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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. | | | | | | |
| **EYFS** | **‘Rhyming with numbers’**  **Number –**  Joining in with finger and hand rhymes.  **‘A colourful World’**  Explore colour and begin to name  Daily routines  e.g. now and next | **‘I can count’**  **Number –**  Joining in with number songs and activites (number names to 5 and counting forwards).  **‘This feels heavy’**  Investigation through container play  Filling and emptying | **‘Where did it go?’**  **Exploring concrete objects-** Hiding and finding objects  **‘Shapes, shapes everywhere’**  Find hidden shapes  What’s the day today- class schedule | **‘In and out’**  **Container and posting play-**put/post object in and out of containers and count  Positional language- adult commenting through play  **‘Cause and effect’**  Play/operate a range of cause and effect toys e.g. Explore cars and ramps | **‘Counting backwards’**  Joining in with number songs and rhymes (counting backwards).  **‘Patterns all around’**  Create arrangements with different shapes and colours.  Size- big and small (adult Modelling) | **Consolidate learning**  Use the maths tracker to explore gaps in learning and revisit topics  **‘Problem solving play’**  Early problem solving play activities e.g. does it fit? |
| *Topics* | *Planned around the children’s interests* | | | | | |
| ***See Early steps Guided curriculum for further progression in numeracy throughout EYFS*** | | | | | | |

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| **KS3**  Term | Key: Number Shape and space Measure (non-standard) | | | | | |
| **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 |
|  | **How many?-** Number stories and games  Being practical/ spatial awareness- building with objects make different arrangements with shapes  Class and Personal schedules  What day is it? | **The sequence of numbers-**  Number sense activities  Shape- creating shapes using malleable materials  Measure- full or empty: practical activities | **Using and applying-** group and match objects and Numicon  Directional language-Making maps, movements and where to go    Measure- Explore tall, short, long and short through practical activities (non-standard) | **Early recognition of numerals-**Concrete and pictorial representations  Investigate patterns made with shapes and colours  Can you pick it up?- Exploring what is heavy and what is light (non-standard) | **Creating number lines-** What’s the missing Numicon shape?  Big and small comparisons e.g. ‘whose shoe is this?’  Sort and match a range of objects e.g. cutlery, laying the table | **Consolidate learning**  Use the maths tracker to explore gaps in learning and revisit topics  **Developing problem solving-** Investigation ‘How far does it go?’- Explore things that move e.g. ramps and vehicles, boats etc. |
| **See ‘KS3 Guided curriculum’ for further progression in numeracy throughout the Key stage** | | | | | | |