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 backwards through 0 to include negative numbers beginning to interpret them in context. * Order and compare numbers to 100 up to two decimal places. * recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) * Round any number to the nearest 10, 100, 100 beginning to look at 1 decimal place. * Roman numerals to 100, understand transition to concept of 0 and place value. | *Incorporate time at the beginning of a maths lesson or during other times of the day***.**  **Counting/ Timetables**  As well as prior timetables, count in multiples of 6, 7, 9, 25 and 1 000  Children should be secure in all timetables, if not make sure this is a focus.  Finding 1000 more or less than a given number. | **Mental Maths**  Develop counting, comparing and estimating numbers aloud mentally as a class/ group/ individually.  Develop mental calculation methods (e.g. partitioning place value)  Multiplying and dividing by 10 and 100. (place value)  **Timetables**  Weekly times table testing to be completed, initially without division facts.  **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)**   * Estimate, compare and calculate different measures including money (pound and pence). * Read, write and convert time between analogue and digital 12- and 24-hour clocks. * Solve problems to convert between different units of measure (km to m, hour to min) * Solve problems related to duration (hours to mins, mins to seconds, years to months etc. * Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres * Find the area of rectilinear shapes by counting the squares moving to calculating. |
| Week 8 |