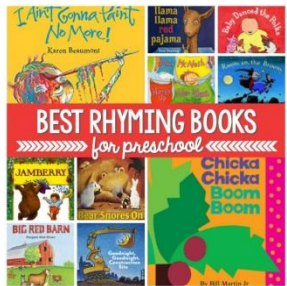
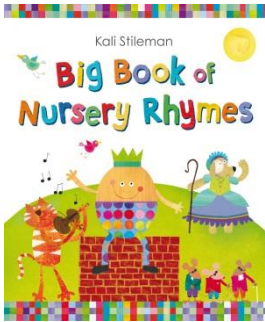
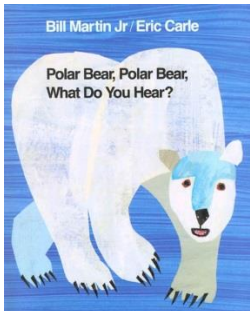


Nazareth Rooms Curriculum Map 2020-2021

AU 1



AU 2



A child's learning characteristics (pre-formal, semi-formal explore, semi-formal challenge and formal) and the child's approaches to learning will determine provision and assessment methods.

Rhyme

LOs will be specific to personalised learning.

Various books with Rhymes (including number rhymes) will be used.

Learn, recite and perform a range of rhymes.

Pre-empt sounds or actions in familiar poems

Recite rhymes and sing songs.

Enjoy sharing books with an adult.

Remember learned responses over increasing periods of time and anticipate known events [for example, pre-empting sounds or actions in familiar poems]

Observe the results of their own actions with interest [for example, listening to their own vocalisations]

Enjoy rhyming and rhythmic activities

Participate in shared activities with less support.

Sustain concentration for increasing periods

Listen to and join in with stories and poems, one-to-one and also in small groups

Fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

Show interest in illustrations and print in books.

Know that print carries meaning and, in English, is read from left to right and top to bottom.

Re write poems in own style

Character description

Winter

Fiction

Non-fiction

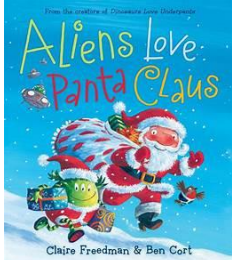
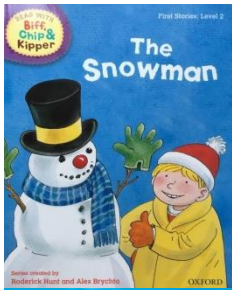
Poetry

LOs will be specific to personalised learning.

Suggested text:

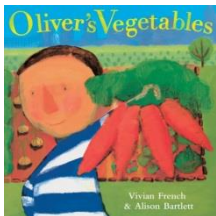
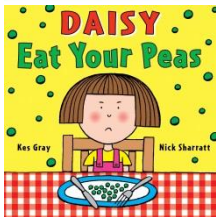
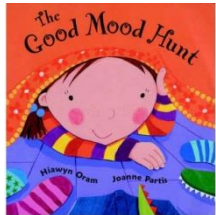
The Snowman (Biff and Chip Book)

Polar Bear Polar Bear



Christmas Stories
Aliens love Santa Claus
Outside Poem
Christmas Panto
Nativity
Songs – from Frozen
Here we go round the Mulberry bush
Act out story
Predict events
Recall events
Retell events
Describe a picture
Sequence
Character descriptions
Make choices and preferences
Letter writing

SP 1

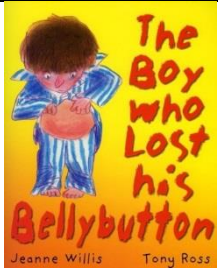


Ourselves

Fiction
Non-fiction
(Poetry)

LOs will be specific to personalised learning.

Suggested text:
The Good Mood Hunt
Eat Your Peas
I Eat Vegetables
Oliver's Vegetables
I Will Not Ever Eat a Tomato
But Martin!
The Boy Who Lost His Bellybutton
Funnybones
Peace at Last
The Smelly Book
Wash, Scrub, Brush
A first book all about you – Eyes, Nose, Fingers and Toes
Outside-in
All About Me



LOs will be specific to personalised learning.

Character description

Describe a picture

Role Play e.g. Drs / hospital

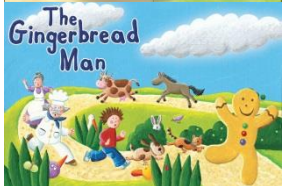
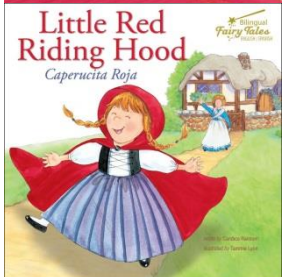
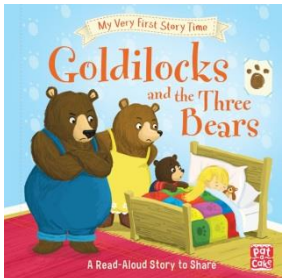
Self-help skills

Recognising different types of books: fiction compared to non-fiction

List and label: Know parts of a human body e.g. head legs arms hands feet fingers toes ears eyes nose mouth (shoulders knees neck lips)

List and label: Part of human body (above) and its function

SP 2



Traditional tales

Fiction

Suggested text:

Goldilocks and the Three Bears

Little Red Riding Hood

The Gingerbread Man

LOs will be specific to personalised learning.

Explore and learn a story with predictable phrasing

Use storyline in role Play

Predict story endings

Recall events

Retell events

Describe a picture

Sequence story pictures (use time words)

Story writing

Recognise main characters and typical characteristics (E.g. good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on)

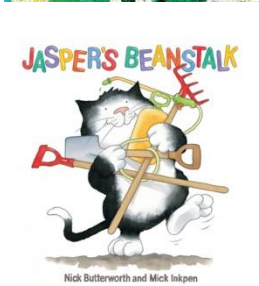
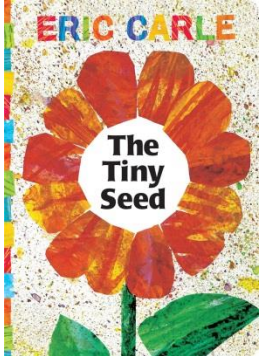
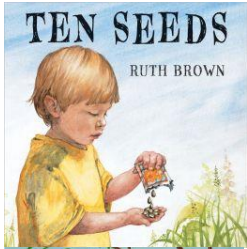
Explore characters-Use different voices for particular characters

Alternative ending

Settings-explore 'story language' used to describe settings

Character descriptions

SU 1



Growing (Plants and animals)

Fiction

Non-fiction

(Poetry)

LOs will be specific to personalised learning.

Suggested text:

Ten Seeds

Secrets of the Vegetable Garden: A Shine-a-Light Book

The enormous turnip

Jack and the beanstalk

The ugly duckling

A tiny seed

Life cycles collection

Caterpillar butterfly

Growing frogs

Beans on toast

Baby animals

Wriggle and roar (poem)

Jasper's Beanstalk

Retell- through words and pictures and acting out

Retell-Verbalise sentences that they and others can understand

Non-fiction texts – finding and locating information

Labelling

Read and use captions, labels and lists.

Sequence instructions e.g. how to plant a seed.

Write lists

Matching activities (baby animals to adult)

Write an explanation eg. A Lifecycle of a butterfly.

SU 2

Transport

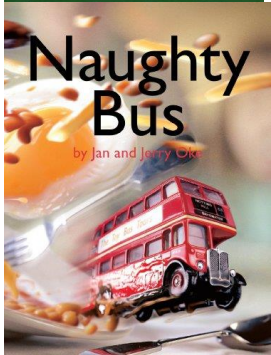
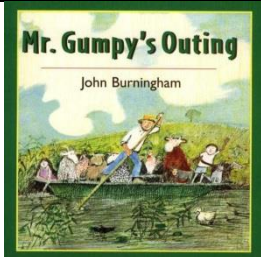
Fiction

Non-fiction

(Poetry)

Suggested text:

Mr Gumpys outing



Naughty Bus

LOs will be specific to personalised learning.

Write labels and sentences for an in class exhibition/display.

Create an information booklet. Draw pictures to illustrate the information.

Combine labels and captions

Retell- through words and pictures and acting out

Retell-Verbalise sentences that they and others can understand

Non-fiction texts – finding and locating information e.g. Types of transport (vehicles, boats, aeroplanes)

Sequence instructions e.g. how to get to...

Hear, say and write the initial sound in words

Matching (people to job/ transport)

Instructions eg. Road safety

Use question words: Why do we need transport? What? How?

Character description

SPaG- National Curriculum Year 1- Year 6 (refer to Nazareth SPaG Overview)

Letters & Sounds- Phase 1 – phase 6 (refer to Nazareth Overview)

Handwriting- Hand-eye co-ordination, Hand Strength, Hand Manipulations, Grasps and Releases, Pencil grip, Pencil Control Skills, Name writing, Drawing Skills, Letter (small and capital), Number Formation, Joined Writing. (refer to Nazareth Overview)

On-going Language Teaching

- Joining words and joining sentences using 'and'
- How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)
- Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)
- Suffixes that can be added to verbs (e.g. helping, helped, helper)
- How words can combine to make sentences
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun 'I'

Challenges to extend HA

- Formation of nouns using suffixes such as –ness, –er
- Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.)
- Use of the suffixes –er and –est to form comparisons of adjectives and adverbs
- Subordination (using when, if, that, or because) and co- ordination (using or, and, or but)
- Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

- Sentences with different forms: statement, question, exclamation, command
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark contracted forms in spelling

Maths

AU 1
Children working at
EYFS

Number Shape Space Measures

Number activities and counting: rhymes, songs, number games

•Familiar rhymes stories songs and games.

•Represent numbers using fingers.

•Counting objects by saying one number for each item.

•Rote counting up to 3, 5, 10,20 (and beyond)

•Counting objects, claps, steps, jumps etc.

•Recognise numbers 1-5 (10,20 and beyond)

Selects the correct numeral.

•Understand each numeral represents a constant number or amount e.g. put correct number of objects into a container marked with the numeral.

•Make sets of numbers.

•Matching one to one correspondence e.g. straws to cartons, cups to saucers.

•Time: days of the week. months of the year, o'clock

□Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

•Copy simple patterns or sequences e.g. drum beat, simple pattern of repeated movement, patterns.

•Respond to how many?

<p>Children working at N.C. PoS year 1-3</p>	<p><u>Number and Place Value</u> <u>Week 1-3</u></p>	<p>Link to Mainstream Year 1 Au 1 Place Value week 1-3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 Au.docx</p> <p>Sp 1 week 1 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 1.docx</p> <p>Year 2 Au 1 Place Value week 1-3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 1.docx</p> <p>Sp 1 week 1 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 1.docx</p> <p>Year 3 Au 1 Place Value week 1-2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx</p> <p>https://gobdcs.sharepoint.com/Curriculum/maths/p-maths/Maths%20Rubric/Forms/AllItems.aspx (B&D useful ideas)</p>
	<p><u>Geometry: Properties of shapes</u> <u>Week 4</u></p>	<p>Link to Mainstream</p> <p>Year 1 Au 1 week 5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 Au.docx</p> <p>Au 2 week 5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 autumn 2.docx</p> <p>Year 2 Au 1 week 6 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 1.docx</p> <p>Sp 1 week 3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 spr 1.docx</p> <p>Year 3 Au 1 week 4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx</p> <p>Sp 1 week 5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 1.docx</p>
	<p><u>Measurement: Length, Weight, Capacity</u> <u>Week 5-6</u></p>	<p>Link to mainstream</p> <p>Year 1 Au 1 week 6 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 Au.docx</p> <p>Sp 2 week 1 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 2.docx</p> <p>Year 2 Au 2 week 1 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 2.docx</p> <p>Sp 1 week 2</p>

		<p>..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 spr 1.docx</p> <p>Year 3 Au 2 week 3</p> <p>..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 2.docx Sp 2 week 1</p> <p>..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 2.docx</p>
<p>AU 2 Children working at EYFS</p>	<p>Number Shape Space Measures</p> <p>Compares 2 sets of objects and says whether they have the same number.</p> <ul style="list-style-type: none"> •Understand the concept of 'more' eg more counters are required and 'less' e.g which bottle has less water in it. •Ordinal numbers. •Labelling sets of objects with the correct numeral. <p>Matching pattern on a dice to correct numeral</p> <ul style="list-style-type: none"> •Count on from a number. •In practical situations add one to a number of objects.e.g. add one pencil to the pot. •Labelling sets of objects with correct numeral. <p>Begin to identify and represent numbers using objects and pictorial representations including the number line</p> <ul style="list-style-type: none"> •Place numbers in order •Explore position of objects e.g. placing objects in and out of containers, inside and outside hoop, fit as many objects as possible into a box. •Ordering events in the day e.g. meal times bed times •Classification using criteria e.g. sorting coins by size,, colour or shape; sorting boots, sorting all the red shoes etc •Odd one out. 	
<p>Children working at N.C. PoS year 1-3</p>	<p><u>Place Value: Addition and Subtraction</u> <u>Week 1-2</u></p>	<p>Link to mainstream</p> <p>Year 1 Au 1 week 3-4</p> <p>../MAINSTREAM MATHS CURRICULUM Y1-6/medium term plan year 1 Au.docx</p> <p>Sp 1 week 2</p> <p>../MAINSTREAM MATHS CURRICULUM Y1-6/medium term plan year 1 spring 1.docx</p> <p>Sp 2 week 2</p> <p>..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 2.docx</p> <p>Year 2 Au 1 week 4-5</p> <p>..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 1.docx</p>

		<p>Year 3 Au 1 week 3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx Sp 1 week 2 ../MAINSTREAM MATHS CURRICULUM Y1-6/medium term plan year 3 spring 1.docx Sp 2 week 2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 2.docx</p>
	<p><u>Geometry: Position and Direction</u> <u>Week 3-4</u></p>	<p>Link to mainstream Year 1 Sp 2 week 3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 2.docx Year 2</p> <p>Year 3 Sp 1 week 5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 1.docx</p>
	<p><u>Fractions</u> <u>Week 5-6</u></p>	<p>Link to mainstream Year 1 Au 2 week 3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 autumn 2.docx Sp 2 week 4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 2.docx</p> <p>Year 2 Au 2 week 5 ../MAINSTREAM MATHS CURRICULUM Y1-6/medium term plan year 2 aut 2.docx</p> <p>Year 3 Au 1 week 6 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx Sp 1 week 4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 1.docx</p>

<p>Sp 1 Children working at EYFS</p>	<p>Number Shape Space Measures</p> <p>Playing shapes and making arrangements with objects.</p> <ul style="list-style-type: none"> •Shapes in the environment. •Sorting and matching objects or picture e.g. pairs, all the blue ones etc •Talk about the shape of everyday objects e.g. round tall •Repeating patterns. E.g. socks on a line, hand claps,, music beats,, sponge prints. •Construction activities. Join or stack objects. <p>Selects a described shape e.g. round , straight</p> <ul style="list-style-type: none"> •Select a named shape. •2D shapes •Recognise create and describe patterns. •Big and small •Match big and small objects. E.g. place big balls with other big balls. •Forwards backwards. Moving on request, board game. Read and write numbers from 1 to (20) in numerals (and words) 	
<p>Children working at N.C. PoS year 1-3</p>	<p><u>Number and Place Value</u> <u>Week 1-2</u></p>	<p>Link to mainstream Year 1 Au 1 Place Value week 1-3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 Au.docx Sp 1 week 1 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 1.docx</p> <p>Year 2 Au 1 Place Value week 1-3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 1.docx Sp 1 week 1 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 spr 1.docx</p> <p>Year 3 Au 1 Place Value week 1-2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx</p>
	<p><u>Measurement: Money</u> <u>Week3-4</u></p>	<p>Link to mainstream Year 1 Au 2 week 1 ../MAINSTREAM MATHS CURRICULUM Y1-6/medium term plan year 1 autumn 2.docx Sp 1 week 5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 1.docx</p> <p>Year 2 Au 2 week 6 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 2.docx 4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 spr 1.docx</p> <p>Year 3 Sp 1 week 1 ../MAINSTREAM MATHS CURRICULUM Y1-6/medium term plan year 3 spring 1.docx</p> <p style="text-align: right;">Sp 1 week</p>

Place Value: Multiplication and Division

Week 5

Week 6

Use this week to plug gaps. Remember to continue to address these gaps during mental fluency and speed work

[Link to mainstream](#)

Year 1 Sp 1 week 3 -4

[../MAINSTREAM MATHS CURRICULUM Y1-6/medium term plan year 1 spring 1.docx](#)

Year 2 Au 2 week 3

[../MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 2.docx](#)

Sp 1 week 5

[../MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 spr 1.docx](#)

Year 3 Au 1 week 5

[../MAINSTREAM MATHS CURRICULUM Y1-6/medium term plan year 3 autumn 1.docx](#)

Au 2 week 4

[../MAINSTREAM MATHS CURRICULUM Y1-6/medium term plan year 3 autumn 2.docx](#)

Sp 1 week 3

[../MAINSTREAM MATHS CURRICULUM Y1-6/medium term plan year 3 spring 1.docx](#)

Sp 2 week 3

[../MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 2.docx](#)

**Sp 2
Children working at
EYFS**

Number Shape Space Measures

Search for objects that have gone out of sight.

Sequence 2,3 or 4 photos or symbols

•Searching for objects in their usual place.

Bigger smaller

•Compare size of objects when difference is not great e.g. Russian dolls.

□Time [for example, quicker, slower, earlier, later]

One more.

One less.

•Manipulate 2D/3D shapes e.g. puzzles, shape sorter

•Build with shapes, role play, rolling a tube in a race.

Pick out shapes with common features.

•Order and sequence familiar events.

•Heavier lighter

<p>Children working at N.C. PoS year 1-3</p>	<ul style="list-style-type: none"> •Order 2 items by heavy light □Mass/weight [for example, heavy/light, heavier than, lighter than] •Simple problem solving; is there a knife for every fork. 	
	<p><u>Place Value: Addition and Subtraction</u></p> <p><u>Week 1-2</u></p>	<p><u>Link to mainstream</u> Year 1 Au 1 week 3-4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 Au.docx Sp 1 week 2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 1.docx Sp 2 week 2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 2.docx</p> <p>Year 2 Au 1 week 4-5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 1.docx</p> <p>Year 3 Au 1 week 3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx Sp 1 week 2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 1.docx Sp 2 week 2 ../MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 2.docx</p> <p><u>Link to Mainstream</u></p>
	<p><u>Geometry: Properties of Shapes</u></p> <p><u>Week 3-4</u></p>	<p>Year 1 Au 1 week 5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 Au.docx</p> <p>Au 2 week 5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 autumn 2.docx</p> <p>Year 2 Au 1 week 6 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 1.docx</p> <p>Sp 1 week 3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 spr 1.docx</p> <p>Year 3 Au 1 week 4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx</p> <p>Sp 1 week 5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 1.docx</p> <p><u>Link to mainstream</u> Year 1 Au 2 week 3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 autumn 2.docx</p>

	<p><u>Fractions</u></p> <p><u>Week 5</u></p> <p><u>Week 6</u> Use this week to plug gaps. Remember to continue to address these gaps during mental fluency and speed work.</p>	<p>Sp 2 week 4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 2.docx</p> <p>Year 2 Au 2 week 5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 2.docx</p> <p>Year 3 Au 1 week 6 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx</p> <p>Sp 1 week 4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 1.docx</p>
<p>SU 1 Children working at EYFS</p>	<p>Number Shape Space Measures</p> <p>Add one or take one away.</p> <p>☐Read, write and interpret mathematical statements involving addition (+), subtraction (-)</p> <ul style="list-style-type: none"> •Separate a group of 3-4 objects in different ways. Recognise that the total is the same. •Measure short periods of time in simple ways. •Everyday language related to money. <p>☐Recognise and know the value of different denominations of coins and notes</p> <ul style="list-style-type: none"> •Tall short •Length height e.g. comparing 2 plants placed side by side identify the tall or short one. •Simple sharing e.g. distributing sweets into a container so that there are 2 in each. <p>☐Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	
<p>Children working at N.C. PoS year 1-3</p>	<p><u>Number and Place Value</u></p> <p><u>Week 1-2</u></p>	<p>Link to Mainstream</p> <p>Year 1 Au 1 Place Value week 1-3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 Au.docx</p> <p>Sp 1 week 1 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 1.docx</p> <p>Year 2 Au 1 Place Value week 1-3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 1.docx</p> <p>Sp 1 week 1 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 spr 1.docx</p> <p>Year 3 Au 1 Place Value week 1-2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx</p>

Geometry: Position and Direction
Week 3

[Link to mainstream](#)

Year 1 Sp 2 week 3

[..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 2.docx](#)

Year 2

Year 3 Sp 1 week 5

[..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 1.docx](#)

Place Value: Multiplication and Division
Week 4-5

[Link to mainstream](#)

Year 1 Sp 1 week 3 -4

[..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 1.docx](#)

Year 2 Au 2 week 3 [..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 2.docx](#)

Sp 1 week 5 [..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 spr 1.docx](#)

Year 3 Au 1 week 5

[..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx](#)

Au 2 week 4

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Sp 1 week 3

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Sp 2 week 3

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Week 6

Use this week to plug gaps. Remember to continue to address these gaps during mental fluency and speed work

<p>SU 2 Children working at EYFS</p>	<p>Number Shape Space Measures</p> <p>More and less-differences in quantity- which has more or less, which group is bigger or smaller. □ Given a number, identify one more and one less • Estimation e.g how many adults in the room, how many cups do we need and checking by counting. • Find the total number of items in 2 groups by counting. • Records using marks that they can interpret. Use everyday language to talk about distance. To solve simple problems. • Long short • Describe using e.g. straight circle larger to describe shapes 2D 3D Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. □ capacity and volume [for example, full/empty, more than, less than</p>	
<p>Children working at N.C. PoS year 1-3</p>	<p>Place Value: Addition and Subtraction <u>Week 1-2</u></p>	<p>Link to mainstream Year 1 Au 1 week 3-4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 Au.docx Sp 1 week 2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 1.docx Sp 2 week 2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 2.docx</p> <p>Year 2 Au 1 week 4-5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 1.docx</p> <p>Year 3 Au 1 week 3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 1.docx Sp 1 week 2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 1.docx Sp 2 week 2 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 2.docx</p>
	<p><u>Measurement: Time</u> <u>Week 3-4</u></p>	<p>Link to mainstream Year 1 Au 2 week 6 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 autumn 2.docx Sp 2 week 3 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 1 spring 2.docx</p> <p>Year 2 Au 2 week 4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 2 aut 2.docx</p> <p>Year 3 Au 2 week 5 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 2.docx Sp 2 week 4 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 2.docx</p>

	<p><u>Statistics Week 5</u></p> <p><u>Week 6</u> Use this week to plug gaps. Remember to continue to address these gaps during mental fluency and speed work.</p>	<p><u>Link to mainstream</u> Year 3 Au 2 week 6 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 autumn 2.docx Sp 2 week 1 ..\MAINSTREAM MATHS CURRICULUM Y1-6\medium term plan year 3 spring 1.docx</p>
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