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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 events  e.g. now and next | **‘I can count’**  **Number –**  **Early counting skills**  one-to-one correspondence activities  Number 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 shapes  Introduce 2D shape names  Days of the week | **‘In and out’**  **Introducing numerals-**  Container play- Group objects and matching numerals to amounts  Sequencing 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 pattern  Introduce 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 Symmetry  Time- tell and write the time | **Number and patterns-**  Counting in multiples  Number patterns and relationships- Early Algebra  Geometry- properties of 3-D shapes, including the number of edges, vertices and faces  Money- 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 – fractions  Compare 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 direction  The value of money-Understanding it’s worth  Complete, read and interpret information/ data | **Fluency, reasoning and problem solving skills**  -Use multiplication and division facts  to solve multiplication and division word problems mixed  Number-Decimals  Shapes and angles  Measure- 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 subtraction  Fractions, decimals and percentages  Time- minutes in an hour, hours in a day |
| **See ‘KS3 Guided curriculum’ for further progression in numeracy throughout the Key stage** | | | | | | |