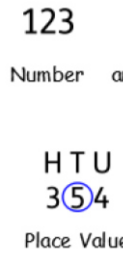
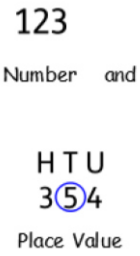
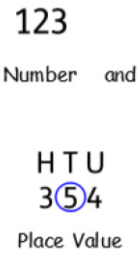
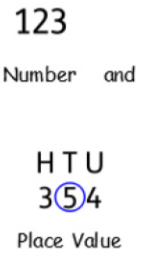
Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

3Q3 - Quest Curriculum – *Maths: 6 weekly lessons*

Baseline assessments will determine which key skills and knowledge students engage with in each topic area.

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
2025-2026	**Topic:** **Number: Number and Place Value (3 weeks)**  Counting Skills **Suggested Key Questions:** Can you count to 10? What number comes after 5? Can you start counting from 3? How many counters do you have? Can you count these one at a time? What number did you say last? What does that tell us? Can you give me 4 counters? Can you count backwards from 5? If I give you one more, how many will you have now? Can we	**Topic:** **Number: Number and Place Value (2 weeks)**  Number Recognition and Formation **Suggested Key Questions:** Can you find the number 3 on the number line? What number is this? Can you say it out loud? Can you show me the number 5 with your fingers? Where have you seen this number before? Can you match this number to the right number of objects? Can you trace this number with your finger? Which way does the number 2 go? Can you	**Topic:** **Number: Number and Place Value (2 weeks)**  Comparing and Ordering Numbers **Suggested Key Questions:** Can you put these numbers in order from smallest to biggest? Which number comes first? Which comes last? Can you find the number that comes after 3? What number comes before 6? Can you help me make a number line with these cards? Which group has more? Which has fewer? Can you tell which pile has the most blocks? Do these two	**Topic:** **Number: Number and Place Value (2 weeks)**  Estimating and Checking **Suggested Key Questions:** How many do you think are in this jar? Can you guess how many blocks are in my hand? Do you think there are more than 5 counters here? Is it a little or a lot? Can you make a guess before we count? Let's count to see if your guess was close – how many are there? Was your guess more or less than the actual number? Can you count the objects to	**Topic:** **Number: Number and Place Value (1 week)**  Place Value Understanding **Suggested Key Questions:** Can you show me 10 using cubes or counters? What happens if we put 10 things in one group? Can you count how many tens and ones are in this number? How many ones do you have left after making a group of 10? Can you build the number 12 using tens and ones? Can you use these blocks to show me the number 14? How many	**Topic:** **Number: Number and Place Value (1 week)**  Conservation of Number **Suggested Key Questions:** How many counters are there? If I move them around, are there still the same number? Do we need to count them again? Why or why not? What happens to the number when we spread them out? Does the number change if we put them in a line or a circle? How do you know the number is still the same? Can you explain why the number didn't change? What would happen if

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	count in twos together? What comes next if we're counting in tens? Can you find the pattern when we count in twos? **Key Skills and Knowledge:** **Key Skills:** -Join in with rote counting to 10 (then to 20) with adult support. -Count objects up to 5 with 1:1 correspondence. -Recognise small quantities without counting (subitising up to 3). -Begin to understand that the last number said represents the total. -Begin to count in 2s and 10s with support. **Knowledge:** -Numbers have a fixed order. -Each object must be counted once. -The number of objects stays the same unless more are added or taken away. **Topic:** **Number: Addition and Subtraction (2 weeks)**	write the number 4 in the air? Let's try writing the number 6 - what shape does it look like? Can you spot any numbers that are backwards or upside down? Can you read this number? What does it say? Can you match the word 'three' to the number 3? What number comes after 'two'? Can you help me write the number 7? Which number word do you think this is: 'five' or 'nine'? **Key Skills and Knowledge:** **Key Skills:** -Recognise numbers 0-5, then up to 10 in different contexts (e.g. on dice, number lines. classroom labels). -Begin to match numerals to quantities (e.g. 3 dots = 3). -Trace and copy numbers 0-10 with support. -Begin to write numbers independently with correct orientation. -Recognise number words to 5 (e.g. "one", "two"). **Knowledge:** -Numbers represent quantities. -Each number has a symbol (numeral) and a name (word).	groups have the same number? How can we check which has more? Can you make a group with fewer counters than mine? What is one more than 4? What is one less than 7? If I give you one more, how many will you have? Can you take one away – how many are left? Can you find one more than this number on the number line? Who is first in the line? Who is second? Can you point to the third toy? Which car came last in the race? Can you put the animals in order and tell me who is fourth? What position is the teddy in? **Key Skills and Knowledge:** **Key Skills:** -Compare two groups of objects using "more", "fewer", or "same." -Identify which number is bigger or smaller within 1-10. -Use practical resources to find one more or one less than a number up to 10. -Begin to use ordinal language (first, second, third) in everyday contexts (e.g. lining up, races).	check your answer? How can we find out if your estimate was right? What could help you make a better guess next time? **Key Skills and Knowledge:** **Key Skills:** -Begin to make simple guesses about small quantities (e.g. 'how many blocks are in the jar?) -Use everyday language like "about" or "maybe" when estimating. -Count to check if their guess was close. -Compare their estimate with the actual amount using objects or fingers. -Begin to understand that estimating means "having a good guess." **Knowledge:** -Estimating is not about being exact – it's about thinking carefully and making a sensible guess. -We can check our estimate by counting. -Estimating helps us when we don't need to know the exact number right away. **Topic:** **Number: Addition and Subtraction (1 week)**	tens are in this number? How many ones? Can you match this number to the right number of tens and ones? What does this stick of 10 mean? What do the single cubes mean? Can you swap 10 ones for a stick of 10? What does the 1 mean in the number 13? Why is the 20 bigger than 12? Which number has more tens? Can you explain how you made the number 17? What do you notice about numbers that end in 0? **Key Skills and Knowledge:** **Key Skills:** -Begin to recognise numbers up to 10, then 20. -Use concrete objects (e.g., cubes, counters) to represent numbers. -Begin to group objects into sets of 10 with support. -Explore the idea that numbers can be made from smaller parts (e.g., 5 + 2 = 7). -Use language like "more", "less", "bigger", "smaller" to describe the numbers. **Knowledge:** -Numbers can be made by combining smaller amounts.	we moved them again? Can you show me that the number is still 5, even though they look different? Can you count these blocks? Now let's move them – how many now? If I put these in a pile, do we still have the same number? Can you prove to me that the number hasn't changed? **Key Skills and Knowledge:** **Key Skills:** -Count a small group of objects (up to 5) accurately, even when they are moved or spaced differently. -Begin to understand that rearranging objects does not change the total number. -Use 1:1 correspondence to count objects in different arrangements. -Respond to questions like, 'Are there still 5 even though they look different'? **Knowledge:** -The number of objects stays the same even if they are moved or spread out. -Counting is about how many, not where or how the objects are placed. -Objects don't need to be in a line to be counted correctly. **Topic:**

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	3+1+2= Addition and 3-1-2= Subtraction 3+1+2= Addition and 3-1-2= Subtraction Conceptual Understanding **Suggested Key Questions:** What happens when we put these two groups together? How many do we have now? Can you show me how you made that number? If we add one more, what will happen? Can you find two groups that make 5? What happens if we take some away? How many are left? Can you show me what you did with the cubes? If I had 5 and took away 2, what would I have? Can you act out a story where something is taken away? How do you know that's the	-Numbers appear in everyday life (e.g. doors, clocks, books). **Topic:** **Number: Addition and Subtraction (2 weeks)** Mental Strategies and Number Facts **Suggested Key Questions:** Can you count these objects for me? What number comes after 4? Can you count backwards from 5? How many fingers are you holding up? Can you show me 3 using your fingers? What happens if we add one more? Can you count on from 2 to find out what 2 + 3 is? Can you use your fingers to show me 2 and 2? What do you notice about 1 + 1? Can you find two numbers that make 5? If you have 4 and take 1 away, how many are left? Can you count back from 5 to find the answer? What happens when we take one away? Can you show me 3 and take away 2 using cubes? How many do you have now? How did you	-Begin to order numbers to 5, then 10, with support. **Knowledge:** -Numbers can be compared by size or quantity. - "One more" means adding one; "one less" means taking one away. -Ordinal numbers describe position, not quantity. **Topic:** **Number: Addition and Subtraction (2 weeks)** 3+1+2= Addition and 3-1-2= Subtraction Written Methods and Formal Calculation **Suggested Key Questions:** Can you draw a picture to show what happened? How many dots did you draw? What do they show? Can you show me what 2 and 3 looks like with your drawing? Can you use marks or lines to show how many you had and how many you	3+1+2= Addition and 3-1-2= Subtraction Problem Solving and Reasoning **Suggested Key Questions:** What is the problem asking us to find out? What do we need to do? Can you show me what's happening with the toys/counters? What do you notice? What do we already know that can help us? What could we try first? What happens if we do it this way? Can you think of another way to solve it? What do you think will happen if we add one more? Can you guess what might work? How did you work that out? Can you tell me what you did? Why do you think that's the answer? Can you show me how you know? What would you say to a friend who got a different answer? Does you answer make sense? Can we check it another way? What	-Ten is a special number that can be grouped. -Numbers have an order and can be compared. **Topic:** **Number: Multiplication and Division (2 weeks)** 3x2= Multiplication and 4÷2= Division **Suggested Key Questions:** Can you make 2 groups with the same number of toys? How many are in each group? Are the groups equal or not equal? Can you show me 3 groups of 2? What happenes if we add one more to each group? Can you share these apples between two people? Does everyone have the same amount? What happens if we share 6 blocks between 3 people? Can you make sure it's fair? How many does each person get? Can you count in 2s with me? What comes next if we	**Number: Fractions (2 weeks)** 7/10 Fractions **Suggested Key Questions:** Can you cut the apple into two equal pieces? Do both parts look the same? Is this half or more than half? Can you show me two equal parts of this shape? What happesn if we don't share it fairly? Can you share the toys so everyone gets the same? Is it fair – does everyone has the same amount? How many pieces did you make? Can you give half to your friend? What does it mean to share equally? What do we call it when we split something into two equal parts? Can you find something that is cut in half? Is this a whole or a part? What do you notice about the two parts? Can you think of something we cut in half at home? How do you know it's half? What would happen if we made three parts instead of two? Can you find a different way to show

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	right number? Can you explain what happened when we added/took away? What would happen if we added one more? Can you show me another way to make that number? What do you notice about the numbers when we add or take away? Can you use the toys to show me adding 2 and 3? Can you draw a picture to show what happened? Can you match this number sentence to the story? Can you find a way to make 4 using these counters? Can you show me with your fingers what 3 + 2 looks like? **Key Skills and Knowledge:** **Key Skills:** -Combine two small groups of objects and count the total (e.g. 2 apples + 3 apples). -Take away objects from a group and count what's left. -Use concrete resources (counters, toys) to act out simple addition and subtraction. -Begin to use language like "add", "take away", "more", and "less". -Match actions to number sentences (e.g. 3 and 2 makes 5).	work that out? Can you show me another way to make that number? What do you notice about these numbers? Can you explain how you knew the answer? What would happen if we added one more? Can you match the number to the group of objects? Can you use the number line to help you? Can you build a tower with 3 and 2 blocks – how many are there altogether? Can you find a way to make 4 using these counters? Can you show me a number story with your toys? **Key Skills and Knowledge:** **Key Skills:** -Count forwards and backwards within 10. -Recognise small quantities without counting (subitising up to 5). -Use fingers or objects to show numbers and simple combinations (e.g. 2 and 3 make 5). -Begin to recall some number facts to 5 (e.g. 1 + 1, 2 + 2). -Use counting on and back in ones to solve simple problems. **Knowledge:** -Numbers can be made in different ways (e.g. 3 is 1 and 2 or 2 and 1).	took away? What does your picture tell us about the story? Can you match your picture to a number sentence? What does this number sentence mean? Can you act it out? Can you write the numbers to show what happened? What does the + or – sign mean in your number sentence? Can you help me write a number sentence for your story? How did you know what to draw? Can you explain what your picture shows? Why did you choose to draw it that way? What do the numbers in your sentence mean? Can you show me another way to write it or draw it? Can you use cubes or counters to help you with a number sentence? Can you draw what happened in this story problem? Can you show me what 5 – 2 looks like with pictures? Can you use a number line to help you solve this? Can you match the number sentence to the picture? **Key Skills and Knowledge:** **Key Skills:** -Use marks, pictures, or objects to represent simple addition and	would happen if we changed the numbers? Can you try it again and see if you get the same answer? What did you learn from solving this problem? **Key Skills and Knowledge:** **Key Skills:** -Solve simple, practical problems using real objects (e.g. Do we have enough cups for everyone?) -Use trial and error to find solutions. -Begin to talk about what they are doing using everyday language. -Match number sentences to real-life stories. -Use pictures or objects to show their thinking. **Knowledge:** -Problems can be solved by trying things out and talking about them. -We can use objects, drawings, or fingers to help us solve problems. -There might be more than one way to solve a problem. -Talking about what we did helps us understand our thinking. **Topic:** **Measurement: Mass and Volume (1 week)**	count in 5s? Can you count how many fingers we have using 2s? How many toes if we have 3 people? Can you use your number line to count in 10s? How do you know the groups are equal? What is we had one more person – can we still share them fairly? Can you find a different way to group these blocks? What do you notice when we count in 2s? Can you explain how you shared them? **Key Skills and Knowledge:** **Key Skills:** -Explore grouping and sharing in play-based contexts. -Use everyday language to describe equal groups (e.g. two each). -Begin to count in 2s, 5s, and 10s with support. -Use objects to make simple equal groups (e.g. can you make 3 groups of 2?) -Share small quantities equally between two or more people. **Knowledge:** -Multiplication means making equal groups. -Division means sharing or splitting into equal parts.	half? What is one part is bigger – can it still be half? Can you explain how you shared it? **Key Skills and Knowledge:** **Key Skills:** -Explore sharing objects into equal parts through play. -Begin to use everyday language to describe parts (e.g. 'half', 'a bit', 'some). -Recognise when something is split into two equal parts. -Use practical activities to explore simple sharing (e.g. cutting fruit, sharing toys). **Knowledge:** -A fraction is part of a whole. -Half means two equal parts. -We can share things fairly by making equal parts. -Fractions can be shown using real objects, food, or pictures. **Topic:** **Measurement: Time (2 weeks)**

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Knowledge:
-Addition means putting things together to make more.
-Subtraction means taking things away to make less.
-The total changes depending on what is added or taken away.
-You can count to find out how many altogether or how many are left.
-Real-life examples help us understand adding and taking away (e.g. snack time, sharing toys),

Topic:

Geometry: Shape (2 weeks)

Shape

Suggested Key Questions:

What shape is this? Can you find a circle/square/triangle around the room? Does this shape look the same as that one? Can you show me a shape with straight sides? Which shapes can you name? How many sides

-Counting helps us find out how many or what comes next.
-Adding makes numbers bigger; taking away makes them smaller.
-We can use our fingers or objects to help us think.

Topic:

Measurement: Money (2 weeks)

Money

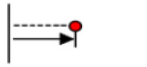
Suggested Key Questions:

What coin is this? Can you find another coin that looks the same? Is this coin big or small? What colour is this coin? Can you match this coin to the picture? What do we use money for? Can you use this coin to buy something in the shop? Which coin would you use to pay for this apple? Do we need more coins or fewer coins to buy this? Can you give me one coin to pay for this toy? How many coins do you have? Can you

subtraction (e.g. drawing dots or circles).
-Begin to match real-life stories to number sentences (e.g. 2 and 3 makes 5).
-Use fingers or counters to act out and record number stories.
-Begin to write numbers and simple number sentences with support (e.g. 3 + 2 = 5).
Knowledge:
-We can show our thinking using pictures, marks, or numbers.
-A number sentence tells a story about adding or taking away.
-Writing numbers helps us remember and share our ideas.
-It's okay to use drawings or objects to help us solve problems.

Topic:

Measurement: Length and Height (2 weeks)



Length and

Height

Suggested Key Questions:

Which one is longer? Can you find something

Mass and

Volume

Suggested Key Questions:

Which one feels heavier? Can you find something lighter than this block? What happens when you hold both - can you tell which is heavier? Is this object heavy or light? Can you find two things that weigh the same? Which container is full? Can you find one that is empty? Which one holds more water? Is this cup nearly full or nearly empty? Can you pour until it's full? What words can we use to talk about weight? How would you describe this container – full or empty? Is this heavier or lighter than your toy? Can you find something that holds more than this cup? What do you notice when you pour from one container to another? How do you know which is heavier? What happens if we

-We can use real objects (e.g. toys, counters) to help us group and share.
-counting in steps (2s, 5s, 10s) helps us with multiplication.

Topic:

Geometry: Position and Direction (2 weeks)

Position and

Direction

Suggested Key Questions:

Where is the teddy? Is it on the chair or under it? Can you put the block next to the box? What's behind the door? Can you find something that is in front of you? Is the ball inside or outside the basket? Can toy move the car under the table? Put the spoon in the cup – what happened? Can you follow my instructions to move the toy? Where did you move it to? Can you tell me where to put the bear? Can you move forward three steps? What happens if you go

Time

Suggested Key Questions:

What do we do first in the morning? What comes after lunchtime? Can you tell me what we do before home time? What do you do at bedtime? Can you put these pictures in the right order? Is it morning or afternoon now? What do we do later today? Did we do that before or after snack time? Is it time for lunch yet? What happens next? What do you see on the clock? Can you find the big hand and the little hand? What does the timer do? Can you tell me when the sand runs out? What happens when the clock says 12? How do you know it's morning? What would happen if we did story time before lunch? Can you explain what happens after tidy-up time? Why do we need to know what time it is? Can you help me plan what we do next?

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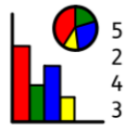
	does this shape have? Are the sides straight or curved? Does the shape have corners? How many? Is this shape flat or solid? What does it feel like – bumpy, smooth, round? Can you find two shapes that are the same? Which shapes go together? Why? Can you sort these shapes by size or colour? Can you group the shapes by how many sides they have? Which shapes are different? How do you know? Can you use these shapes to make a picture? What shapes did you use to build your model? Can you make a pattern with these shapes? What happens if we turn the shape – does it stay the same? Can you build a tower using cubes and cones? **Key Skills and Knowledge:** **Key Skills:** -Explore and play with 2D and 3D shapes in everyday contexts. -Match, sort, and name basic 2D shapes (circle, square, triangle, rectangle). -Begin to name and explore simple 3D shapes (cube, sphere, cone).	count out 3 coins? Can you give me the same number of coins as I have? Can you match the coins to the price labels? Do we have enough coins to buy this? How do you know that's the right coin? Why did you choose that coin? Can you tell me what you're buying? What would happen if we used a different coin? Can you show me how you paid for it? **Key Skills and Knowledge:** **Key Skills:** -Explore and play with real toy coins and notes. -Begin to recognise and name common coins (1p, 2p, 5p). -Match coins to prices in role-play (e.g. shop corner). -Begin to understand that money is used to buy things. -Use 1:1 correspondence to match coins to objects. **Knowledge:** -Money is used to pay for things. -Coins have different values, sizes, and colours. -We can use coins to count and match amounts.	shorter than this pencil? Is this tower taller or shorter than yours? Can you line them up to see which is the longest? Which object is the same size as this one? Can you describe this object – is it big or small? Is this string long or short? Which one is the tallest? Can you find something that is very short? What words can we use to talk about size? How many blocks long is your toy? Can you measure this using your hands? Can you find something that is 5 cubes long? What did you use to measure it? Can you show me how you measured it? How do you know which one is longer? What happens if we turn it the other way – does it change? Can you find two things that are the same length? What would happen if we added one more block? Can you explain how you measured it? **Key Skills and Knowledge:** **Key Skills:** -Use everyday language to describe size (e.g. big, small, tall, short).	add more blocks to the basket? Can you make two containers hold the same amount? What would happen if we poured this into a smaller cup? Can you explain what you did to make it full? **Key Skills and Knowledge:** **Key Skills:** -Use everyday language to describe weight and capacity (e.g. heavy, light, full, empty). -Compare two objects by holding or lifting (e.g. which is heavier?) -Explore filling and pouring using containers in play. -Begin to order objects by mass or volume informally. -Engage in sensory and exploratory activities with water, sand, and solids. **Knowledge:** -Mass tells us how heavy something is; volume tells us how much space something takes up. -We can compare by holding, lifting, or looking. -Words like "heavier", "lighter", "full", "empty", and "more" help us describe mass and volume.	backwards? Can you turn to the left/right? Which way did you go? Can you show me how to turn around? How do oyu know it's under the table? What would happen if we moved it behind the box? Can you describe where your toy is now? Can you help me find the way to the door? What words can we use to describe where things are? **Key Skills and Knowledge:** **Key Skills:** -Use everyday language to describe position (e.g. in, on, under, next, to). -Follow simple instructions involving position (e.g. Put the toy under the table). -Explore movement and direction through play (e.g. moving toys or bodies). -Begin to describe movement (e.g. forwards, backwards). -Use positional language in real-life contexts (e.g. tidying up, building). **Knowledge:** -Position tells us where something is. -Direction tells us which way something is moving or facing.	**Key Skills and Knowledge:** **Key Skills:** -Use everyday language to talk about time (e.g. now, later, soon, before, after). -Sequence familiar daily events (e.g. brushing teeth, lunch, home time). -Begin to understand the concept of morning, afternoon, and night. -Explore timers, clocks, and calendars through play. -Recognise and talk about routines and changes over time. **Knowledge:** -Time helps us know when things happen. -We use words like 'before', 'after', and 'next' to talk about time. -The day has different parts: morning, afternoon, evening, and night. -Clocks and calendars help us measure and keep track of time. **Topic:** **Statistics (1 week)**  Statistics

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	-Use shapes to build pictures and simple models. -Begin to describe shapes using everyday language (e.g. "round", "pointy", "flat"). **Knowledge:** -Shapes have names and can be found all around us. -2D shapes are flat; 3D shapes are solid. -Shapes can be sorted by how they look or feel. -We can use shapes to make patterns, pictures, and models. **Topic:** **Consolidation: (1 week)**   Assess	-Not all coins are the same, even if they look similar. **Topic:** **Consolidation: (1 week)**   Assess	-Compare two objects directly (e.g. which is longer?) -Use hands, feet, or objects to measure informally (e.g. how many blocks long?) -Begin to order objects by length or height. -Explore measuring through play and real-life contexts. **Knowledge:** -Length tells us how long something is; height tells us how tall it is. -We can compare objects by looking, lining them up, or using other objects. -Words like "longer", "shorter", "taller", and "smaller" help us describe size. -Measuring helps us find out how big or small something is. **Topic:** **Consolidation: (1 week)**   Assess	-Measuring helps us understand and compare objects in the world around us. **Topic:** **Consolidation: (1 week)**   Assess	-Words like 'on', 'under', 'next to', 'behind' and 'in front' help us describe where things are. -We can move in different ways – forwards, backward, up, down. **Topic:** **Consolidation: (1 week)**   Assess	**Suggested Key Questions:** Can you sort these objects by colour/size/shape? How did you decide which group it goes in? Are there any that don't belong? Can you find something that's the same as this one? Which group has the most? How many are in this group? Which group has more? Are there any groups with the same number? Which group has the fewest? Can you count how many altogether? Can you show me your favourite fruit using pictures? Can we make a line of cubes to show how many people like apples? What does this picture tell us? Can you match the number to the group? How can we show this using blocks or counters? How do you know which group has the most? What would happen if we added one more to this group? Can you explain how you sorted the objects? What do you notice about the groups? Can you think of another way to sort them? **Key Skills and Knowledge:** **Key Skills:**

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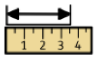
						-Sort and group objects based on simple attributes (e.g. colour, size, shape). -Count and compare groups of objects. -Begin to use language like 'more', 'less', 'same', and 'most'. -Use real objects or pictures to represent simple data. -Engage in sorting and matching games. **Knowledge:** -We can sort things into groups to help us understand them. -We can count how many are in each group. -Words like 'more' and 'fewer' help us compare groups. -Date can be shown using real objects or pictures. **Topic:** **Consolidation: (1 week)**   Assess
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.
2026-2027	**2026-2027** **Topic:**	**2026-2027** **Topic:**	**2026-2027** **Topic:**	**2026-2027** **Topic:**	**2026-2027** **Topic:**	**2026-2027** **Topic:**

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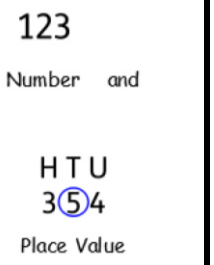
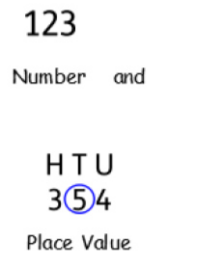
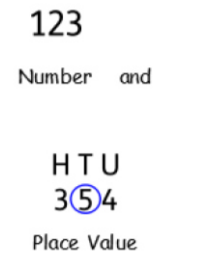
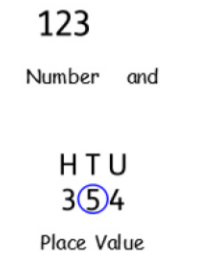
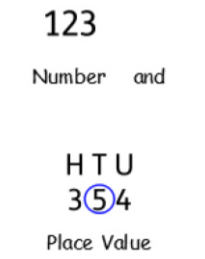
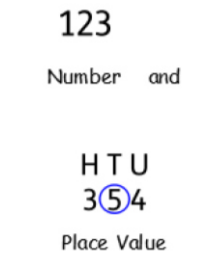
	Number: Number and Place Value (3 weeks)	**Number: Number and Place Value (2 weeks)**	**Number: Number and Place Value (2 weeks)**	**Number: Number and Place Value (2 weeks)**	**Number: Number and Place Value (1 week)**	**Number: Number and Place Value (1 week)**
	 Counting Skills	 Number Recognition and Formation	 Comparing and Ordering Numbers	 Estimating and Checking	 Place Value Understanding	 Conservation of Number
	Suggested Key Questions: Can you count from 20 to 50? What comes next? Can you count backwards from 30? What number comes before 18? What comes after? Can you spot the missing number in this sequence? Can you count how many cubes there are in this group? Can you check your counting – did you count each one? Can you estimate how many there are before you count? How can we make counting easier – can we group them? Can you count on from 12 to 20? What comes next? If you have 7 and I give you 3 more, how many do you have now? Can you count back from 15 to 5? Can you use your fingers or a number line to help you count? Can you count in 2s to 20? What	**Suggested Key Questions:** Can you find the number 42 on the number square? What number comes before 56? What comes after? Can you show me a number that is bigger than 30 but smaller than 40? Can you show me two numbers that make 100 when added together? What do you notice about the numbers in this pattern? Can you write the number 67? What do you need to remember about the digits? Which part of this number is the tens digit? Which is the ones digit? Can you write the numbers from 50 to 60 in order? Are any of your numbers reversed? Can you fix them? What helps you remember how to write tricky numbers like 5 or 8? Can you read this number word: 'seventy-	**Suggested Key Questions:** Can you put these numbers in order from smallest to biggest? Which number comes between 14 and 16? Can you find the number that comes just before 20? Can you use the number line to help you order these numbers? What do you notice about the order of these numbers? Which group has more? How do you know? Can you count both groups and tell me which has fewer? How many more are in this group than the other? Can you make two groups that are equal? What's the difference between 12 and 9? What is one more than 18? Can you show me on the number line? What is one less than 15? Can you count back to find it? If I give	**Suggested Key Questions:** How many do you think are in this group? Why do you think that? Can you make a sensible guess before we count? Do you think there are more than 10? Less than 20? What helps you make a good estimate? Can you use what you know (like groups of 5 or 10) to help you guess? Let's count to check – how close was your estimate? Was your guess too high or low? How many more or fewer was your guess than the actual number? Can you count in 2s or 10s to check more quickly? What would you do differently next time you estimate? **Key Skills and Knowledge:** **Key Skills:**	**Suggested Key Questions:** Can you tell me how many tens and how many ones are in 24? What does the 3 mean in the number 36? Can you show me 42 using tens and ones? Which number has more tens: 45 or 54? Can you build this number using base ten blocks? Can you use these dienes to make the number 31? How many tens do you need to make 50? Can you swap 10 ones for a ten stick? Can you match this number to the correct tens and ones picture? What happens if we add one more ten to this number? How do you know that 63 is bigger than 36? Can you explain how you made the number 28? What's the difference between 40 and 14? Can you find a number with 2	**Suggested Key Questions:** If we move the counters into a line, do we still have the same number? What do you think will happen if I spread them out? Can you guess how may there are without counting again? Do we need to count them again to be sure? Why or why not? What do you notice about the number when we change how they look? How do you know the number hasn't changed? Can you explain why the number stays the same even though they look different? What would you say to someone who thinks there are more now? Can you prove that the number is still 8? What helps you to remember that the number doesn't change? Can you show me that the number is the same in both groups? Can you

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	comes next? What do you notice about the numbers when we count in 10s? Can you count in 10s starting from 10? From 30? How many groups of 2 are in 10? Can you show me? **Key Skills and Knowledge:** **Key Skills:** -Rote count to 50 (and beyond with support). -Count 20 objects accurately using 1:1 correspondence. -Begin to count on from a given number. -Count in 2s and 10s independently using visual aids (e.g. number lines, bead strings). -Match numerals to quantities up to 20. -Begin to estimate small quantities before counting. **Knowledge:** -Counting can start from any number. -Counting in 2s and 10s follows a pattern (even numbers, multiples of 10). -Grouping helps make counting quicker and easier. **Topic:** **Number: Addition and Subtraction (2 weeks)**	two'? What number is it? Can you write the number word for 46? Which number is greater: 'eighty-one' or 'eighty-nine'? How do you know? Can you match the number word to the numeral? Can you write this number in both digits and words? **Key Skills and Knowledge:** **Key Skills:** -Recognise and name numbers to 20 in different formats. -Write numerals 0-20 with increasing accuracy and independence. -Begin to read and write number words to 10. -Match number words to numerals (e.g. six = 6). -Use number cards, number lines, and manipulatives to support recognition. **Knowledge:** -Numbers can be written in digits or words. -Number formation follows a consistent pattern (e.g. 1 is a straight line, 2 curves then straight). -Some numbers are tricky and need practice (e.g. 5, 8, 9).	you one more counter, how many will you have? Can you find one more and one less than this number? What happened to the number when we add or take away one? Who is third in the line? Who is fifth? Can you put these toys in order and tell me which is second? What position is the red car in? Can you use ordinal numbers to describe the order of these pictures? What comes after the fourth object? **Key Skills and Knowledge:** **Key Skills:** -Order numbers to 20 independently. -Use number lines and objects to compare numbers and quantities. -Identify one more and one less than numbers up to 20. -Use ordinal numbers to describe position up to 10th. -Begin to explain how they know which number is greater or smaller. **Knowledge:** -Numbers have a fixed order on a number line. -The difference between numbers can be shown using counting or visual aids.	-Estimate quantities up to 10 or 20 using visual cues (e.g. a handful of cubes, a group of counters). -Begin to explain why they made a certain estimate (e.g. "It looks like about 10 because I see two groups of 5.") -Use counting to check and compare their estimate with the actual number. -Begin to use estimation in simple problem-solving (e.g. "Do we have enough pencils for everyone?"). **Knowledge:** -Estimating helps us make quick decisions. -We can use what we already know (like groups of 5 or 10) to help us estimate. -Checking helps us see how close our estimate was and learn from it. **Topic:** **Number: Addition and Subtraction (1 week)** 3+1+2= Addition and 3-1-2= Subtraction	tens and 5 ones? If I give you 3 tens and 4 ones, what number do you have? **Key Skills and Knowledge:** **Key Skills:** -Recognise and read two-digit numbers up to 50. -Use base ten equipment (e.g., dienes) to represent tens and ones. -Partition numbers into tens and ones (e.g., 34 = 30 + 4). -Match visual representations (e.g., 3 tens and 2 ones) to numerals. -Begin to explain how a number is made using place value language. **Knowledge:** -Two-digit numbers are made up of tens and ones. -The first digit in a two-digit number shows how many tens. -The second digit shows how many ones. -Place value helps us understand the size of a number. **Topic:** **Number: Multiplication and Division (2 weeks)**	rearrange these and tell me how many there are without counting? Can you make a group that looks different but has the same number? **Key Skills and Knowledge:** **Key Skills:** -Confidently count 10-20 objects in different arrangements (e.g., circle, line, scattered). -Explain that the number hasn't changed even though the layout has. -Begin to predict that the total will stay the same before recounting. -Use reasoning to explain why the number is conserved. **Knowledge:** -Rearranging objects does not add or take away from the total. -Conservation of number is a consistent rule in maths. -We can trust our counting even when things look different. **Topic:** **Number: Fractions (2 weeks)**

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	3+1+2= Addition and 3-1-2= Subtraction Conceptual Understanding **Suggested Key Questions:** Can you show me two numbers that make 10? What do you notice when we add numbers in a different order? If we know 6 + 4 = 10, what else do we know? Can you use a part-whole model to show how you made that number? What happens to the total when we add more? If we start with 10 and take away 3, how many are left? Can you show me the subtraction using cubes or a number line? What's the difference between 9 and 5? Can you find the missing part in this number sentence: 10 -? = 6 How can we check our subtraction using addition? How do you know your answer is right? Can you explain what happened when you added/took away?	**Topic:** **Number: Addition and Subtraction (2 weeks)** 3+1+2= Addition and 3-1-2= Subtraction Mental Strategies and Number Facts **Suggested Key Questions:** Can you tell me two numbers that make 10? What do you know that helps you solve 6 + 4? Can you remember a number bond to 5? What number goes with 7 to make 10? Can you find all the ways to make 6? Can you count on from 5 to add 3 more? What's double 4? How do you know? If you know 3 + 3, can you work out 3 + 4? Can you use your fingers or a number line to help? What's a quick way to add 9 + 1? Can you count back from 10 to take away 3? If you know 10 - 6 = 4, what else do you know? What's the difference	-Ordinal numbers follow a pattern (e.g. 1st, 2nd, 3rd, 4th…). **Topic:** **Number: Addition and Subtraction (2 weeks)** 3+1+2= Addition and 3-1-2= Subtraction Written Methods and Formal Calculation **Suggested Key Questions:** Can you write a number sentence to match your cubes? What does this number sentence mean? Can you use a part-whole model to show how you made this number? Can you draw a number line to help you solve this? What do the numbers and symbols in your sentence tell us? Can you count on using the number line? Where do you start? Can you show how you split the number into parts? What happens when you jump back 3 on the number line? Can you	Problem Solving and Reasoning **Suggested Key Questions:** What is the question asking us to find out? What do we know already? What do we need to find? Can you show me the problem using cubes or a drawing? What's the important information in this problem? What could we do first? Can you use a number line or part-whole model to help? What number facts do you know that could help? Can you think of a different way to solve it? What happens if we try it this way? How did you work it out? Why did you choose that method? Can you explain your thinking using maths words? What do you notice about the numbers? Can you prove your answer is right? Does your answer make sense? Can you check it using a different method? What would happen if we changed the numbers? Can you explain your answer to a friend? What did you learn from solving this problem?	3x2= Multiplication and 4÷2= Division **Suggested Key Questions:** Can you make 4 grouos of 2 counters? How many are there altogether? Are all the groups equal? What does 3 groups of 5 look like? Can you draw a picture to show your groups? Can you count in 2s/5s/10s to find the total? What number comes next if we count in 5s? How many altogether if we have 3 groups of 2? Can you show this as repeated addition? What pattern do you notice when we count in 10s? Can you share 12 cubes between 3 people? How many does each person get? Can you group 10 counters into 2s – how many groups? What happens if we try to share 7 between 2? Is there anything left over? How do you know your groups are equal? Can you solve this problem another way? What would happen if we added one	$\frac{7}{10}$ Fractions **Suggested Key Questions:** Can you show me half of this shape? Which part is the quarter? How many qaurters make a whole? Is this shape split into equal parts? Can you find something that is cut into four equal parts? Can you share these 8 counters into 2 equal groups? What is half of 6? Can you find a quarter of 12 cubes? How many are in each group if we split them into 4 equal parts? Can you use blocks to show me a quarter? Can you fold the paper to show half? What do you notice about the two halves? Can you coour one quarter of this shape? How do you know the parts are equal? Can you draw a shape and split it into quarters? How do you know it's a half? What would happen if we didn't share it equally? Can you find a different way to show a quarter? Is this fair sharing – why or why not? Can you explain how you worked it out?

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	What would happen if we changed the numbers? Why does this number sentence make sense? Can you prove your answer in a different way? Can you build a number using two parts? Can you show this number sentence with a bar model? Can you find different ways to make the same total? Can you match this story to the number sentence? Can you use a number line to show how you solved it? **Key Skills and Knowledge:** **Key Skills:** -Use part-whole models to show how numbers are made (e.g. 5 is 2 and 3). -Solve simple addition and subtraction problems using pictures or objects. -Begin to use number lines to count on or back. -Recognise and use number bonds to 10. -Explain what is happening in an addition or subtraction story. **Knowledge:** -Numbers can be split into parts and put back together. -Addition and subtraction are	between 8 and 5? Can you use a number bond to help you subtract? What happens when we take away 0? How did you work that out in your head? Can you explain your thinking? What do you notice about these number facts? Can you use a fact you already know to help? Why is that a good strategy? Can you show me that on a number line? Can you use cubes to show 7 + 3? Can you find a pattern in these number facts? Can you sort these facts into ones you know and ones you're learning? Can you make a number sentence using these counters? **Key Skills and Knowledge:** **Key Skills:** -Recall number bonds to 5 and begin to recall bonds to 10. -Use counting on and back to solve addition and subtraction within 10. -Use doubles and near doubles (e.g. 4 + 4, 4 + 5). -Begin to use known facts to solve new problems (e.g. if 3 + 2 = 5, then 3 + 3 = 6).	use a ten frame to help you solve this? Can you show me how you worked it out using your diagram? Why did you choose that method? Can you explain your steps? How do you know your answer is right? Can you check your work using a different method? What do you notice about the numbers used? Can you match the number sentence to the part-whole model? Can you use counters to build the problem and then write it? Can you draw a picture to show what happened? Can you solve this problem using a number line and explain how? Can you find a different way to show the same calculation? **Key Skills and Knowledge:** **Key Skills:** -Record addition and subtraction using number sentences (e.g. 7 – 3 = 4). -Use number lines to count on or back to solve problems. -Represent problems using part-whole models and ten frames. -Begin to use structured jottings (e.g. tally	**Key Skills and Knowledge:** **Key Skills:** -Solve simple one-step problems involving addition and subtraction. -Use visual models (e.g. part-whole, number lines) to support problem solving. -Begin to explain their thinking using simple mathematical language. -Choose appropriate resources to help solve a problem. -Begin to identify and correct simple errors. **Knowledge:** -We can use what we know (like number bonds) to help solve problems. -Diagrams and models help us understand and explain problems. -Reasoning means thinking about why something works or doesn't. -We can check our answers by doing the opposite operation. **Topic:** **Measurement: Mass and Volume (1 week)**	more group? Can you explain how you worked it out? Which strategy helped you the most – drawing, counting, or using objects? **Key Skills and Knowledge:** **Key Skills:** -Count in 2s, 5s, and 10s confidently using number lines, songs and objects. -Make and describe equal groups using concrete resources. -Solve simple multiplication problems using repeated addition (e.g. 2 + 2 + 2). -Share and group objects equally to solve division problems. -Begin to use arrays and pictorial respresentations to show multiplication and division. **Knowledge:** -Multiplication is repeated addition (e.g. 3 groups of 2 is 2 + 2 + 2). -Division is sharing or grouping equally (e.g. 6 shared between 2 is 3). -Arrays help us see multiplication and division visually. -We can use number lines, counters, and drawings to help solve problems.	**Key Skills and Knowledge:** **Key Skills:** -Recognise and name halves and quarters of shapes and objects. -Share a set of objects into 2 or 4 equal groups. -Begin to find half and quarter of a quantity using concrete resources. -Use visual models (e.g. fraction circles, paper folding) to explore parts of a whole. **Knowledge:** -A quarter means four equal parts. -We can find a half or quarter of a shape or group by dharing equally. -Fractions must be equal parts of the whole. -We can use pictures, objects, and numbers to show fractions. **Topic:** **Measurement: Time (2 weeks)**  **Suggested Key Questions:**

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connected (inverse operations).
-You can count on to add and count back to subtract.
-Number sentences can match real-life stories.
-Knowing number bonds helps us to solve problems more quickly.

Topic:

Geometry: Shape (2 weeks)

Shape

Suggested Key Questions:

Can you name this shape? What 2D shapes can you see in this picture? Which 3D shapes can you find in the classroom? Can you find a shape with 6 faces? What shapes do you see on the faces on this cube? How many sides does this shape have? Are all the sides the same length? How many corners does the shape have? What do you notice about the faces of this 3D shape? Does this shape have flat or curved surfaces?

-Use a number line or mental images to support thinking.
Knowledge:
-Number bonds help us solve problems quickly.
-Doubles are useful facts we can remember.
-We can use what we know to figure out new facts.
-Mental strategies help us work things out without always counting.

Topic:

Measurement: Money (2 weeks)

Money

Suggested Key Questions:

What coin is this? How do you know? Can you find a coin that is worth more than this one? Which coin is worth the most? Can you name all the coins you see here? What's the difference between a 1p and a 2p coin? How many 1p coins do we need to make 5p? Can you count these 2p coins – how much do

marks, dots, or number bonds).
-Solve simple word problems using written methods and visual supports.
Knowledge:
-Number lines help us count on and back to solve problems.
-Part- whole models show how numbers are made or split.
-We can write number sentences to match what we do with objects or pictures.
-Writing down our thinking helps us solve and explain problems.

Topic:

Measurement: Length and Height (2 weeks)

Length and

Height

Suggested Key Questions:

Can you put these objects in order from shortest to longest? Which one is the tallest out of these three? Can you find something longer than your pencil but shorter than your book? How do you

Mass and

Volume

Suggested Key Questions:

Can you use cubes to find out how heavy this object is? Which object is heavier – how do you know? How many blocks does it take to balance the scale? Can you find something that weighs more than 10 cubes? Can you use the balance scale to check your guess? How many cups of water fill this jug? Which container holds more? Can you measure how much water is in the bottle? Is this container full, half full, or nearly empty? Can you pour until both containers hold the same amount? What did you use to measure it? Can you show me how to use the measuring jug? How many millilitres are in the jug? Can you find something that weighs about 1 kilogram? What unit did you use – blocks, cups or grams? What happens if we add more water – will it

Topic:

Geometry: Position and Direction (2 weeks)

Position and

Direction

Suggested Key Questions:

Is the object above or below the table? Can you place the toy to the left of the box? What is next to the chair? Can you describe where the ball is using 'left' or 'right'? What's between the two books? Can you follow these steps to move the toy? What direction did you turn – left or right? Can you give me directions to get to the door? How many steps forward do you need to take? Can you tell your partner how to move the car to the finish line? Can you make a quarter turn to the left? What happens if you do a half turn? Can you turn the arrow to face the other way? How many turns do you need to face the same way again? Is that a quarter, half, or full

Can you show me where the big hand is pointing? What time does the clock say? Is it o'clock or half past? What happens when the minute hand goes all the way around? Can you find the clock that shows 3 o'clock? What day is it today? What comes after Wednesday? Can you name the months of the year? How many days are in a week? What month is your birthday in? What do we do first in the morning? Can you put these events in the right order? What takes longer – brushing your teeth or eating lunch? How long does it take for the timer to finish? Can you tell me what happens next? How do you know it's half past? What would happen if we skipped lunchtime? Can you explain how you worked out the time? Why do we need to know what time it is? Can you help me plan our day using the clock?

Key Skills and Knowledge:
Key Skills:
-Sequence events in order using pictures or stories.
-Begin to read and understand o'clock times on an analogue clock.

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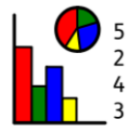
	Can you sort these shapes by the number of sides? Which shapes are similar? Which shapes are different? Can you find a shape that has more corners than this one? How are a square and rectangle the same? How are they different? Can you group the 3D shapes by how many faces they have? Can you make a picture using only triangles and rectangles? What shapes did you use to build your model? Can you describe the shapes in your pattern? What shapes can you see in this building/toy/object? Can you find a shape that looks the same when you turn it? **Key Skills and Knowledge:** **Key Skills:** -Name and describe common 2D shapes (circle, square, triangle, rectangle, hexagon). -Name and describe common 3D shapes (cube, cuboid, sphere, cone, cylinder). -Use language to describe properties (e.g. sides, corners, faces, edges). -Sort and group shapes based on properties.	we have? Can you use these coins to make 10p? What coins could you use to make 6p? Can you count in 2s or 5s to help you add the coins? How much does this cost? Do you have enough money to buy it? Can you find the right coins to pay for this? What could you buy with 10p? Can you make the same amount in a different way? How do you know that's the right amount? Why did you choose those coins? Can you explain how you made 8p? What would happen if you used a different coin? Can you show me another way to make the same amount? **Key Skills and Knowledge:** **Key Skills:** -Recognise and name a wider range of coins and notes (1p to £2, £5 note). -begin to understand the value of coins (e.g. 2p is worth two 1p coins). -Count small amounts of money using the same coin (e.g. five 2p coins). -Match coins to prices up to 10p or 20p.	know which is the longest? How many cubes long is your toy car? Can you measure this using paperclips? How many centimetres long is this line? Can you show me how to use the ruler? What number does the ruler point to? Can you tell me how long it is? What unit did you use to measure it? Can you write down your measurement? Is it more or less than 10 centimetres? What did you find out? What would happen if we added another cube? Can you estimate how long it is before you measure? Why do we use a ruler instead of our hands? Can you find two things that are the same length? How can we check if our measurement is correct? **Key Skills and Knowledge:** **Key Skills:** -Use standard and non-standard units to measure (e.g. cubes, paperclips, rulers). -Compare and order three or more objects by length or height. -Begin to use a ruler to measure in centimetres with support.	overflow? Can you estimate how much it will hold before you pour? Why do we use measuring jugs instead of guessing? Can you find two things that weigh the same? How can we make the scale balance? **Key Skills and Knowledge:** **Key Skills:** -Use non-standard units to measure mass (e.g. cubes, blocks) and volume (e.g. cups, spoons). -Compare and order three or more objects by mass or volume. -Begin to use balance scales and measuring jugs with support. -Record and talk about measurements using simple numbers and units. -Solve simple practical problems involving mass and volume. **Knowledge:** -We can measure how heavy or full something is using objects or tools. -Non-standard units help us compare when we don't have scales or jugs. -We can describe and record measurements using numbers (e.g. 5 cubes heavy).	turn? How do you know which way is left? What would happen if we turned the robot the other way? Can you explain how you moved from start to finish? What's the quickest way to get there? Can you find a different route using the grid? **Key Skills and Knowledge:** **Key Skills:** -Use and understand more precise positional language (e.g. left, right, above, below). -Follow and give simple directions using movement and position. -Describe turns and movement (e.g. quarter turn, half turn). -Use maps, grids, or floor plans to explore position and direction. -Begin to use directional language in problem-solving and games. **Knowledge:** -We can describe position using words like 'left', 'right', 'abo'e' and 'below'. -A quarter turn means turning 90 degrees; a half turn means turning 180 degrees. -Directions help us move from one plave to another.	-Use vocabulary such as 'hour', 'minute', 'day', and 'week'. -Recognise days of the week and months of the year. -Use timers and clocks in practical activities (e.g. cooking, games). **Knowledge:** -A clock shows us the time using hands and numbers. -There are 24 hours in a day, and 60 minutes in an hour. -We use calendars to track days, weeks, and months. -Time can be measured and used to organise our day. **Topic:** **Statistics (1 week)**  Statistics **Suggested Key Questions:** What question could we ask the class? How can we record everyone's answers? Can you make a tally for each answer? How many people chose apples? Can you sort the

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

	-Begin to recognise shapes in different orientations and sizes. **Knowledge:** -Shapes can be described by their properties (e.g. a square has 4 equal sides). -3D shapes have faces, edges and vertices. -Shapes can look different but still be the same type. -We can sort and compare shapes by how many sides, corners, or faces they have. **Topic:** **Consolidation: (1 week)**  	-Use coins to make simple totals in role-play or practical tasks. **Knowledge:** -Each coin has a value, and we can use different coins to make the same amount. -We can count in 1s, 2s, 5s and 10s to count money. -Notes are worth more than coins. -We can use money to pay for things and get change. **Topic:** **Consolidation: (1 week)**  	-Record and talk about measurements using numbers and units. -Solve simple problems involving length and height in practical contexts. **Knowledge:** -We can measure using objects or tools like rulers. -Standard units (like centimetres) help us measure more accurately. -We can write down measurements using numbers and units (e.g. 10 cm). -Measuring helps us solve problems like 'will it fit?' or 'which is longer'? **Topic:** **Consolidation: (1 week)**  	-Measuring helps us solve problems like 'which holds more?' or 'which is heavier?' **Topic:** **Consolidation: (1 week)**  	-Maps and grids help us show where things are. **Topic:** **Consolidation: (1 week)**  	data into a table? Can you show this data using pictures? How many pictures do we need for bananas? What does each picture stand for? Can you make a pictogram to show our favourite colours? How can we show the same data in a different way? Which is the most popular? Which has the fewest votes? Are there any that are the same? How many more people chose red than blue? What does the chart tell us? How do you know which one has the most? What would happen if one more person chose yellow? Can you explain what your chart shows? What do you notice about the results? Can you think of a different way to ask the question? **Key Skills and Knowledge:** **Key Skills:** -Collect simpe data through practical activities (e.g. favourite fruit, eye colour). -Represent data using pictograms and tally charts with support. -Interpret simple data by answering questions like, 'which has the most?' -Begin to organise data into tables or charts.

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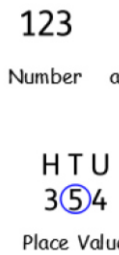
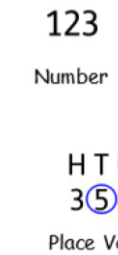
						-Use counting and comparison to describe what the data shows. **Knowledge:** -Data is information we can collect and count. -We can show data using pictures, tallies, or simple charts. -We can ask and answer questions about data (e.g. 'how many like apples?') -Charts help us see patterns and compare information. **Topic:** **Consolidation: (1 week)** 
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.
2027-2028	**2027-2028** **Topic:** **Number: Number and Place Value (3 weeks)**  Counting Skills	**2027-2028** **Topic:** **Number: Number and Place Value (2 weeks)**  Number Recognition and Formation	**2027-2028** **Topic:** **Number: Number and Place Value (2 weeks)**  Comparing and Ordering Numbers	**2027-2028** **Topic:** **Number: Number and Place Value (2 weeks)**  Estimating and Checking	**2027-2028** **Topic:** **Number: Number and Place Value (1 week)**  Place Value Understanding	**2027-2028** **Topic:** **Number: Number and Place Value (1 week)**  Conservation of Number

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	Suggested Key Questions: Can you count from 45 to 100? What patterns do you notice? Can you count backwards from 100 to 80? What number comes 3 before 67? What comes 5 after? Can you spot the mistake in this number sequence? Can you count these quickly by grouping them? How many are there altogether? Can you check in a different way? Can you estimate how many there are before counting? If I add 5 more, how many will there be now? Can you count in 1s, 2s, 5s, or 10s from any number? How can counting help you solve this problem? Can you count on finding the total? Can you count back to find the difference? What strategy did you use to count? Why? Can you count in 2s and 10s to 100? What do you notice? How many groups of 10 are in 70? How do you know? Can you use counting in 2s or 10s to solve this problem? What's the same and different about counting in 2s and 10s?	**Suggested Key Questions:** Can you find the number 87 on the hundred square? What is the value of each digit in 64? Which number is greater: 73 or 37? How do you know? Can you find a number between 45 and 50? What patterns do you notice in the numbers from 90 to 100? Can you write the number 92? What do the digits mean? Are your digits the right way round? Can you check? Can you write the numbers from 60 to 70 in order? What helps you remember how to form tricky numbers like 8 or 9? Can you write a two-digit number that ends in 5? Can you read this number word: 'seventy-eight'? What number is it? Can you write the number 46 in words? Which number is greater: 'eighty-two' or 'eighty-seven'? How do you know? Can you match these number words to the correct numerals? Can you write this number in both digits and words? **Key Skills and Knowledge:** **Key Skills:**	**Suggested Key Questions:** Can you put these numbers in order from smallest to largest? Which number is the greatest? Which is the smallest? Can you explain how you know which number comes first? What happens to the order if we add 10 to each number? Can you find a number that comes between 48 and 52? How many more is 72 than 65? What's the difference between 90 and 83? Can you use a number line to show the difference between these two numbers? Which group has more? How do you know without counting each one? Can you estimate which group has fewer? What is one more than 99? What is one less? Can you find one more and one less than this number using a hundred square? How does the number change when we add or subtract one? Can you explain how you know what one more or one less is? Can you find a number that is one more than 58 and one less than 60? What position is the 7th person in the line? Can you describe the order	**Suggested Key Questions:** Can you make a sensible estimate? What helped you decide? How many do you think there are? Can you explain your thinking? Can you group the objects to help you estimate more accurately? Is your estimate closer to 20 or 30? Why? What strategy did you use to make your estimate? Let's count to check- how close was your estimate? Was your estimate too high or too low? By how much? Can you count in 2s, 5s, or 10s to check more quickly? Does your answer make sense? How do you know? What could you do next time to make your estimate even better? **Key Skills and Knowledge:** **Key Skills:** -Estimate quantities up to 30 or more using grouping strategies (e.g. "It looks like 3 groups of 10.") -Justify their estimates using reasoning and visual patterns. -Use estimation to check the reasonableness of answers in real-life	**Suggested Key Questions:** Can you tell me how many tens and ones are in 76? What does the 8 mean in the number 84? Can you show me 92 using base ten blocks or a place value chart? Which number has more tens: 67 or 76? How do you know? Can you build a number with 5 tens and 3 ones? How do you know that 82 is greater than 78? Can you explain how you portioned the number 59? What happens to a number if we add 10 more? What about 1 more? Can you find two numbers that have the same number of tens but different ones? If I give you 4 tens and 9 ones, what number do you have? What if I add one more? Can you use place value to help you solve this problem? How does knowing the tens and ones help you compare these numbers? Can you find a number that is 10 more than 46? What about 10 less? Can you explain why 73 is smaller than 75 using place value? What number has 6 tens and 0 ones? Can you write it in digits and words?	**Suggested Key Questions:** If we move the cubes into a circle, how many do we have now? What do you expect the total to be before we count? Can you use what you know to tell me the number without counting? If I hide some and then show them again, has the number changed? What would happen if we made two groups – do we still have the same total? Why do you think the number stayed the same? Can you explain how you know it's still 12? What mistake might someone make when they see the objects moved? How can you prove that the number hasn't changed? What maths words can you use to explain your thinking? Can you rearrange these and explain why the number is still the same? Can you find a way to show the same number in a new layout? Can you spot the mistake in how this person counted? Can you use a number frame or tens frame to show it's still 10? Can you show me two different ways to arrange 15 counters? **Key Skills and Knowledge:** **Key Skills:**

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	Key Skills and Knowledge: **Key Skills:** -Rote count to 100 and beyond. -Count objects in groups (e.g., 2s, 5s, 10s) and understand repeated addition. -Use counting to solve simple problems (e.g., "How many socks in 3 pairs?"). -Count backwards from 50 or 100. -Estimate and check quantities up to 30. -Use counting strategies in games, money, and time contexts. **Knowledge:** -Counting in steps (2s, 5s, 10s) is a foundation for multiplication. -Backward counting helps with subtraction and understanding number lines. -Estimating is useful when exact counting isn't needed. **Topic:** **Number: Addition and Subtraction (2 weeks)**	-Recognise, read, and write numbers to 100. -Write numerals clearly and consistently, including two-digit numbers. -Read and write number words to 20 and beyond with support. -Use numbers in real-life contexts (e.g. writing prices, page numbers, dates). -Begin to spell number words correctly. **Knowledge:** -Numbers can be broken into tens and ones (e.g. 42 = 40 + 2). -Number words follow patterns (e.g., "twenty-one", "thirty-five"). -Accurate number formation helps place value and calculation. **Topic:** **Number: Addition and Subtraction (2 weeks)** 3+1+2= Addition and 3-1-2= Subtraction Mental Strategies and Number Facts	of these objects using ordinal numbers? If the red car is third and the blue car is fifth, which car is in between? Can you write the ordinal number for the 9th place? How do ordinal numbers help us describe position? **Key Skills and Knowledge:** **Key Skills:** -Order numbers to 100 using place value knowledge. -Compare two-digit numbers using tens and one (e.g. 42 is greater than 36). -Identify one more and one less for numbers up to 100. -Use ordinal numbers confidently in real-life contexts (e.g. dates, races, instructions). -Solve simple problems involving ordering and comparing numbers. **Knowledge:** -Place value helps us compare numbers (e.g. 60 is greater than 59 because of the tens digit). - "One more" and "one less" can be applied to any number up to 100. -Ordinal numbers are useful for describing order and sequence in everyday life. **Topic:**	contexts (e.g. "Do we have enough chairs for the class?"). -Reflect on how close their estimate was and adjust future guesses accordingly. **Knowledge:** -Estimation is a useful skill in everyday life and maths. -We can use known facts (like 5s and 10s) and visual patterns to make better estimates. -Estimating and checking help us become more confident and accurate with numbers. **Topic:** **Number: Addition and Subtraction (1 week)** 3+1+2= Addition and 3-1-2= Subtraction Problem Solving and Reasoning **Suggested Key Questions:** What is the problem asking you to do? What do you already know	**Key Skills and Knowledge:** **Key Skills:** -Recognise, read, and write two-digit numbers up to 100. -Confidently partition numbers into tens and ones (e.g., 76 = 70 + 6). -Use place value to compare and order numbers (e.g., 82 > 75 because 8 tens is more than 7 tens). -Use place value knowledge to solve simple problems (e.g., What is 10 more than 43?). -Explain reasoning using place value vocabulary (e.g., It has 6 tens and 2 ones, so it's 62). **Knowledge:** -Place value helps us understand and work with numbers efficiently. -Tens and ones can be used to build and break apart numbers. -Understanding place value supports addition, subtraction, and number comparison. **Topic:** **Number: Multiplication and Division (2 weeks)**	-Apply conservation of number confidently in practical and problem-solving contexts. -Explain clearly why the number stays the same using mathematical language. -Use conservation of number to support mental strategies (e.g., I don't need to count again – I know it's still 12.) -Identify when others make errors in counting due to changes in arrangement. **Knowledge:** -Conservation of number is a foundational concept that supports place value, addition, and subtraction. -Visual appearance can be misleading – what matters is the count. -Trusting the count helps build confidence and efficiency in maths. **Topic:** **Number: Fractions (2 weeks)** 7/10 Fractions **Suggested Key Questions:**

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	3+1+2= Addition and 3-1-2= Subtraction Conceptual Understanding **Suggested Key Questions:** How do you know these two numbers make 20? Can you explain why 13 + 7 is the same as 7 + 13? What strategy did you use to add these numbers? Can you use a bar model to show how you solved it? If you already know 8 + 2 = 10, how does that help with 18 + 2? What does the number sentence 15 – 6 mean? Can you show the subtraction on a number line or with a diagram? How can you check your answer using addition? What's the difference between 14 and 9? How do you know? Can you explain how you found the missing number in 12 - _ = 5? Why does your method work? Can you explain your thinking using maths words?	**Suggested Key Questions:** Can you recall all the number bonds to 10? What about 20? If you know 7 + 3 = 10, what else can you work out? What number goes with 16 to make 20? Can you use your number bonds to help solve this problem? What do you notice about the pattern in these number facts? Can you use 'make 10' to solve 8 + 5? What's double 6? What's double 6 + 1? Can you add 9 + 6 by thinking of 10 + 5? What's the quickest way to add these numbers in your head? Can you explain how you used a known fact to help you? If you know 17 – 7 = 10, what else do you know? Can you count back or count on to find out the difference? How can you use number bonds to subtract from 20? What's the best strategy for solving 14 – 6 mentally? Can you explain how you checked your answer? What strategy did you choose and why? Can you explain your thinking using maths words? How do you know your answer is correct? Can you solve it a different way?	**Number: Addition and Subtraction (2 weeks)** 3+1+2= Addition and 3-1-2= Subtraction Written Methods and Formal Calculation **Suggested Key Questions:** Can you show me how you solved it using a number line or column method? What does each part of your number sentence mean? Can you explain how you lined up the numbers? What happens when you need to regroup or exchange? Can you use a bar model to show the problem? Which method did you choose and why? Can you solve this using a different written method? How do you know when to use a number line or a column method? Can you show how you used place value to help you? What do you do first when solving a	that can help? What's the first step you could take? Can you draw a model or diagram to help you understand it? What strategy do you think will work best? Can you use a number line, bar model, or part-whole model to solve it? What number facts or mental strategies can help you? Can you solve it in more than one way? What happens if you try a different method? Can you explain each step as you go? Why did you choose that method? How do you know your answer is correct? Can you prove your answer using a different strategy? What would you say to someone who got a different answer? What patterns or connections do you notice? Can you check your answer using the inverse operation? Does your answer make sense in the context of the problem? What did you learn from solving this? What would you do differently next time? Can you explain your thinking to a partner? **Key Skills and Knowledge:** **Key Skills:**	3x2= Multiplication and 4÷2= Division **Suggested Key Questions:** Can you tell me what 2 x 5 is? How do you know that 3 x 10 = 30? Can you use a number line or array to show 4 x 2? What does this multiplication mean? Can you find a pattern in the 5 times table? What does 10 \ 2 mean? Can you show me how to divide 12 into 3 equal groups? How many groups of 5 are in 20? Can you use counters or drawings to help you divide? What's the difference between sharing and grouping? If 2 x 5 = 10, what division fact can you make? How are multiplication and division connected? Can you use your multiplication facts to help you divide? What happens if we swap the numbers around? Can you check your answer using the inverse? Can you explain how you worked it out? Is there another way to solve	Can you show me one third of this shape? How many quarters are there in a whole? What does the numerator tell us? What does the denominator mean? Can you find ¾ of this shape or group? What is ½ of 10? Can you find 1/3 of 9 using counters? How many are in ¾ of 12? Can you use a number line to help you? What strategy did you use to find the answer? Cn you colour ¾ of this shape? How do you know the parts are equal? Can you draw a bar model to show 1/3? What do you notice about the size of the parts? Can you show the same fraction in a different way? How do you know that's one third? Can you explain how you found ¾ of 8? What would happen if the parts weren't equal? Can you find a different way to solve it? Why is it important to share equally when finding fractions? **Key Skills and Knowledge:** **Key Skills:** -Recognise, name, and write ½. ¼, ¾ and 1/3 of shapes and quantities. -Use concrete and pictorial methods to find fractions of numbers (e.g. ½ of 10).

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	What would you say to someone who got a different answer? Can you prove your answer in more than one way? How do you know your answer is reasonable? Can you show this problem using a part-whole model or bar model? Can you draw a picture or diagram to explain your thinking? Can you find another way to solve the same problem? Can you spot the mistake in this number sentence? Can you create your own story problem for this number sentence? **Key Skills and Knowledge:** **Key Skills:** -Use bar models and part-whole diagrams to represent problems. -Explain why addition and subtraction work using mathematical language. -Identify missing parts in number sentences (e.g. 7 + _ = 10). -Use known facts to solve new problems (e.g. if 6 + 4 = 10, then 16 + 4 = 20). -Spot errors in reasoning and explain corrections. **Knowledge:** -Addition and subtraction help us	What would you say to someone who got a different answer? Can you show your thinking on a number line or with a bar model? Can you use a part-whole model to explain your strategy? Can you sort these facts into ones you know and ones you want to practise? Can you create your own number fact puzzle for a friend? Can you spot the mistake in this number sentence? **Key Skills and Knowledge:** **Key Skills:** -Recall number bonds to 10 and begin to recall bonds to 20. -Use known facts to derive related facts (e.g. 6 + 4 = 10, so 16 + 4 = 20). -Use mental strategies such as: *Counting on/back in steps. *Making 10 to add (e.g. 8 + 5 -> 8 + 2 + 3). *Using near doubles. -Solve simple problems mentally using number facts. -Explain and justify mental strategies used. **Knowledge:** -Number facts can be used flexibly to solve problems. -Making 10 is a helpful strategy for adding.	two-digit subtraction? Can you explain each step of your working out? How do you know if your answer is correct? Can you check your answer using the inverse operation? What would you say to someone who made a mistake here? What do you notice about the numbers in this calculation? Can you draw a bar model or part-whole diagram to match your number sentence? Can you show your working using place value counters or drawings? Can you explain your method using a number line? Can you match this written method to a real-life story problem? Can you create your own problem and solve it using a written method? **Key Skills and Knowledge:** **Key Skills:** -Use structured methods such as: *Number lines (jumping in steps) *Bar models *Part-whole diagrams -Begin to use expanded column methods with visual support (e.g. place value counters).	-Solve one- and two-step problems using addition and subtraction. -Use reasoning to explain choices and justify answers. -Identify patterns and relationships in number problems. -Use bar models, number lines, and part-whole models to plan and solve. -Spot and explain errors in reasoning or calculation. **Knowledge:** -Problem solving involves choosing the right strategy and checking it works. -Reasoning helps us explain and prove our answers. -We can use known facts and patterns to solve new problems. -Explaining our thinking helps others understand and helps us learn. **Topic:** **Measurement: Mass and Volume (1 week)**  Mass and  Volume	this problem? What strategy did you use – drawing, counting, or using facts? Can you solve this word problem using multiplication or division? How do you know your answer is correct? **Key Skills and Knowledge:** **Key Skills:** -Recall and use multiplication and division facts for 2, 5, and 10 times tables. -Use arrays, number lines, and grouping strategies to solve problems. -Solve word problems involving multiplication and division using concrete and pictorial methods. -Understand the relationship between multiplication and division (inverse operations). -Begin to use symbols (x, \, =) in number sentences with support. **Knowledge:** -Multiplication and division are related (e.g. 2 x 5 = 10 and 10 \ 2 = 5). -Times tables help us solve problems more quickly. -We can use different strategies (e.g. drwaing,	-Understand and use the terms numerator and denominator with support. -Solve simple problems involving fractions in real-life contexts (e.g. sharing food, dividing groups). **Knowledge:** -The numerator tells us how many parts we have; the denominator tells us how many equal parts the whole is divided into. -1/2, ¼, 1/3 and ¾ are common fractions we use to describe parts of a whole. -Fractions can describe parts of shapes, sets, and quantities. -Fractions are used in everyday life (e.g. sharing, cooking, measuring). **Topic:** **Measurement: Time (2 weeks)**  **Suggested Key Questions:** What time does the clock show? Is it quarter past,

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

	understand how numbers relate. -We can use models and diagrams to show our thinking. -Understanding the structure of numbers helps with problem solving. -Inverse operations help us check our answers. -Conceptual understanding supports mental maths and confidence. **Topic:** **Geometry: Shape (2 weeks)**  Shape **Suggested Key Questions:** What 2D shapes can you see on the faces of this 3D shape? Can you describe this shape using its sides and corners? How many faces, edges, and vertices does this 3D shape have? What's the difference between a square and a rectangle? Can you name a shape that has	-We can use patterns in numbers to help us remember facts. -Mental maths helps us work efficiently and confidently. **Topic:** **Measurement: Money (2 weeks)**  Money **Suggested Key Questions:** Can you name all the coins and notes you see here? Which coins could you use to make £1? What's the difference between a £1 coin and a £2 coin? Can you find a coin that is worth more than this one? Which coins would you use to pay for something that costs 75p? Can you count these coins – how much do you have altogether? Can you make 50p using different coins? What's another way to make the same amount? Can you add these coins together in your head? Can you use counting in 2s, 5s, or	-Solve two-step problems using written strategies. -Check answers using inverse operations or estimation. -Explain written methods using mathematical language. **Knowledge:** -Written methods help us solve more complex problems clearly. -We can use diagrams and models to plan and check our work. -Place value helps us line up numbers correctly in written methods. -We can use the opposite operation to check our answers. **Topic:** **Measurement: Length and Height (2 weeks)**  Length and  Height **Suggested Key Questions:** Can you show me how to measure this using a ruler or metre stick? Where do you start measuring from on the ruler? What does the	**Suggested Key Questions:** Can you show me how to use the scale to measure in grams? How many grams does this object weigh? Is it heavier or lighter than 1 kilogram? Can you find two objects that weigh the same? Can you estimate the weight before you measure? How many millilitres are in the jug? Is this more or less than 1 litre? Can you pour exactly 250ml? Which container holds the most liquid? Can you measure how much water is left? What unit are you using – grams, kilograms, millilitres, or litres? Where do you start reading on the scale or jug? Can you write down the measurement using the correct unit? How do you know your measurement is accurate? Can you check your measurement again? If this weighs 300g and that weighs 200g, how much do they weigh altogether? How much more do we need to make 1 litre? Can you solve this problem using a number line or drawing? Why is it	grouping, arrays) to help us understand. -Symbols like x and \ show us what kind of operation to do. **Topic:** **Geometry: Position and Direction (2 weeks)**  Position and  Direction **Suggested Key Questions:** Can you describe where the object is using left, right, above, or below? What is to the left of the red square? Can you tell me what's between these two objects? Where would you go if you moved one step forward and then turned right? Can you describe the positon of the treasure on the map? Can you make a quarter turn clockwise? What's the difference between a half turn and a three-quarter turn? Which way is anti-clockwise? How many quarter turns make a full turn? Can you sescribe the	half past, or quarter to? Where is the minute hand pointing? Can you show me 3 o'clock on the clock? What's the difference between the hour hand and the minute hand? How long is it from 2 o'clock to 3 o'clock? What time will it be in one hour? If it's half past 1 now, what time will it be in 30 minutes? What tales longer – reading a book or eating lunch? Can you time how long it takes to walk to the door? What day is it today? What day comes after Thursday? How many days are in a week? Can you find the date of your birthday on the calendar? What time does the activity start on the timetable? How do you know it's quarter to 4? What would happen if we were 10 minutes late? Can you work out how long until home time? If it's 2 o'clock now, what time will it be in one hour? Can you explain how you read the time? **Key Skills and Knowledge:** **Key Skills:** -Tell and write the time to the hour and half past using an analogue clock. -Begin to read time to quarter past and quarter to with support.

	only one curved surface? How are these two shapes the same? How are they different? Can you explain why this shape is a triangle and not a square? Which shape has more edges – this one or that one? Can you find a shape that doesn't belong in this group? Why? What do you notice about the number of corners and sides? Does this shape have a line of symmetry? What happens if we turn this shape – does it stay the same? Can you fold this shape to shows it's symmetrical? Can you draw the other half of this symmetrical shape? Which shapes look the same when you turn them? Can you build a model using only cubes and cylinders? What shapes can you see in this object/building/picture? Can you make a repeating pattern using two different shapes? Can you describe the shapes in your design? Can you solve this puzzle – what shape fits in the gap? **Key Skills and Knowledge:** **Key Skills:**	10s to help you? If something costs 60p and you pay with £1, how much change will you get? Can you work out how much more money you need to buy this? What coins could you use to give the correct change? Can you solve this money problem using a number line or bar model? Can you check your answer using a different method? How do you know that's the right amount? Why did you choose those coins? Can you explain how you worked out the change? What would happen if you used a different coin? Can you prove your answer is correct? **Key Skills and Knowledge:** **Key Skills:** -Recognise and use all common UK coins and notes confidently. -Count mixed coins to make totals up to £1. -Find different combinations of coins to make the same amount. -Solve simple problems involving giving change from 10p, 20p, or £1. -Use money in real-life contexts (e.g. shopping role-play, snack shop).	measurement say in centimetres or metres? Is this object more than 1 metre long? Can you measure it again to check your answer? Can you guess how long it is before you measure? Was your estimate close to the actual measurement? Why is it helpful to estimate first? How can we check if our measurement is accurate? If this stick is 30cm and that one is 20cm, how much longer is the first? How much longer do we need to make it 1 metre? Can you add these two lengths together? If we cut 15cm off, how long will it be? Can you solve this problem using a number line or drawing? Will this object fit in the box? How tall do we need to build the tower to reach the shelf? Can you measure the table to see if the cloth will cover it? Which object is best for this job based on its size? Why is it important to measure carefully in real life? **Key Skills and Knowledge:** **Key Skills:**	important to measure carefully when cooking? What would happen if we used the wrong unit? **Key Skills and Knowledge:** **Key Skills:** -Measure mass using scales (grams) and volume using jugs (millilitres) with increasing accuracy. -Read and write measurements using standard units (g, kg, ml, l). -Estimate and then measure to check accuracy. -Solve problems involving addition and subtraction of mass and volume. -Use measuring skills in real-life tasks (e.g. cooking, filling containers, comparing packages). **Knowledge:** -We use grams (g) and kilograms (kg) to measure mass; millilitres (ml) and litres (l) to measure volume. -Estimating helps us make a good guess before measuring. -We can add or subtract measurements to solve problems. -Accurate measuring is important in everyday life (e.g. recipes,	turn you made to face the door? Can you follow this route on the grid? What direction do you need to turn to reach the finish? Can you give me directions to move from the start to the star? What would happen if you turned the other way? Can you create your own route using turns and steps? How do you know which way to turn? Can you explain how you got from that one place to another? What's the quickest way to reach the end? Can you find a different route that still works? Why is it important to use clear directions? **Key Skills and Knowledge:** **Key Skills:** -Use full range of positional and directional language accurately. -Describe and follow sequences of movements and turns. -Use clockwise and ant-clockwise to describe turns. -Solve problems involving position an direction using maps, grids, and instructions. -Create and follow simple routes or instructions (e.g.	-Solve simple problems involving time (e.g. how long until lunch?) -use time vocabulary confidently (e.g. earlier, later, duration). -Understand and use simple schedules and timetables. **Knowledge:** -The hour hand shows the hour; the minute hand shows the mnutes. -'Half past' means 30 minutes past the hour; 'quarter past' means 15 minutes past. -Time can be added or subtracted to solve problems. -Understanding time helps us plan be on time. **Topic:** **Statistics (1 week)**  **Suggested Key Questions:** What question could we ask the class to collect data? How will we record the answers – tally chart, table, or pictogram? Can you organise the data into a

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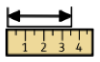
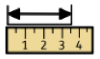
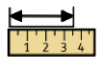
	-Identify and describe 2D shapes on the faces of 3D shapes. -Use precise language and compare shapes (e.g. a rectangle has 2 long sides and 2 short sides). -Recognise lines of symmetry in 2D shapes. -Create and describe repeating patterns using shapes. -Solve simple shape-based problems (e.g. which shape fits here?). **Knowledge:** -2D shapes can be part of 3D shapes (e.g. a cube has square faces). -Shapes can be symmetrical or asymmetrical. -We can describe and compare shapes using mathematical vocabulary. -Understanding shape helps us with building, drawing, and solving problems. **Topic:** **Consolidation: (1 week)**   Assess	**Knowledge:** -We can use different combinations of coins to make the same total. -We can count on or subtract to find change. -Understanding money helps us in everyday life. -We can use mental strategies and number facts to help with money problems. **Topic:** **Consolidation: (1 week)**   Assess	-Measure length and height using rulers and metre sticks accurately. -Read and write, measurements using standard units (cm, m). -Estimate and then measure to check accuracy. -Solve problems involving addition and subtraction of lengths. -Use measuring skills in real-life tasks (e.g. building, drawing, comparing). **Knowledge:** -We use centimetres (cm) and metres (m) to measure length and height. -Estimating helps us make a good guess before measuring. -We can add or subtract lengths to solve problems. -Accurate measuring is important in everyday life (e.g. fitting furniture, cutting materials). **Topic:** **Consolidation: (1 week)**   Assess	shopping, pouring drinks). **Topic:** **Consolidation: (1 week)**   Assess	treasure maps, robot paths). **Knowledge:** -Clockwise means turning the same way as a clock; anti-clockwise is the opposite. -We can describe turns using fractions (e.g. quarter, half, three-quarter). -Position and direction help us navigate and give instructions. -Accurate use of positonal language helps us solve problems and follow routes. **Topic:** **Consolidation: (1 week)**   Assess	chart? How many people chose each option? What does each symbol or block represent? Can you make a clock diagram to show the results? What does one block stand for? Can you use a key to show that each picture means 2 people? How can we make the chart easier to read? Can you label your chart so others can understand it? Which is the most popular choice? Which has the fewest? How many more people chose cats than dogs? Are ther any categories with the same number? What does the data tell us? How do you know which is the most/least? What would happen if we added one more person to this group? Can you explain what your chart shows? What do you notice about the results? Can you think of a different way to show the same data? **Key Skills and Knowledge:** **Key Skills:** -Collect, organise, and record data in tables, pictograms, and block diagrams. -Read and interpret data to answer questions (e.g. 'how many more chose red than blue?')

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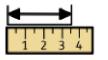
						-Use scales in pictograms and block diagrams (e.g. 1 picture = 2 votes). -Solve simple problems using data (e.g. 'which is the most popular?') -begin to explain what the data shows using full sentences. **Knowledge:** -We can use tables, pictograms, and block diagrams to show data clearly. -Each symbol or block can represent more than one item. -We can compare data by looking at the size or number of symbols. -Data helps us make decisions and answer questions. **Topic:** **Consolidation: (1 week)**   Assess
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.