUREMENT – LENGTH & HEIGHT MEASUREMENT – WEIGHT AND CAPACITY	NUMBER – MULTIPLICATION & DIVISION NUMBER – FRACTIONS GEOMETRY – POSITION & DIRECTION	NUMBER – PLACE VALUE MEASUREMENT – MONEY MEASUREMENT - TIME
IMPLEMENTATION <i>Weekly focus & sequenced learning</i> <i>(WHAT & WHEN?)</i>	1	Count to 20.	Subtract concrete objects.	Read and write addition equations.	Count to 100.	Divide numbers.	Read and write numbers.
	2	Count to 20.	Subtract pictorial representations.	Read and write addition equations.	Count in multiples of 2, 5 and 10.	Multiply numbers.	Read and write numbers.

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	3	Represent numbers using concrete objects and pictures.	Name 2D shapes.	Read and write subtraction equations.	Explore and identify long/short and short/tall.	Represent multiplications and divisions using arrays.	Recognise value of coins and notes.
	4	Represent numbers using concrete objects and pictures.	Name 3D shapes.	Read and write subtraction equations.	Measure length and height.	Identify halves.	Recognise value of coins and notes.
	5	Add concrete objects.	Differentiate between more and less.	Count forwards (up to 100).	Explore and identify heavy/light and full/empty.	Identify quarters.	Read and write time using clocks.
	6	Add pictorial representations.	Differentiate between more and less.	Count backwards.	Measure weight and capacity.	Follow and give direction, including positional language.	Measure and record time.
IMPLEMENTATION <i>Models and Scaffolds (strategies and resources to support learning) (HOW?)</i>	Counting songs, rhymes and games. Sensory/tactile numerals. Counting boxes (mixture of textures and colours). Base 10. Number lines. Number squares. Adding dots on an IWB. 1:1 correspondence. Ordering numbers/objects. Sorting objects.	Counting songs, rhymes and games. Sensory/tactile numerals. Counting boxes (mixture of textures and colours). Base 10. Number lines. Number squares. Adding dots on an IWB. 1:1 correspondence. Ordering numbers/objects. Sorting objects. Sensory shape hunt. Shape patterns.	Counting songs, rhymes and games. Sensory/tactile numerals and equations. Counting boxes (mixture of textures and colours). Base 10. Number lines. Number squares. Adding dots on an IWB. 1:1 correspondence. Ordering numbers/objects.	Counting songs, rhymes and games. Sensory/tactile numerals. Counting boxes (mixture of textures and colours). Base 10. Number lines. Number squares. Stacking cups/rings. Measuring length/height in objects e.g. shoes, pencils. Height chart. Heavy and light resources. Digital and traditional scales. Water/sand/messy play with cups, cylinders, containers etc.	Sharing resources into equal groups. Drawing shapes around objects to group them. Adding groups of toys/sweets/counters. Cutting food/playdough into equal halves/quarters. Folding and cutting different shapes. Decorating/populating halves and quarters with contrasting materials/objects. Hide and seek games. Treasure hunt. Map round the school.	Counting songs, rhymes and games. Sensory/tactile numerals. Counting boxes (mixture of textures and colours). Base 10. Number lines. Number squares. Adding dots on an IWB. Ordering numbers/objects. Role play shop. Garage café. Exchanging coins. Shopping lists. Matching coins. Playground chalk clocks. What time is it Mr. Wolf?	
LANGUAGE FOR LIFE <i>Vocabulary, Signs & Symbols (WHAT VOCABULARY?)</i>	Number names e.g. 1, 2, 3. Numerals Count More Less Addition Add Total	Number names e.g. 1, 2, 3. Take away Numerals Shape names Sides Corners Less Subtraction More Total	Number names e.g. 1, 2, 3. Addition Add Subtraction Equals Take Away Numerals Total	Count Multiples Length (long, short, tall) Weight (heavy, light) Capacity (full/empty) Half	Divide Multiply Array Share Group Half Quarter Equal Whole Forwards Backwards Turn In On Behind Under Next to	Number names e.g. 1, 2, 3. Numerals Money Coin Note Value Pounds Pence Time Hour Minute Fast Slow	

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IMPACT How will we assess progress? (HOW DO WE KNOW?)	<ul style="list-style-type: none"> • <i>Small Steps to Success</i> • <i>Small Steps to Independence</i> • <i>Evidence for Learning</i> 	<ul style="list-style-type: none"> • <i>Books / files</i> • <i>Learner voice</i> • <i>Annual Reviews</i> 				