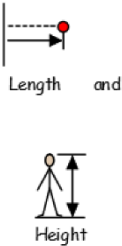# 4D Class - Discovery Curriculum – *Maths /6 Lessons weekly*

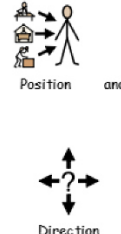| Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
2025-2026	**Topic:** 1. **Number & Place Value (3wks):** ➤ **Numbers to 10: Recognising & Counting** 2. **Addition & Subtraction (2wks):** ➤ **Understanding of Addition and Subtraction** 3. **Geometry (2wks):** ➤ **2D Shapes** ➤ **3D Shapes** 4. **Consolidation** Shape **Suggested Key Questions:** - Can you count to 10 forwards and backwards? - Can you recognise numbers up to 10?	**Topic:** 1. **Number & Place Value (2wks): Numbers to 10:** ➤ **Comparing & Ordering** 2. **Addition & Subtraction (2wks):** ➤ **Number Bonds and Counting Strategies** 3. **Measure: Money (2wks)** 4. **Consolidation** 3+1+2= Addition and 3-1-2= Subtraction **Suggested Key Questions:** - Can you compare groups using the words: more, fewer, and equal?	**Topic:** 1. **Number & Place Value (2wks):** ➤ **Numbers to 20: Counting & Representing** 2. **Addition & Subtraction (2wks):** ➤ **Solve addition and subtraction problems** 3. **Measure: Length & Height (1wk)** 4. **Consolidation** Length and Height **Suggested Key Questions:** - Can you count up to 20? - Can you read and write numbers up to 20?	**Topic:** 1. **Number & Place Value (2wks):** ➤ **Place Value to 20: Tens and Ones** 2. **Addition & Subtraction (2wks):** ➤ **Fluency, Reasoning and Consolidation** 3. **Measure: Mass & Capacity (2wks)** 4. **Consolidation** Kg Mass and Volume **Suggested Key Questions:** - Do you understand that numbers are made up of tens and ones? - Can you partition teen numbers, like	**Topic:** 1. **Number & Place Value (1wk):** ➤ **Consolidation to 20 + Estimating** 2. **Multiplication & Division (2wks):** ➤ **Adding Objects** ➤ **Taking Away Objects** 3. **Geometry: Position and Direction (2wks)** 4. **Consolidation** 3x2= Multiplication and 4÷2= Division **Suggested Key Questions:** - Can you practise and become confident in counting, reading, writing, and comparing numbers up to 20?	**Topic:** 1. **Number & Place Value (1wk):** ➤ **Numbers to 50: Introduction** 2. **Fractions (2wks)** 3. **Measure: Time (2wks)** 4. **Statistics (1wk)** 5. **Consolidation** $\frac{7}{10}$ Fractions **Suggested Key Questions:** - Can you count up to 50? - Can you recognise and represent numbers up to 50? - Can you count aloud in 2s, 5s, and 10s? - Can you split this shape into two equal parts? - Which one is half? - How do you know? - Are the parts the same size?
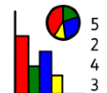
Column 1

- Can you read and write numerals from 0 to 10?
- Can you use one-to-one correspondence to count objects accurately?
- What do we do when we add/take away?
- How can we show this with cubes or pictures?
- What does the equals sign mean?
- Can we make a number story?
- What shapes can you see around you?
- Can you find a circle/square/triangle in the classroom?
- How does this shape feel?
- Can you build something using these shapes?
- What is the same or different about these shapes?

Key Skills and Knowledge:

Number & Place Value
- Count to 10 (forwards and backwards)
- Recognise numbers to 10

Column 2

- Can you order numbers up to 10? Do you understand that zero is a number?
-Are you beginning to understand ordinal numbers (like first, second, third)?

- What two numbers make 10?
- Can we count on instead of counting all?
- What's the easiest way to solve this?
- Can we find all the ways to make this number?
- What is money?
- Have you seen coins or notes before?
- Can you find the same coin again?
- What colour or shape is this coin?
- What can we buy with money?

Key Skills and Knowledge:

Number & Place Value
- Compare groups using language: more, fewer, equal
- Order numbers to 10
- Understand zero as

Column 3

- Can you represent numbers using objects, pictures, or symbols like ten frames and tally marks?
- What is the question asking us to do?
- How can we show that with cubes or a drawing?
- What do you notice about your answer?
- Can you check it using subtraction?
- Which is longer?
- Which is shorter?
- Can you find something taller than you?
- Can you find something shorter than your pencil?
- How can we measure how long something is?
- What can we use to compare lengths?

Key Skills and Knowledge:

Number & Place Value
- Count to 20
- Read and write numbers to 20
- Represent numbers using objects, pictures, and

Column 4

knowing 14 is 10 plus 4?
- Can you use base ten blocks or place value mats to show numbers?
- How do you know that?
- Can you solve it a different way?
- What patterns do you see?
- Can you use what you already know to solve this?
- Which object is heavier or lighter?
- Can you find something heavier than a pencil?
- Is the container full or empty?
- Which holds more or less?
- How can we compare them?

Key Skills and Knowledge:

Number & Place Value
- Understand numbers are made of tens and ones
- Partition teen numbers (e.g. 14 = 10 + 4)
- Use base ten or place value mats

Addition & Subtraction

Column 5

- Can you begin to estimate quantities?
- Can you solve simple practical problems using numbers?
- Can you make 2 groups of 3?
- Are the groups equal?
- How many are there altogether?
- Can you share these equally between 2 people?
- What does it look like when we add the same number again?
-Where is it?
- Is it on, under, or next to something?
- Can you move it up or down?
- Which way is left or right?
- Can you give directions?

Key Skills and Knowledge:

Number & Place Value
- Practise and secure counting, reading, writing and comparing numbers to 20
- Begin estimating quantities
- Solve simple practical problems

Column 6

- Can you find half of this object?
- If I cut this sandwich in half, how many pieces will I have?
-What time of day is it?
- What happens in the morning/ afternoon/ night?
- What do you do first, next, last?
- Can you find the hands on the clock?
- What does the clock say?
- What is your favourite colour/fruit/pet?
- How many do we have?
- Which has the most?
- Which has the least?
- Can you help sort these into groups?
- Can we make a picture of what we found?

Key Skills and Knowledge:

Number & Place Value
- Count to 50
- Recognise and represent numbers to 50
- Count in 2s, 5s, and 10s (oral focus)

Fractions
- Recognise and name half of a shape or object.

- Read and write numerals 0–10
- Use 1:1 correspondence to count accurately

Addition & Subtraction
- Read, write, and interpret simple number sentences using +, –, and =
- Use objects and number lines to represent and solve number problems
- Understand part-whole relationships (e.g. 5 is made of 2 and 3)
- Use practical language (add, take away, total, altogether, left)

Shape
- Recognising and naming basic 2D shapes (circle, square, triangle, rectangle).
- Exploring 3D shapes (cube, sphere, cone) through touch and play.
- Matching shapes to real-life objects (e.g., a clock is a circle).
- Sorting shapes by colour, size, or type.

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a number
- Begin to understand ordinal numbers

Addition & Subtraction
- Recall and use number bonds to 10 and begin to 20
- Use counting on and counting back as strategies
- Begin to recognise fact families (e.g. 4 + 3 = 7, 7 – 3 = 4)
- Use bead strings, tens frames, and number lines accurately

Money
- Recognising and naming common coins (1p, 2p, 5p, 10p).
- Exploring the size, colour, and shape of coins.
- Matching coins to pictures or real-life objects.
- Using money in role play (e.g., shop corner).
- Understanding that money is used to buy things.
- Beginning to sort coins by size or value.

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symbols (e.g. ten frames, tally marks)
Addition & Subtraction
- Solve one-step problems involving addition and subtraction (within 20)
- Use concrete and pictorial representations to show thinking
- Begin to understand the inverse relationship between addition and subtraction
- Explain reasoning and method verbally or using drawings

Length & Height
- Use everyday language to talk about length and height (long, short, tall, big).
- Compare two or more objects using direct comparison (e.g. "This stick is longer than that one").
- Begin to order objects by length or height.
- Explore non-standard units (e.g. cubes, hands, feet) to measure.

- Quickly recall and apply number bonds to 10 and 20
- Solve addition and subtraction problems with confidence
- Use known facts to solve unfamiliar problems (e.g. 7 + 3 helps with 17 + 3)
- Explain choices, patterns, and relationships between numbers

Mass & Capacity
- Use everyday language to describe mass and capacity (heavy, light, full, empty).
- Compare two objects by hand to feel which is heavier/lighter.
- Compare containers to see which holds more or less.
- Use non-standard units (e.g. cubes, cups, spoons) to compare mass and capacity.
- Begin to order objects/containers by weight or how much they hold.
- Use comparative language: heavier than, lighter than, more, less, empty, full.

Multiplication & Division
- Begin to understand equal groups through practical grouping.
- Use real objects to make simple groups (e.g., 2 groups of 3).
- Share small numbers of objects fairly between 2 people.
- Recognise that grouping and sharing are ways to divide.
- Understand that multiplication is repeated addition (e.g., 2 + 2 + 2)

Position and Direction
Use positional language: in, on, under, behind, next to, in front of.
Begin to follow simple instructions involving position and movement.
Use directional language: up, down, forwards, backwards.

Recognise and use left and right with adult support.
Begin to describe turns using: turn around, full turn.
Explore movement using physical

- Understand the concept of equal parts.
- Begin to use the term "half" when sharing or dividing objects.
- Use practical resources to explore halving (e.g. cutting playdough, folding paper, sharing fruit).
- Begin to understand that two halves make a whole.

Time
- Use everyday language to talk about time: morning, afternoon, night, today, yesterday, tomorrow.
- Order events in a day (e.g. first I wake up, then I brush my teeth).
- Sequence familiar routines using words like before, after, next.
- Begin to recognise a clock face and identify the hands.
- Understand and begin to read o'clock times.
- Recognise key times in their day (e.g. lunchtime, home time).

Statistics
-Sort objects into sets or categories (e.g. by colour, shape, size).
- Use tally marks or counters to show quantities.

	- Beginning to describe shapes using simple language (e.g., "It has 3 sides").		- Begin to use comparative language (longer, shorter, taller, taller than).		activities, games, or objects.	- Count and compare quantities in each group. - Use language like more than, less than, the same as, most, and least. - Begin to use pictograms (e.g. one picture per item). - Talk about findings using full sentences ("The most popular fruit is…").
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	2026-2027	2026-2027	2026-2027	2026-2027	2026-2027
2026-2027	**Topic:** 1. **Number & Place Value (3wks):** ➤ **Numbers to 20: Recognising & Counting** 2. **Addition & Subtraction (2wks):** ➤ **Deepening Understanding and Number** 3. **Geometry (2wks):** ➤ **2D Shapes** ➤ **3D Shapes** 4. **Consolidation**	**Topic:** 1. **Number & Place Value (2wks): Numbers to 10:** ➤ **Comparing & Ordering** 2. **Addition & Subtraction (2wks):** ➤ **Developing Mental Strategies and Fact Families** 3. **Measure: Money (2wks)** 4. **Consolidation**	**Topic:** 1. **Number & Place Value (2wks):** ➤ **Numbers to 50: Counting & Representing** 2. **Addition & Subtraction (2wks):** ➤ **Reasoning and Problem Solving in Context:** 3. **Length & Height (1wk)** 4. **Consolidation**	**Topic:** 1. **Number & Place Value (2wks):** ➤ **Place Value to 50: Tens and Ones** 2. **Addition & Subtraction (2wks):** ➤ **Applying Fluency and Building Independence** 3. **Measure: Mass & Capacity (2wks)** 4. **Consolidation**	**Topic:** 1. **Number & Place Value (1wk):** ➤ **Consolidation to 50 + Estimating** 2. **Multiplication & Division (2wks):** ➤ **Adding Objects** ➤ **Taking Away Objects** 3. **Geometry: Position and Direction (2wks)** 4. **Consolidation**	**Topic:** 1. **Number & Place Value (1wk):** ➤ **Numbers to 100 & Skip Counting Patterns** 2. **Fractions (2wks)** 3. **Measure: Time (2wks)** 4. **Statistics (1wk)** 5. **Consolidation**

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Number and

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Place Value

Suggested Key Questions:

- Can you count to 20 forwards and backwards?
- Can you recognise and order numbers to 20?
- Can you read and write numerals and number words from 0 to 20?
- Can you count a set of objects reliably

Money

Suggested Key Questions:

-Can you compare groups using a wider range of vocabulary such as "greater than," "less than," and "equal to"?
- Can you order numbers up to 20 and use number lines to support ordering?
- Can you explain the role of zero as a place-holder in numbers?

3+1+2=

Addition and

3-1-2=

Subtraction

Suggested Key Questions:

- Can you count up to 50 confidently, starting from any number?
- Can you read and write numbers to 50?
- Can you represent numbers using place value tools like

Mass and

Volume

Suggested Key Questions:

- Can you identify the number of tens and ones in two-digit numbers up to 50?
- Can you partition numbers in different ways (e.g. 23 = 20 + 3 or 10 + 13)?
- Can you use place value resources (e.g. dienes, place value charts, arrow cards)

Position and

Direction

Suggested Key Questions:

- Can you count, read, write, and compare numbers to 50 confidently?
- Can you make sensible estimates for quantities up to 50?
- Can you solve practical problems using number facts and place value knowledge?

Statistics

Suggested Key Questions:

- Can you count to 100 confidently, starting from any number?
- Can you read, write, and order numbers up to 100?
- Can you skip count in 2s, 5s, and 10s and begin to recognise patterns?
- Can you find a quarter of this shape?
- How many quarters make one whole?
- Is this half or quarter?
- How do you know?
- What is half of 6? Can you show me?
- Can you match this shape to the correct fraction?

Column 1

using 1:1 correspondence and begin to estimate and compare quantities?
- Can we represent this in more than one way?
- What strategy will work best for this question?
- Can you draw a part-whole model?
- How do we know we're right?
- How many sides/corners does this shape have?
- Can you describe this shape to a friend?
- What shapes can you use to make a picture?
- Can you sort these shapes in a different way?
- What happens if we turn or flip the shape?

Key Skills and Knowledge:

Number & Place Value
- Count forwards and backwards to 20
- Recognise, order, and compare numbers up to 20
- Read and write numerals and number words to 20

Column 2

- Can you use ordinal numbers confidently beyond third (e.g., fourth, fifth, sixth) and apply them in context?
- What other facts do you know if you know 8 + 2 = 10?
- Can you find the missing number another way?
- Can you explain the inverse relationship?
- What patterns do you notice?
- How much is this coin worth?
- Can you find coins to make 5p/10p?
- What can you buy with 10p?
- Can you give the right money?
- How many ways can you make 5p?

Key Skills and Knowledge:

Number & Place Value
-Compare groups using terms: more, fewer, equal, greater than, less than
- Order numbers to 20 and use number lines for support
- Understand zero as a placeholder in two-digit numbers

Column 3

dienes, number lines, or base-10 frames?
- Can you partition numbers into tens and ones?
- What's the best way to solve this problem?
- Can we break this problem into smaller steps?
- Which number facts can help you?
- How do you know your answer is correct?
- How can we measure this object accurately?
- What is the length/height in centimetres?
- Can we use a ruler or tape measure?
- How much longer is one object than another?
- Can we measure and record lengths

Key Skills and Knowledge:

Number & Place Value
- Count forwards and backwards to 50, from any starting point
- Read and write numbers to 50
- Represent numbers using place value

Column 4

to build and compare numbers?
- Can you explain your thinking?
- What's the most efficient way to solve this?
- Could you check your answer another way?
- What did you already know that helped?
- How much does it weigh?
- How many grams or kilograms?
- How much liquid is in the container?
- Can we measure using litres or millilitres?
- Can we compare and record mass and capacity?

Key Skills and Knowledge:

Number & Place Value
- Recognise the value of each digit in numbers to 50 (tens and ones)
- Partition numbers in more than one way
Use place value tools to model, compare, and order numbers
-Begin to reason and explain using place value knowledge (e.g. "24 is bigger

Column 5

- How many groups of 2 can you make with 6?
- What do you notice when you double this number?
- Can you halve this amount?
- If we put 3 in each group, how many groups will we have?
- Can we share 8 objects between 4 people? How many does each get?
- Can you describe where something is - using left and right?
- Can you follow or give directions using turns?
- How far should I move the object?
- What kind of turn is that – quarter, half, full?
- Can you rotate it clockwise or anticlockwise?

Key Skills and Knowledge:

Number & Place Value
- Consolidate and deepen understanding of numbers to 50
- Make sensible estimates using grouped objects, tens

Column 6

- What time is it now?
- Can you read o'clock and half past?
- What time does this event happen?
- How long does something take?
- Can you match activities to the right time?
- How can we show our information?
- Can we make a tally chart or pictogram?
- What does the data tell us?
- How many more chose apples than bananas?
- Which is the most/least popular?

Key Skills and Knowledge:

Number & Place Value
- Count, read, and write numbers to 100
Order and compare two-digit numbers
- Use structured resources to represent numbers (dienes, number lines, 100 squares)
- Skip count confidently in 2s, 5s, and 10s, recognising patterns and applying this knowledge to practical problems

- Use 1:1 correspondence confidently and begin to estimate "more" or "fewer"

Addition & Subtraction
- Quickly recall number bonds to 10 and 20
- Use part–part–whole and bar models to understand number structure
- Solve problems using a range of strategies: number line, tens frame, mental recall
- Understand and use vocabulary: total, difference, inverse, equal

Shape
-Naming and describing properties of 2D and 3D shapes (sides, corners, faces, edges).
- Comparing and sorting shapes based on more than one property.
- Creating patterns and pictures using shapes.
- Exploring symmetry using mirrors and folding.

- Use ordinal numbers confidently up to at least tenth

Addition & Subtraction
- Use number facts to solve missing number problems (e.g. 9 = ___ + 6)
- Recall and apply fact families fluently (e.g. 6 + 4 = 10, 10 – 6 = 4)
- Solve simple two-step problems involving addition and subtraction
- Begin to make connections with commutative and inverse relationships

Money
- Recognising and naming a wider range of coins (including 20p, 50p, £1).
- Understanding the value of coins and notes.
- Combining coins to make small amounts (up to 10p or 20p).
- Using money in simple buying and selling games.
- Beginning to give change in role play.
- Using vocabulary like "more", "less", "cost", "change".

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resources (dienes, number lines, tens frames)
- Understand and show numbers partitioned into tens and ones (e.g. 34 = 3 tens + 4 one

Addition & Subtraction
- Solve addition and subtraction problems in practical contexts (e.g. class counts, objects, role-play)
- Choose appropriate methods and explain reasoning
- Use known number facts and mental strategies with confidence
- Use drawings, number lines, or jottings to support solving

Length and Height
- Confidently compare and describe lengths and heights using correct terms.
- Measure using non-standard and begin to use standard units (centimetres, metres).
- Use a ruler/tape measure with support

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than 14 because it has more tens")

Addition & Subtraction
- Use known facts and mental strategies to solve problems to 50 and beyond
- Begin to estimate and check answers using the inverse
- Tackle unfamiliar problems using familiar strategies (transferable problem solving)
- Communicate reasoning clearly and confident

Mass & Capacity
-Confidently compare and describe mass and capacity using correct vocabulary.
- Begin to use standard units: grams (g), kilograms (kg), millilitres (ml), litres (l).
- Use simple scales and measuring jugs with support.
- Record measurements using numerals and standard unit labels.
- Solve practical problems involving mass and capacity.

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frames, or visual cues
- Apply number knowledge to solve simple word problems (e.g. "I have 24 apples and pick 10 more…")
- Use comparative language confidently (e.g. greater than, less than, equal to)

Multiplication & Division
- Make and count equal groups confidently using structured resources.
- Use repeated addition to solve simple multiplication (e.g., 3 groups of 2 is 2 + 2 + 2).
- Share small numbers into equal groups (division).
- Begin to understand the link between doubling and halving.
- Begin to solve real-life grouping/sharing problems with support

Position and Direction
- Use positional and directional language confidently: left, right, above, below, between.

(e.g. counting coins or groups)

Fractions
- Recognise and name halves and quarters of shapes and quantities.
- Understand that four quarters = one whole.
- Know that two quarters = one half.
-Find half and quarter of a small number (e.g., half of 4 is 2).
- Explain using models and real-life examples.
- Match written fractions (½, ¼) to visual representation

Time
- Read o'clock and half past times on an analogue clock.
- Match clock times to familiar daily activities.
- Begin to measure time in simple units (e.g. minutes using a sand timer or stopwatch).
- Understand and talk about duration (e.g. "It takes longer to walk to school than to brush teeth").
- Sequence events using first, then, next, last and show them on a simple visual timetable.

- Using shapes in construction and design tasks. - Beginning to use mathematical vocabulary (e.g., edge, face, vertex).		to measure length/height. - Record lengths using numerals and cm notation (e.g. 12 cm). - Solve practical problems involving length and height. - Use subtraction or addition to compare measurements.	- Use addition or subtraction to compare amounts (e.g. "How much more does it weigh?").	- Follow and give directions using quarter turns, half turns, and full turns. - Understand and describe clockwise and anticlockwise turns. - Follow two-step directions involving position and direction. - Use diagrams, maps, or grid-based activities to show movement. - Begin to solve simple problems involving direction and position	- Begin to solve practical problems involving time. **Statistics** - Collect information using tally charts or simple frequency tables. - Represent data using pictograms (1:1 and 1:2 scales) and block diagrams. - Read and interpret simple data displays (e.g. "Which is the most popular?"). - Use more than, less than, and difference when talking about data? - Answer questions about the data (e.g. "How many chose dogs or cats?"). - Use real-world contexts to create data (e.g. favourite snacks, eye colour, pets at home
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: