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| **EYFS** Term |  Key: Number shape and space measure  |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Basic weekly skills- Adults to model counting out loud- Build up from 1-3/ 1-5 and then 1-10) Count forwards first and then move on to backwards, beginning with 1 and then on to from any given number.**Maths across the curriculum- Examples: exchanging pretend money at snack time, cooking, mud kitchen- filling and emptying, role play kitchen, post office, shop, garden centre etc.  |
|  | **‘I can count’****Number –****Early concrete play** Exploring concrete objects including Numicon play (counting how many)Counting songs forwards (1-10)**‘A colourful World’**Colour naming, matching and sorting Daily routines Sequencing of eventse.g. now and next | **‘I can count’****Number –****Early counting skills** one-to-one correspondence activitiesNumber names- Recite and sequence numbers in order**‘This feels heavy’**Explore objects using the balance scales and make comparisons  | **‘Where did it go?’****Finding objects-**Finding the total/ the value of numbers- ‘How many’ grouping objects**‘Shapes, shapes everywhere’**Match shapesIntroduce 2D shape namesDays of the week | **‘In and out’****Introducing numerals-**Container play- Group objects and matching numerals to amountsSequencing numerals in order 1-10/ 1-20)Positional language **Cause and effect’**Introduce mathematical language- e.g. Build tall/ short towers and knock them down | **‘Counting backwards’**Number rhymes/ songs counting backwards:1 less**‘Patterns all around’**Shape, colour and patternIntroduce concept of size- big and small. | **Consolidate learning**Count, use and understand number Use the maths tracker to explore gaps in learning **Problem solving play’**sorting and comparing objects**:** similarities and differences  |
| *Topics* | *Planned around the children’s interest* |
| ***See Early steps Guided curriculum for further progression in numeracy throughout EYFS*** |

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| KS3 Term | Key: Number, pattern and calculation Geometry Measurement Using and applying and Functional maths skills data handling  |
| **Basic weekly skills- Count forwards and backwards across 100, from any given number. Complete place value activities supported by objects and pictorial representations. Recall/ recognise number facts (multiplication and division) for the 2, 5 and 10 multiplication tables** Plan in weekly Life skills/ functional maths activities-Board games, out and about-shopping for snack time, visit to the post office, planning and cooking a meal, money activities e.g. managing class funds, understanding time- sequencing daily activities, using patterns to design and make. |
| 1 | 2 | 3 | 4 | 5 | 6 |
|  | **Number and place value-**(Number sense/ developing fluency)Recognising the place value of each digit in 3-digit numbers **Number facts-**Number bonds, doubles and halves**Reasoning and Problem solving** Geometry- Properties of 2D shapes including SymmetryTime- tell and write the time | **Number and patterns-**Counting in multiplesNumber patterns and relationships- Early AlgebraGeometry- properties of 3-D shapes, including the number of edges, vertices and facesMoney- recognise and understand symbols for pounds (£) and pence (p)Handling data-statistics | **Reason mathematically and solve problems-**Use estimation to answer a calculation and use inverse operations to check-add and subtract numbers with up to 3 digits.Number – fractionsCompare and sort shapes and everyday objects Measure- using a range of measures | **Number - multiplication and division**-To solve one step multiplication problems using arrays -To solve one step division problems using objects and pictures Geometry – position and directionThe value of money-Understanding it’s worthComplete, read and interpret information/ data | **Fluency, reasoning and problem solving skills**-Use multiplication and division factsto solve multiplication and division word problems mixedNumber-DecimalsShapes and anglesMeasure- choose and use appropriate standard units to estimate and measure | **Consolidate learning****Use the maths tracker to explore gaps in learning** **Solve problems-** Missing number problems, using number facts, place value, and more complex addition and subtractionFractions, decimals and percentagesTime- minutes in an hour, hours in a day |
| **See ‘KS3 Guided curriculum’ for further progression in numeracy throughout the Key stage** |