## 3Q1 - Quest Curriculum -

## Please Use CPA ApproachConcrete Pictorial Abstract Coverage: Number-Shape-Using and applying.(Coverage WPS p4-P6)

	2024 – 2025	2024 – 2025	2024 – 2025	2024 – 2025	2024 – 2025	2024 – 2025
Year						
	Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
	Number Place value. Addition and subtraction (within 5)- or appropriate level. Measurement-money	Number Place value within 10-or appropriate level Addition and subtraction (within 10). Measurement- Time	Number Place value within 15-or appropriate level Addition and subtraction (within 15). Geometry - Shape	Number place value. Number addition and subtraction (within 20) Measure and capacity.	Number Place value Number-multiplication Doubling to 10 and division-halving within 10 Fractions.	Measurement-money Enterprise Week Managing one's finances is more than just being able to 'do the maths', it is also about understanding
	Suggested Key Questions: Can you add certain numbers together?	Suggested Key Questions: With support can you tell someone one thing that you do in the	Suggested Key Questions: Can you add ceratin numbers together? How beavy is this	Suggested Key Questions: Can you add ceratin numbers together? Can you do a tally potaion correctly?	Suggested Key Questions: What is doubling? What is halving? What happens when you double a certain number?	that the decisions we make about money, and our attitudes to the things we can do with it (e.g. spending, saving, borrowing, lending and investing, will have an
	Knowledge:	morning?	object?		What happens when you half a certain	impact on our financial security in adult life.
	With Support	Knowledge: With Support	Key Skills and Knowledge: With Support	Key Skills and Knowledge:	number? <u>Key Skills and</u> <u>Knowledge:</u>	Measurement- Time
	clapping or drumming pattern. I can join in with less familiar number rhymes, songs, stories and	number rhymes, songs, stories and games up to 5-10 with some independence.	I can join in with less familiar number rhymes, songs, stories and games up to 5-15 with more independence.	Pupils are taught half and quarter as 'fractions of' discrete and	With Support	
	Recognise British coins in everyday use.	Pupils join in rote counting	I can manipulate 3D shapes in practical activities e.g. building towers, rolling tubes.	continuous quantities by solving problems using shapes, objects and quantities	order whole numbers up to 10. Be able to read and write numbers.	Suggested Key Questions:

Links to	Bonchmark 2	Use language associated with time e.g. morning.	I can indicate to a sign, symbol or word that describes the preposition 'in/inside'. I can respond to a request	Be able to extract information. Be able to sort and classify objects.	Be able to compare whole numbers Start to think about halves. I can see half of a shape.	Can you count in two to 10. Are you able to identify your odd and even numbers within 10. Can you tell events in the day? Can you recognize all British coins? With Support Key Skills and Knowledge: Use language associated with time e.g. morning, afternoon. I can sort two sets of objects where the difference is not great e.g. 10p and 5p coins.
Gatsby Benchmarks:	Student find potential careers paths that they can link to mathematics and their current topic.	Student find potential careers paths that they can link to mathematics and their current topic.	Student find potential careers paths that they can link to mathematics and their current topic.	Student find potential careers paths that they can link to mathematics and their current topic.	Student find potential careers paths that they can link to mathematics and their current topic.	Student find potential careers paths that they can link to mathematics and their current topic.