MATHS COMPOSITE KNOWLEDGE COVERAGE
KEY STAGE 2

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 2 Mapping					
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
ASPIRATION FOR LIFE *Preparation for Adulthood (PfA) (WHY?)*		**Employment / HE:** To develop functional number skills.	**Employment / HE:** To develop functional number skills. **Emplyment/HE:** To interpret information and share information with others.	**Employment / HE:** To develop functional number skills. **Independent Living:** To recognise and collect resources for specific tasks.	**Employment / HE:** To develop functional number skills. **Employment / HE:** To carry out jobs independently. **Independent Living:** To recognise and collect resources for specific tasks.	**Independent Living:** To follow directions independently. **Independent Living:** To exchange money for an item. **Employment/HE:** To tell the time and know what time key events occur.	**Employment / HE:** To develop functional number skills. **Employment / HE:** To carry out jobs independently. **Independent Living:** To recognise and collect resources for specific tasks.
LEARNING FOR LIFE *Composite & Component Knowledge Focus / Objective (WHAT?)*		**NUMBER – PLACE VALUE** **NUMBER – ADDITION**	**NUMBER – SUBTRACTION** **NUMBER – PLACE VALUE** **STATISTICS**	**NUMBER – DIVISION** **NUMBER – MULTIPLICATION** **GEOMETRY – PROPERTIES OF SHAPES**	**NUMBER – FRACTIONS** **MEASUREMENT – LENGTH & HEIGHT**	**GEOMETRY – POSITION & DIRECTION** **MEASUREMENT – MONEY** **MEASUREMENT - TIME**	**NUMBER – CALCULATION** **MEASUREMENT – MASS, CAPACITY & TEMPERATURE**
IMPLEMENTATION *Weekly focus & sequenced learning (WHAT & WHEN?)*	**1**	Count to 100	Subtract 1s from two-digits numbers	Divide numbers	Recognise and add halves	Follow sequences of movement	Solve addition and subtraction problems
	2	Tens & Ones (Place Value)	Subtract 10s from two-digits numbers	Read and write division statements	Recognise and add quarters	Describe positions of objects	Solve multiplication and division problems

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	3	Tens & Ones (Place Value)	Subtract 2 two-digit numbers	Multiply numbers	Find halves and quarters of numbers	Give and follow directions	Measure mass
	4	Add 1s to two-digit numbers	Read, write and order numbers and maths signs	Read and write multiplication statements	Measure using objects	Recognise coins and notes	Measure capacity
	5	Add 10s to two-digit numbers	Estimate numbers	Compare and sort 2D shapes	Measure using centimetres and metres	Add and subtract money	Measure temperature
	6	Add 3 one-digit numbers	Interpret and represent statistics	Compare and sort 3D shapes	Compare and order lengths	Read and write time	Compare and order measurements
IMPLEMENTATION ***Models and Scaffolds (strategies and resources to support learning) (HOW?)***		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 and subtracting dots on an IWB. 1:1 correspondence. Ordering numbers/objects. Sorting objects by colour, size, shape. Stacking cups/rings. Pictograms, charts, tables of favourites e.g. colour, fruit, sport.	Sharing resources into equal groups. Drawing shapes around objects to group them. Adding groups of toys/sweets/counters. Folding and cutting different shapes. Decorating/populating halves and quarters with contrasting Sensory shape hunt. Shape patterns. Shape feely bag. Shapes in the environment.	Counting songs, rhymes and games. Sensory/tactile numerals. Counting boxes (mixture of textures and colours). Base 10. Number lines. Number squares. Cutting food/playdough into equal halves/quarters. Measuring length/height in objects e.g. shoes, pencils. Height chart.	Position of materials/objects in school. Hide and seek games. Treasure hunt. Map round the school. Role play shop. Garage café. Exchanging coins. Shopping lists. Matching coins. Playground chalk clocks. What time is it Mr. Wolf?	Counting songs, rhymes and games. Sensory/tactile numerals. Counting boxes (mixture of textures and colours). Base 10. Number lines. Number squares. Adding and subtracting dots on an IWB. Ordering numbers/objects. Sorting/adding items evenly. Sharing items evenly. Heavy and light resources. Digital and traditional scales. Water/sand/messy play with cups, cylinders, containers etc. Hot and cold sensory materials. Measure temperature of people, rooms, items.
LANGUAGE FOR LIFE ***Vocabulary, Signs & Symbols (WHAT VOCABULARY?)***		Number names e.g. 1, 2, 3. Numerals Count More Less Addition Add Total	Number names e.g. 1, 2, 3. Addition Add Subtraction Equals Take Away Numerals Total Pictogram	Number names e.g. 1, 2, 3. Divide Multiply Array Share Group Shape names Corners Sides	Half Quarter Equal Whole Add Subtract More Less Length (long, short, tall)	Forwards Backwards Turn Degrees On In Under Behind Clockwise Anti-clockwise	Number names e.g. 1, 2, 3. Addition Add Subtraction Equals Divide Multiply Calculation Equation

	Key Stage 2 Mapping					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
		Table Chart Tally	Edges 2D 3D	Height	Money Coin Note Value Pounds Pence Time Hour Minute Fast Slow	Weight (heavy, light) Capacity (full/empty) Temperature (hot/cold)
IMPACT ***How will we assess progress?*** ***(HOW DO WE KNOW?)***	• *Small Steps to Success* • *Small Steps to Independence* • *Evidence for Learning*		• *Books / files* • *Learner voice* • *Annual Reviews*			