

Kommentar [MS1]: A

Kommentar [MS2]:

Kommentar [MS3]:

Kommentar [MS4]:

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Quest Curriculum –

Please Embed CPA Approach (Whiterose training to be provided)

Concrete

Pictorial

Abstract

Coverage: Number-Shape-Using and applying

Year	2023 – 2024 Autumn 1	2023 – 2024 Autumn 2	2023 – 2024 Spring 1	2023 – 2024 Spring 2	2023 – 2024 Summer 1	2023 – 2024 Summer 2
	<p>Topic:</p> <p>Number Place value. Addition and subtraction (within 10)-or appropriate level.</p> <p>Measurement- Time</p> <p>Suggested Key Questions: With some independence can you add certain numbers together?</p> <p>Key Skills and Knowledge: Some independence Support Use appropriate objects</p>	<p>Topic:</p> <p>Number - Addition and subtraction (within 15). Measurement-money</p> <p>Suggested Key Questions: With some independence can you tell someone one thing that you do in the morning?</p> <p>Key Skills and Knowledge: Some independence Support Sort and classify</p>	<p>Topic:</p> <p>Number - Addition and subtraction (within 20). Measurement-length/weight/capacity.</p> <p>Suggested Key Questions: With some independence I can add certain numbers together? How heavy is this object?</p> <p>Key Skills and Knowledge: Some independence Support</p>	<p>Topic:</p> <p>Number-addition and subtraction (within 25) Data and statistics</p> <p>Suggested Key Questions: With some independence can you add certain numbers together? Can you do a tally notation correctly?</p> <p>Key Skills and Knowledge: Some</p>	<p>Topic:</p> <p>Number-multiplication and division Measurement-money Shape and Space-direction/position</p> <p>Suggested Key Questions: With some independence can you double a certain number?</p> <p>Key Skills and Knowledge: Some independence</p>	<p>Topic:</p> <p>Number doubling and halving reinforced. Fractions. Measurement- Time.</p> <p>Suggested Key Questions: With some independence can you identify odd and even numbers.. Can you tell events in the day? With some independence can you recognize all British coins?</p>

	<p>or number line to add single-digit numbers up to 20.</p> <p>Know and use the fact that there are 60 minutes in an hour to find the end time for a planned activity starting at a given time.</p>	<p>shapes using language related to angles and sides e.g. straight, right angle, acute, obtuse, curved, corners, perpendicular, parallel, arc. Know and use names for basic shapes e.g. triangle, rectangle, square, circle.</p> <p>Recognise British coins in everyday use. Know that £1 is 100p, £2 is 200p, etc.</p>	<p>Visually compare lengths, understand and use terms such as longer than, longest, shorter than, shortest. Compare weights of common objects including using terms such as heavier than, lighter than, heaviest, lightest.</p>	<p><u>independence Support</u></p> <p>Write, order and compare whole numbers up to 100. Know the value of each digit in a two-digit number</p> <p>Sort and classify objects using a single criterion defined using every day language. Tally objects using recognised notation.</p>	<p><u>Support</u></p> <p>Know and use multiplication of numbers up to 10 by 2. Understand and use the term 'double'.</p> <p>Recognise the odd and even numbers from 1 to 20.</p>	<p><u>Key Skills and Knowledge:</u></p> <p><u>Some independence Support</u></p> <p>Use £ and p notation. Select coins equivalent to an amount of money up to £5. Order collection of coins and notes. Give change from £5.</p> <p>Read and write time for digital clocks (in hours and in fifteen minute intervals). Understand and use common time phrases such as quarter past ten, half past three, quarter to five, etc.</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic. Teacher to make teaching personal to the needs of the student.</p>	<p>Benchmark 4 Teacher to make teaching personal to the needs of the student.</p>	<p>Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic. Teacher to make teaching personal to the needs of the student.</p>	<p>Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic. Teacher to make teaching personal to the needs of the student.</p>	<p>Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic.</p>	<p>Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic.</p>