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**   * Compare, read and write and order numbers from 0 up to 1000 in numerals and words * Find 10 or 100 more or les than a given number. * Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) * Identify, represent and estimate numbers using different representations, including concrete resources. * Roman numerals | *Incorporate time at the beginning of a maths lesson or during other times of the day***.**  **Counting/ Timetables**  Count from 0 in multiples of 4, 8, 50 and 100;  Children should be seeing these as timetables and representing them as such e.g 3 x 9 = 27.  Multiplication test this year so increased focus of timetables to progress to securing them all.  Finding 10 or 100 more or less than a given number. | **Mental Maths**  Develop counting, comparing and estimating numbers aloud mentally as a class.  Develop mental calculation methods (e.g. partitioning place value)  Multiplying and dividing by 10 (place value)  **Timetables**  Weekly times table testing to be completed, initially without division facts. Children should be seeing these as timetables and representing them as such e.g 3 x 9 = 27.  **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 nearest 5 minutes, tell and write from analogue, 12 hour and 24 hour clocks. * Estimate and read time with increasing accuracy, record and compare time in terms of seconds, minutes, hours and o’clock; use vocabulary like AM/PM. * Know the number of seconds in a minute and the number of days in each month, year and leap year * Add and subtract amounts of money to give change using both £ and p in practical contexts * Measure, compare, add and subtract measures for different measures including money. * Measure and calculate the perimeter in cm,/m. |
| Week 8 |