As number, place value and calculations are the foundation of mathematics, this will form the majority of the majority of the bounce back curriculum in Autumn 1. This needs to be mirrored with re-establishing and re-visiting the mental maths skills from the term before as well as the current one.

**Pitch and AFL**

It is expected that the children are prepared for their new year group’s curriculum by securing and re-visiting skills pitched at the level they should have received in the summer term. This will vary for different children depending on the level of support they have received at home and gaps that were already present before lockdown. AFL will be crucial here to ensure children are secure in the skills missed but are also not held back in the process. Be prepared that some children may have advanced or fell behind beyond our expectations so AFL will inform and directly impact day to day planning, grouping, differentiation and pitch.

**Retrieval**

Once skills have been visited, it is expected that the following weeks will incorporate retrieval activities to strengthen and retain the skills learned.

**Concrete Resources and Real-Life Maths**

We have to imagine some children will have fallen quite far behind in their relational understanding of mathematics, therefore it is important that provision is underpinned by the use of concrete objects and pictorial representations across all year groups when re-visiting skills. Real life maths should also run through this, ensuring children are exposed to problems relating to money, time and measurement etc.

**Week 1**

Week 1 will be a PSHE and well-being focus, embedding rules about social distancing, transition, getting to know the topics etc. This may also be a valuable time to make some whole-class assessments in regards to timetables and mental maths.

**Bounce Back Curriculum**

Below is the maths bounce back curriculum for your year group, each year group will follow a similar route. It outlines the skill for each week as well as daily and weekly expectations of your provision. This is a guide based on missed learning and expectations of your year group according to the national curriculum, as AFL will directly impact provision and differentiation.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Curriculum | Daily | Weekly |
| Week 2 | **Number and Place Value**   * Count, read and write numbers from 1 to 10 in numerals and words progressing to 20 and beyond if needed. * Use the language of: equal to, more than, less than (fewer), most etc. * Use a number line, concrete objects and pictorial representations to identify and represent numbers. | *Incorporate time at the beginning of a maths lesson or during other times of the day***.**  **Counting**  Count to and across 20, forwards and backwards, beginning with 0 or 1, progressing to from any given number  Secure ability to not only count but read and write numbers to 20 in numerals.  Counting in multiples of 1’s 2’s and 10’s and progress to 5’s if needed. | **Mental Maths**  Develop counting, comparing and estimating numbers aloud mentally through songs, rhymes, role play etc. Real life maths should run through this.  **Timetables**  Weekly times table testing – this can be done by preparing counting on sheets for children to complete. This could also be assessed in groups counting aloud initially.  **Problem Solving and Reasoning**  Give children an opportunity to embed their learning of that week’s skill by applying it to a real-life math problem involving money, time or measurement. This can be done through role play, games and use of concrete and practical resources. |
| Week 3 | **Addition**  Refer to year groups section of the Calculation Policy |
| Week 4 | **Subtraction**  Refer to year groups section of the Calculation Policy |
| Week 5 | **Multiplication**  Refer to year groups section of the Calculation Policy |
| Week 6 | **Division**  Refer to year groups section of the Calculation Policy |
| Week 7 | **Measurement (Real Life Maths)**   * Tell the time to the hour progressing to half past the hour and begin to practically change the hands on a clock face to show these times. * Recognise and use language relating to dates, including days of the week, weeks, months and years. * Recognise and know the value of different denominations of coins and notes * Begin to sequence events in order using language (before) * Compare, describe and solve practical problems for measurements (lengths, height, time etc) |
| Week 8 |