

**Intent:**

At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts.

**At Tor View School, Maths is delivered using a spiral curriculum model to develop Mastery through revisiting learning to ensure learners have a deep understanding of concepts and their functional uses.**

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	TAUGHT THROUGHOUT THE YEAR
<b>A u t u m</b>	<b>1</b>	<b>NUMBER – PLACE VALUE</b> <ul style="list-style-type: none"> <li>Count in steps 2, 3 and 5 from 0, and in tens from any number, forward and backward.</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>Use place value and number facts to solve problems.</li> </ul>			<b>NUMBER - ADDITION</b> <ul style="list-style-type: none"> <li>Add...numbers using concrete objects, pictorial representations, and mentally, including:               <ul style="list-style-type: none"> <li>a two-digit number and 1s</li> <li>a two-digit number and 10s</li> <li>2 two-digit numbers</li> <li>adding 3 one-digit numbers</li> </ul> </li> <li>Recall and use addition...facts to 20 fluently, and derive and use related facts up to 100.</li> <li>show that addition of 2 numbers can be done in any order (commutative)</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>			<b>MEASUREMENT – TIME</b> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> </ul>
	<b>2</b>	<b>NUMBER – SUBTRACTION</b> <ul style="list-style-type: none"> <li>Subtract numbers using concrete objects, pictorial representations, and mentally, including:               <ul style="list-style-type: none"> <li>a two-digit number and 1s</li> <li>a two-digit number and 10s</li> <li>2 two-digit numbers</li> </ul> </li> <li>Recall and use...subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>show that...subtraction of 1 number from another cannot (be done in any order)</li> </ul>			<b>NUMBER – PLACE VALUE</b> <ul style="list-style-type: none"> <li>Count in steps 2, 3 and 5 from 0, and in tens from any number, forward and backward.</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>Use place value and number facts to solve problems.</li> <li>Identify, represent and estimate numbers using different representations, including the number line.</li> </ul>		<b>STATISTICS</b> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and tables</li> <li>ask and answer simple questions by counting the number of objects in each</li> </ul>	

	<ul style="list-style-type: none"> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>Read and write numbers to at least 100 in numerals and in words.</li> </ul>	<ul style="list-style-type: none"> <li>category and sorting the categories by quantity</li> <li>ask-and-answer questions about totalling and comparing categorical data</li> </ul>	<b>MEASUREMENT – TIME</b> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> </ul>
S p r i n g	<b>NUMBER – DIVISION</b> <ul style="list-style-type: none"> <li>recall and use...division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for...division within the multiplication tables and write them using the...division (÷) and equals (=) signs</li> <li>show division of 1 number by another cannot (be done in any order)</li> <li>solve problems involving...division, using materials, arrays, repeated addition, mental methods, and...division facts, including problems in contexts</li> </ul>	<b>NUMBER – MULTIPLICATION</b> <ul style="list-style-type: none"> <li>recall and use multiplication...facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication...within the multiplication tables and write them using the multiplication (×)...and equals (=) signs</li> <li>show that multiplication of 2 numbers can be done in any order (commutative)... solve problems involving multiplication...using materials, arrays, repeated addition, mental methods, and multiplication...facts, including problems in contexts</li> </ul>	<b>GEOMETRY – PROPERTIES OF SHAPES</b> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul>	
	<b>NUMBER – FRACTIONS</b> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions, for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>	<b>MEASUREMENT – LENGTH AND HEIGHT</b> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)...to the nearest appropriate unit, using rulers...</li> <li>compare and order lengths...and record the results using &gt;, &lt; and =</li> </ul>		
S u m m	<b>GEOMETRY – POSITION &amp; DIRECTION</b> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>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</li> </ul>	<b>MEASUREMENT – MONEY</b> <ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> </ul>	<b>MEASUREMENT – TIME</b> <ul style="list-style-type: none"> <li>tell and write the time to five minutes, including quarter past/to the hour</li> </ul>	<b>MEASUREMENT – TIME</b> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> </ul>

e r	<p>angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	<ul style="list-style-type: none"> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul>	<p>and draw the hands on a clock face to show these times</p> <ul style="list-style-type: none"> <li>• know the number of minutes in an hour and the number of hours in a day</li> </ul>	
2	<p><b>NUMBER - CALCULATION</b></p> <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>○ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>○ applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>	<p><b>MEASUREMENT – MASS, CAPACITY &amp; TEMPERATURE</b></p> <ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure...mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using...scales, thermometers and measuring vessels</li> <li>• compare and order...mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul>		