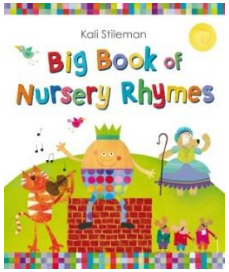
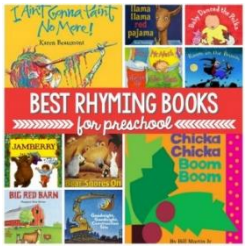
AU 1	**Nazareth Rooms Curriculum Map 2025-2026 RPY6**
   	A child's learning characteristics (pre-formal, semi-formal explore, semi-formal challenge and formal) and the child's approaches to learning will determine provision and assessment methods. **Rhyme** **LOs will be specific to personalised learning.** ***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*
AU 2	**Traditional Tales** Fiction *Suggested Text* Snow White The Princess and the Pea The Ugly Duckling The golden goose The Magic Porridge Pot And stories derived from them: The three little pigs and the big bad book by Lucy Rowland **(D)** *What might this look like?* Explore and learn a story with predictable

	phrasing Compose sentences for a narrative – a traditional tale. Focus on sequencing *Use storyline in role Play* *Predict story endings* *Recall events* *Retell events* *Describe a picture* *Sequence story pictures (use time words)* *Use storyline in role Play* *Make class book* *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* *Settings-explore 'story language' used to describe settings*
SP 1	**People Who Help Us/ Famous People** Fiction Non-fiction Poetry *Suggested Text* Selection of fiction and non fiction books Look at different photos of people who help us, what are their jobs/roles? What do they do in their job/role (caption)? Write a list of people who help us. Little leaders bold women in black history and little leaders exceptional men in black history by Vashti Harrison (D) How to Be Extraordinary by Rashmi Sirdeshpande & Annabel Tempest(D) *What might this look like?* *Create an informationbooklet. Explore a famous person and create a report about this person's life.* *Draw pictures to illustrate the information.* *Combine labels and captions* *Explore a famous person and create a report about this person's life.* *Hot seat/ role play* *What would I do if I was famous?*
SP 2	**Instructions** Non-fiction Poetry Following a practical experience, write up the instructions for a simple recipe/how to do something.

	What might this look like? *Write a series of fiction and nonfiction instructions. E.g. How to…e.g.* *How to make a sandwich* *How to cross the road* *How to ask to play with a friend* *How to play a game* *How to say sorry* *Write and evaluate a* *range of instructions*
SU 1	**Wild Animals** Fiction Non-fiction Poetry *Suggested Text* The Lonely Beast One Day in the Jungle Rumble in the Jungle Enormous Crocodile The Lonely Beast Fredinand Fox and the Hedgehog Daddy Lion's Tea Party Bedtime for Monsters by Ed Vere Emily Brown and the Thing' by Cressida Cowell Ogres don't Dance by Ann Carey Quest by Aaron Becker • Non-fiction texts about Africa and African animals One Night, Far From Here by Julia Wauters Bringing the Rain to Kapiti Plain by Verna Aardema We All Went on Safari by Laurie Krebs African Animal Tales collection by Mwende Hadithi A is for Africa by Ifeoma Onyefulu Non Fiction Insformation Textx Posters *What might this look like?* *Create an information booklet.* *Draw pictures to illustrate the information.* *Combine labels and* *captions* Act out story using gesture and action

	Describe a picture Sequencing story pictures Use storyline in role Play Make class book Name animals Descriptions / adjectives Recognising different types of books: fiction compared to non-fiction Difference between farm/ pets and wild animals zoo visit Explanation/ Choose an animal and write about its home Instructions or posters
SU 2	**Other Countries** Fiction Non-fiction Poetry *Suggested Text* **This is London** **Flags of the World** **Ladybird I'm Ready to Explore my World** **One World One Day** **Whoever you are** **Welcome to our world by Moira Butterfield (D)** **Coming to England by Floella Benjamin (D)** **A gift for Amma by Meera Sriram (D)** **Information texts (dictionaries, fact and fiction, reports)** *What might this look like?* *Describe a picture* *Make class book* *Non-fiction texts – finding and locating information, e.g. what are other countries look like?* *Link to creative curriculum: science/ art and design Descriptions and comparisons e.g. desert to our country.*

SPaG- National Curriculum Year 1- Year 6 **(refer to Nazareth overview)** **Phonics**- Phase 1 – phase 6 **(refer to Nazareth overview)**

Below is a suggested overview. Reference is made to Nazareth SPaG and Phonics overviews for extension if required.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Daily phonics groups • single letters (Phase 2) • revise single letter sounds • revise blends and vowel diagraphs (Phases 3 and 4)	**Daily phonics groups** • continue with single letters (Phase 2) • continue with blends and vowel diagraphs (Phases 3 and 4)	**SPaG NEW**: • **Joining words (AND/BUT)** • **Capital letters for days of the week** • **PLURALS: -s**	**SPaG NEW**: • **Using the simple past tense** • **Question marks** • **Capital letters for months of the year**	**SPaG NEW**: • **Introduce prefixes (kind/unkind)** • **Speech marks**	**SPaG NEW**: • **Exclamation marks** • **Commas to separate items in a list** • **Apostrophes to make missing letters and**

SPaG • Sequencing • Composing simple sentences • Finger spaces • Use of capital letters and full stops • Using capital letters for names and I	**SPaG NEW**: • **Nouns/ Pronouns** • **Forming capitals** **CONTINUE WITH:** • Sequencing • Composing simple sentences • Finger spaces • Use of capital letters and full stops • Using capital letters for names and I	**-s and –es** **CONTINUE WITH:** • Daily phonics groups • Sequencing • Composing simple sentences • Finger spaces • Use of capital letters and full stops • Using capital letters for names and I • Nouns/ Pronouns • Forming capitals	**CONTINUE WITH:** • Daily phonics groups • Sequencing • Composing simple sentences • Finger spaces • Use of capital letters and full stops • Using capital letters for names and I • Nouns/ Pronouns • Forming capitals • Joining words (AND/BUT) • Capital letters for days of the week • PLURALS: -s -s and –es	• **Suffixes that can be added to verbs (e.g. helping, helped, helper)** **CONTINUE WITH:** • Daily phonics groups • Sequencing • Composing simple sentences • Finger spaces • Use of capital letters and full stops • Using capital letters for names and I • Nouns/ Pronouns • Forming capitals • Joining words (AND/BUT) • Capital letters for days of the week • PLURALS: -s -s and –es • Using the simple past tense • Question marks • Capital letters for months of the year	**singular possession in nouns** **CONTINUE WITH:** • Daily phonics groups • Sequencing • Composing simple sentences • Finger spaces • Use of capital letters and full stops • Using capital letters for names and I • Nouns/ Pronouns • Forming capitals • Joining words (AND/BUT) • Capital letters for days of the week • PLURALS: -s -s and –es • Using the simple past tense • Question marks • Capital letters for months of the year • Introduce prefixes (kind/unkind) • Speech marks • Suffixes that can be added to verbs (e.g. helping, helped, helper)

SPAG 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
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)**

<table>
<tr><th colspan="5">Maths</th></tr>
<tr><td>AU 1
Children working at EYFS</td><td colspan="4">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?</td></tr>
<tr><td>Children working at N.C. PoS year 1-3</td><td><u>Number and Place Value</u>
<u>Week 1-3</u></td><td>*count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

*count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

*given a number, identify one more and one less
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</td><td>*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

*recognise the place value of each digit in a two-digit number (tens, ones)

*identify, represent and estimate numbers using different representations, including the number line

*compare and order numbers from 0 up to 100; use <, > and = signs</td><td> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

 compare and order numbers up to 1000

 identify, represent and estimate numbers using different representations</td></tr>
</table>

		*Read and write numbers from 1 to 20 in numerals and words.	*read and write numbers to at least 100 in numerals and in words *use place value and number facts to solve problems.	read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas.
	Geometry: Properties of shapes **Week 4**	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]. .	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects. order and arrange combinations of mathematical objects in patterns and sequences	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn
	Measurement: Length, Weight, Capacity **Week 5-6**	compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes

<table>
<tr><td>AU 2
Children working at EYFS</td><td colspan="4">Number Shape Space Measures

Compares 2 sets of objects and says whether they have the same number.
•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.
Matching pattern on a dice to correct numeral
•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.
Begin to identify and represent numbers using objects and pictorial representations including the number line
•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.</td></tr>
<tr><td>Children working at N.C. PoS year 1-3</td><td><u>Place Value: Addition and Subtraction Week 1-2</u></td><td>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
represent and use number bonds and related subtraction facts within 20
add and subtract one-digit and two-digit numbers to 20, including zero
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as
7 = ? – 9.</td><td>solve problems with addition and subtraction:
using concrete objects and pictorial representations, including those involving numbers, quantities and measures
applying their increasing knowledge of mental and written methods
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
a two-digit number and ones
a two-digit number and tens
two two-digit numbers
adding three one-digit numbers
show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</td><td>add and subtract numbers mentally, including:
a three-digit number and ones
a three-digit number and tens
a three-digit number and hundreds
add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
estimate the answer to a calculation and use inverse operations to check answers
solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</td></tr>
</table>

			recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	
	Geometry: Position and Direction **Week 3-4**	describe position, direction and movement, including whole, half, quarter and three-quarter turns.	*use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
	Fractions **Week 5-6**	recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	*Recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity *write simple fractions for example, of 6 = 3 and recognise the equivalence of and .	count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole compare and order unit fractions, and fractions with the same denominators

				• solve problems that involve all of the above.
Sp 1 **Children working at EYFS**	**Number Shape Space Measures** Playing shapes and making arrangements with objects. •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. Selects a described shape e.g. round , straight •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)			
Children working at N.C. PoS year 1-3	**Number and Place Value** **Week 1-2**	*count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens *given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least *Read and write numbers from 1 to 20 in numerals and words.	*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward *recognise the place value of each digit in a two-digit number (tens, ones) *identify, represent and estimate numbers using different representations, including the number line *compare and order numbers from 0 up to 100; use <, > and = signs *read and write numbers to at least 100 in numerals and in words	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words

			*use place value and number facts to solve problems.	□ solve number problems and practical problems involving these ideas.
	Measurement: Money **Week3-4**	and know the value of different denominations of coins and notes	□ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value □ find different combinations of coins that equal the same amounts of money □ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	□ add and subtract amounts of money to give change, using both £ and p in practical contexts
	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**	• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers *calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs *show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot *solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	

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

•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.

Children working at N.C. PoS year 1-3

Place Value: Addition and Subtraction

Week 1-2

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.

solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

			• a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	
	Geometry: Properties of Shapes **Week 3-4**	• 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]. • describe position, direction and movement, including whole, half, quarter and three-quarter turns.	• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects. order and arrange combinations of mathematical objects in patterns and sequences	• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
	Fractions **Week 5**	• recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	*Recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity *write simple fractions for example, of 6 = 3 and recognise the equivalence of and .	count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
	Week 6 Use this week to plug gaps. Remember to continue to address these			

	gaps during mental fluency and speed work.			• recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above.
SU 1 **Children working at EYFS**	**Number Shape Space Measures** Add one or take one away. •Read, write and interpret mathematical statements involving addition (+), subtraction (-) •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. •Recognise and know the value of different denominations of coins and notes •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. •Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]			
Children working at N.C. PoS year 1-3	**<u>Number and Place Value</u>** **<u>Week 1-2</u>**	*count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens *given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least *Read and write numbers from 1 to 20 in numerals and words.	*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward *recognise the place value of each digit in a two-digit number (tens, ones) *identify, represent and estimate numbers using different representations, including the number line *compare and order numbers from 0 up to 100; use <, > and = signs *read and write numbers to at least 100 in numerals and in words *use place value and number facts to solve problems.	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas.

Geometry: Position and Direction
Week 3

describe position, direction and movement, including whole, half, quarter and three-quarter turns.	*use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Place Value: Multiplication and Division
Week 4-5

• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers *calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs *show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot *solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	

Week 6
Use this week to plug gaps. Remember to continue to address these gaps during mental fluency and speed work

<table>
<tr><td>SU 2
Children working at EYFS</td><td colspan="4">Number Shape Space Measures

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</td></tr>
<tr><td>Children working at N.C. PoS year 1-3</td><td><u>Place Value: Addition and Subtraction Week 1-2</u></td><td> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
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 add and subtract one-digit and two-digit numbers to 20, including zero
 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.</td><td>solve problems with addition and subtraction:
 using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 applying their increasing knowledge of mental and written methods
 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
 add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 a two-digit number and ones
 a two-digit number and tens
 two two-digit numbers
 adding three one-digit numbers
 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
 recognise and use the inverse relationship between addition and subtraction and use this to check</td><td> add and subtract numbers mentally, including:
 a three-digit number and ones
 a three-digit number and tens
 a three-digit number and hundreds
 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
 estimate the answer to a calculation and use inverse operations to check answers
 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</td></tr>
</table>

			calculations and solve missing number problems.	
	Measurement: Time **Week 3-4**	time [for example, quicker, slower, earlier, later] measure and begin to record the following: time (hours, minutes, seconds) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day.	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks].
	Statistics Week 5 **Week 6** **Use this week to plug gaps. Remember to continue to address these gaps during mental fluency and speed work.**		interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.	• Interpret and present data using bar charts, pictograms and tables • Solve one step and two step questions e.g. @How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictogram and tables