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**   * Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero * Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit * Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 * Round any number to the nearest 10, 100, 100 beginning to look at 1 decimal place. * Roman numerals to 1000, recognise years | *Incorporate time at the beginning of a maths lesson or during other times of the day***.**  **Counting/ Timetables**  Children should be secure in all timetables, counting, calculating tables and division facts etc.  Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 | **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, 100 and 1000. (place value)  **Timetables**  Weekly times table testing to be completed with 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)**   * Measure, calculate and compare the area of squares and rectangles including using standard units (cm and m squared) estimating area of irregular shapes. Approach this with volume also. * Solve problems involving converting units of time – ensure time is secure to the nearest minute. * Solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. Spend time to ensure knowledge of these measurements are secure and ready to build on. * Convert between different units of metric measure. * Understand and use equivalences between imperial and metric. * Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm 2 ) and square metres (m 2 ) and estimate the area of irregular shapes |
| Week 8 |