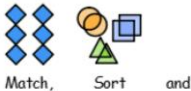


Class 3D - Discovery Curriculum - Maths/6 Lessons weekly

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: - Number & Place Value 2wks: - Counting and Cardinality - Number Recognition - Match, Sort and Compare 1wk - Geometry 3wks: - Patterns - Shape with 4 sides - Explore 3D shapes - Addition 1wk: - Combining Sets - Consolidation  Match, Sort and  Compare Suggested Key Questions:	Topic: - Number & Place Value 2wks: - One-to-One Correspondence - Subitising - Addition & Subtraction 2wks: - Adding Objects - Taking Away Objects - Measure: Money 1wk - Geometry: Position and Direction 1wk - Consolidation  Money Suggested Key Questions: - Can you join in with number rhymes,	Topic: - Number & Place Value 2wks: - Number recognition and formation - Addition & Subtraction 2wks: - Solve addition and subtraction problems within 5. - Measure 1wk: Length & Height - Consolidation $3+1+2=$ Addition and $3-1-2=$ Subtraction Suggested Key Questions: - How many are there?	Topic: - Number & Place Value 1wk: - Numerical Order and sequencing - Addition & Subtraction 2wks: - Solve problems within 10 using practical resources. - Measure: Mass 1wk - Consolidation  Mass and  Volume Suggested Key Questions: - Can you put these number cards in the right order? - Which number is the smallest?	Topic: - Number & Place Value 2wks: - Counting Beyond 10 - Comparing Quantities - Addition & Subtraction 2wks: - Counting On and Back (Linking to Number Lines) - Measure 1wk: Volume - Consolidation $3+1+2=$ Addition Suggested Key Questions: - What number comes after 12? - Are there more bears or cars? - Can you show me 15 fingers using your hands and a friend's?	Topic: - Number & Place Value 1wk: - Consolidation - Addition & Subtraction 2wks: - Solving Real-World Problems: Add & Subtract - Measure: Time 2wks - Consolidation  Time Suggested Key Questions: - Can you find this number on the number track? - Can you count out this number of objects? - What number comes next?

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- Can you join in with number rhymes, songs, stories, or games? - Can you count how many blocks you have? - Which number comes after 2? - Can you find the number 3? - Do these groups have the same number? - Can you sort these by colour / size / shape? - What comes next in this pattern? - What do you notice about this shape? - Is this a square or a rectangle? How do you know? - Can you find something that looks like a ball / cube / cylinder? - What shape is this object? - What happens if we add one more? - Can you count all the objects together? <u>Key Skills and Knowledge:</u> <u>Number & Place Value</u> <u>Key Skills:</u> - Count objects reliably up to 5.	- songs, stories, or games? - How many do you see? - Can you find the number that matches? - Can you show me 2 without counting? - Do we have the same number? - Can you count these carefully? - What happens when we add one more? - Can you show taking one away from a group of objects? - Can you find the coin that looks like this one? - Which coin is bigger or smaller? - Can you match the coins to the same value? - Can you place the object on top/under the table? - Can you move the toy forward or backward? - Can you follow the path with your finger? <u>Key Skills and Knowledge:</u>	- Can you find that number? - Can you trace the number? - Where can you see this number around you? - Can you show me how to write 4? - Is that more or fewer than...? - Can you use your fingers to show me 5 + 2? - Can you jump along the number line to solve 6 – 3? - Which is longer/shorter? - Can you put these in order from shortest to longest? <u>Key Skills and Knowledge:</u> <u>Number & Place Value</u> <u>Key Skills:</u> - Match numerals to quantities (1–5) - Name and point to numerals correctly - Begin to form numbers using fingers, paint, or tracing - Understand numbers can be seen in the environment (e.g., signs, books) <u>Knowledge:</u>	- Which is the biggest? - What comes next? - Can you find number 3? - What number comes after 2? - Who is first in the line? - Can you write a number sentence? What does the + sign mean? What about the – sign? - What does heavy mean? - What does light mean? - Can you find something heavier than this? - Can you find something lighter? - Which object is the heaviest? - Which is the lightest? <u>Key Skills and Knowledge:</u> <u>Number & Place Value</u> <u>Key Skills:</u> - Use number cards to put 1–5 in order - Use small-world figures or toys in a line to talk about positions	- Can you solve a simple sum using fingers, pictures, or counters? - Can you show a “taking away” action by removing objects or jumping back? - Can you count back from a number to find the answer? - What do you notice when we add numbers? Do we get more or fewer? - What do you notice when we take numbers away? - What does full mean? What does empty mean? - Can you fill this container? Can you empty it? - Which container holds more? Which holds less? <u>Key Skills and Knowledge:</u> <u>Number & Place Value</u> <u>Key Skills:</u> - Count reliably to 20 - Match and order numerals to 20 - Compare two sets of objects using counting	- What happens when you take one away? - Can you match numerals to the correct number of objects? - How many altogether? - What happens when we put these groups together? - If I have 5 and you give me 4 more, how many do I have now? - Can you find the total number of [objects]? - If I had 8 and 3 rolled away, how many are still here? - Can you show me 2 less than 7 - Exploring Time through Daily Routines - What are we doing now? - What comes next? - Is it day or night? <u>Key Skills and Knowledge:</u> <u>Number & Place Value</u> <u>Key Skills:</u> - Recognising and naming numbers up to 10. - Counting forwards and backwards. - Matching numerals to sets of objects.
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- Match one object to one number word (1:1 correspondence). - Begin to recognise numerals 1–5. - Use fingers or objects to represent numbers. Knowledge: - Number names from 1 to 5. - The last number counted tells “how many” in total. - Numbers represent quantities. - Each number has a fixed order in the counting sequence. Match, Sort and Compare Key Skills: - Matching objects that are the same. - Sorting by one attribute (e.g., colour, size). - Comparing two objects (bigger/smaller). Knowledge: - Objects can be grouped by similarities. - Comparing helps us understand differences. - Sorting helps us organise information. Geometry	Number & Place Value Key Skills: - Recognise numbers up to 10 without always counting (subitising) - Use fingers, counters, or images to represent numbers to 10 - Compare two quantities (more/less/same) - Accurately count to 10 using 1:1 correspondence Knowledge: - Recognise small quantities (1–3) without counting - One-to-one correspondence with objects to 5 - Begin to link number names with set sizes - Understand numbers represent quantities Addition and Subtraction Key skills: - Demonstrate adding one object to a group using real objects - Demonstrate taking one object away from a group - Observe what happens when we add or take away	- Recognise numerals 0–5 - Numbers have a symbol and a value - Numbers can be represented in different ways (objects, fingers, marks) - Number formation begins with 0–5 Addition and Subtraction Key Skills: - Count objects to 5 accurately - Add 1 more or take 1 away using physical objects - Use fingers or marks to represent quantities - Begin to solve problems practically (e.g. “Here are 3 apples, take 1 away – how many left?”) Knowledge: - Understand “more” and “less” using real items - Begin to use the words “add” and “take away” - Recognise that a total changes when you add or take away Length Key Skills: - Use comparative language: long, short,	- Counting games (e.g., “What’s missing?”) Knowledge: - Numbers have an - - Begin to sequence numbers 1–5 - Recognise “before” and “after” - Understand basic quantity differences (more/less) Addition and Subtraction Key skills: - Combining two small groups of objects. - Using practical resources (e.g., counters, fingers) to add. - Saying how many altogether. - Beginning to understand the concept of “one more”. Knowledge: - Addition means putting groups together. - “One more” means increasing the total by 1. - The total is the number you get after adding. - Objects can be counted to find the total. Mass	- Begin to estimate small groups of objects Knowledge - Numbers continue beyond 10 in a sequence - Quantities can be equal, more, or fewer - Numerals beyond 10 represent larger quantities - Estimating gives an approximate idea of quantity Addition and Subtraction Key Skills: - Adding two single-digit numbers. - Using number lines to add. - Recording addition using symbols (+, =). - Solving simple addition problems in context. Knowledge: - Addition is commutative (2+3 = 3+2). - Addition can be shown in different ways (objects, symbols, pictures). - The equals sign shows balance. Mass Key Skills:	- Ordering numbers to 10. - Using number lines or visual aids. Knowledge: - Each number has a position in a sequence. - Zero represents ‘none’. - Numbers can be compared and ordered. - Different representations can show the same number. Addition and Subtraction Key Skills: - Engage in role-play involving adding or taking away (e.g. shop, snack time) - Use practical resources (e.g., toy food, teddies, cups) to act out problems - Begin to understand when we need to add (more) or subtract (less) - Use everyday language like “more”, “less”, “altogether”, “take away” Knowledge: - Adding means putting more in - Taking away means there are fewer left
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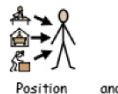
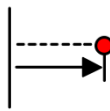
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	Key Skills: - Recognising basic 2D shapes - Exploring shapes with 4 sides - Copying simple patterns Knowledge: - Shapes have names and properties - Patterns repeat in a sequence Addition Key Skills: - Combining two small groups - Using fingers to add - Saying how many altogether Knowledge: - Addition means putting groups together - 'One more' increases the total by 1	using physical items (e.g., blocks, toys) - Use fingers or body movements (e.g. clapping) to count changes in quantity Knowledge: - Adding makes more - Taking away makes less - Understand "one more" and "one less" practically - Begin to use words like "more", "less", "take away", "add" Money Key Skill: - Handling and exploring coins - Participating in simple role-play (e.g., shop) Knowledge: Recognise basic coins (1p, 2p, 5p) Understand that money is used to buy things Position and Direction: Key Skills: - Following simple positional instructions - Engaging in physical play to explore position Responding to one-step movement instructions	tall, taller, shorter, same. - Compare objects directly (e.g. placing side by side). Knowledge: - Objects have length and height that can be compared. - "Long" and "short" describe how far something goes.	Key Skills: - Use hands-on experiences to compare objects (e.g. lifting them). - Use mathematical language related to mass. Knowledge: - Some objects are heavier and some are lighter.	- Explore filling and emptying containers using water, sand, rice, etc. - Use mathematical language like full, empty, more, less, holds more, holds less. Knowledge: - Full, empty, half-full, nearly full, and nearly empty describe how much is inside a container. - Volume (how much space something takes up) and capacity (how much a container can hold) are related.	- Everyday problems can be solved by adding or subtracting - You can show what's happening using objects Time Key Skills: - Use "now" and "next" language with support. - Engage with visual schedules and tidy-up timers. - Join in with songs (e.g. "Days of the Week", "This is the Way We Brush Our Teeth"). Knowledge: - Understand simple routines (e.g. snack time, home time). - Recognise day vs night. - Understand what happens now and what happens next.
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Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

2026-2027	2026-2027	2026-2027	2026-2027	2026-2027	2026-2027	2026-2027
Topic: 1. Number & Place Value 2wks: ➤ Counting and Cardinality ➤ Number Recognition 2. Match, Sort and Compare 1wk 3. Geometry 3wks: ➤ Patterns ➤ Shape with 4 sides ➤ Explore 3D shapes 4. Addition 1wk: ➤ Combining Sets 5. Consolidation $3+1+2=$ Addition Suggested Key Questions: - Can you put the numbers in order? - Which group has more? - Can you show me 7 fingers? - Can you find two things that are the same? - Which ones go together? Why? - Can you copy this pattern using blocks or colours?	Topic: 1. Number & Place Value 2wks: ➤ One-to-One Correspondence ➤ Subitising 2. Addition & Subtraction 2wks: ➤ Adding Objects ➤ Taking Away Objects 3. Measure: Money 1wk 4. Geometry: Position and Direction 1wk 5. Consolidation  Position and  Direction Suggested Key Questions: - Can you tell without counting? - How do you know it's 4? - Is this more or fewer than...? - Can you match them one by one? - Can you subitise or did you count?	Topic: 1. Number & Place Value 2wks: ➤ Number recognition and formation 2. Addition & Subtraction 2wks: ➤ Solve addition and subtraction problems within 5. 3. Measure 1wk: Length & Height 4. Consolidation  Length Suggested Key Questions: - What number comes after 6? - Can you circle number 8? - Which number is missing? - Can you form the number 5 correctly? - Does that look the right way round?- Can you use your fingers to show me 5 + 5?	Topic: 1. Number & Place Value 1wk: ➤ Numerical Order and sequencing 2. Addition & Subtraction 2wks: ➤ Solve problems within 10 using practical resources. 3. Measure: Mass 1wk 4. Consolidation 123 Number and HTU 354 Place Value Suggested Key Questions: - Which number is missing? - What comes before 6? - Can you find the number that is one more? - Who is second in the race? - Which tower has fewer cubes?	Topic: 1. Number & Place Value 2wks: ➤ Counting Beyond 10 ➤ Comparing Quantities 2. Addition & Subtraction 2wks: ➤ Counting On and Back (Linking to Number Lines) 3. Measure 1wk: Volume 4. Consolidation $3+1+2=$ Addition and $3-1-2=$ Subtraction Suggested Key Questions: - Can you put these numbers in order? - Which group has fewer? - How do you know which is more? - Is it nearly full or nearly empty? - How many cups does it take to fill this?	Topic: 1. Number & Place Value 1wk: ➤ Consolidation 2. Addition & Subtraction 2wks: ➤ Solving Real-World Problems: Add & Subtract 3. Measure: Time 2wks 4. Consolidation  Assess Suggested Key Questions: -What do we do in the morning? - What comes first? What happens after that? - What day is it today? Key Skills and Knowledge: Number & Place Value Key Skills:	

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Can you name this shape? - Can you stack these shapes? Which ones roll? - What happens if we add one more? - How many do we have now? - Can you make your own pattern? - Can you draw a shape with 4 sides? - How many faces does this shape have? - Can you show me 2 and 1 more using counters? <u>Key Skills and Knowledge:</u> Number & Place Value Key Skills: - Count objects reliably up to 10. - Recognise and name numerals 1–10. - Sequence numbers from 1 to 10. - Compare groups using more, less, or the same. - Begin to subitise small quantities (1–3). Knowledge: - Numbers have a fixed order and can be sequenced.	-Can you say how many are left after taking some away? - Can you act out a simple addition or subtraction story using toys or props? - Can you sort the coins by size or colour? - Can you count how many coins we have? - Can you find two coins that make 10p? - Can you describe where the object is? - Can you turn the shape left or right? - Can you move the object to the correct position? <u>Key Skills and Knowledge:</u> Number & Place Value Key Skills: - Reciting number names in the correct order. - Matching each object with one number word. - Understanding that the last number said represents the total number of objects. Knowledge: - Subitising up to 5 using different representations	- Can you jump along the number line to solve $9 - 3$? - How many cubes long is this pencil? - What can we use to measure this? <u>Key Skills and Knowledge:</u> Place Value and Number Key skills: - Identify and name numerals to 10 confidently - Write numbers 0–9 with support and increasing independence - Recognise and correct reversed numbers - Use visual aids (number lines, digit cards) to support recognition Knowledge: - Recognise numerals 0–10 in and out of order - Each numeral represents a specific quantity - Correct formation of numerals 0–9 - Some numbers are tricky and can be reversed (e.g., 3, 5, 7)	- How do we know which is heavier or lighter? - Can we use a balance scale to find out? - What happens when we add more objects to one side? <u>Key Skills and Knowledge:</u> Number & Place Value Key Skills: - Line up numbers 1–10 with missing gaps to fill - Use stacking cups or towers of cubes to show order - Role play races (1st, 2nd, 3rd) Knowledge: - Secure sequencing to 10 - Identify missing numbers in a sequence - Use ordinal language up to 5th - Compare two numbers (more/less/fewer) Addition and Subtraction Key skills:	- Can you pour the water carefully to fill the container? <u>Key Skills and Knowledge:</u> Number & Place Value Key Skills: - Count confidently to 20 and beyond - Order numbers to 20 - Use comparative language independently - Match numerals to quantities in varied contexts Knowledge - Number order helps compare and sequence - Quantities can be represented in different ways (e.g., objects, fingers, pictures) - Comparative terms describe relationships between quantities - Numbers can be used in real-life situations (e.g., shopping, sharing) Addition and Subtraction Key skills:	- Recognising and naming numbers up to 20. - Counting forwards and backwards. - Matching numerals to sets of objects. - Ordering numbers to 20. - Using number lines or visual aids. Knowledge: - Each number has a position in a sequence. - Zero represents 'none'. - Numbers can be compared and ordered. - Different representations can show the same number. Addition and Subtraction Key Skills: - Solve simple real-world problems involving adding or subtracting up to 5 - Use fingers, pictures, or objects to find totals or amounts left - Begin to record using marks, drawings, or simple number sentences (with adult support) - Respond to and act out simple story problems (e.g. "You have 2 bananas and
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- Numerals represent specific quantities. - Quantities can be compared. - Small quantities can be recognised without counting. Match, Sort and Compare Key Skills: - Sorting by two attributes. - Matching objects to categories. - Using language to describe comparisons (taller, heavier). Knowledge: - Objects can belong to more than one group. - Comparative language helps describe differences. - Sorting rules can be explained. Geometry Key Skills: - Sorting shapes by properties (sides, corners). - Describing shapes using simple language. - Creating repeating patterns with 2 or more elements. - Identifying 3D shapes in the environment.	- Consistent one-to-one matching up to 10 - Understanding that the last number said is the quantity of the set - Understanding of conservation of number Addition and Subtraction Key skills: - Add or take away up to 2 or 3 objects from a set - Count how many are left or how many in total - Begin using structured resources (e.g. 5 frames, Numicon) to support thinking - Use number rhymes/songs to reinforce "one more" and "one less" Knowledge: - Adding increases the total number - Taking away reduces the total - Understand "how many left?" and "how many altogether?" - Begin to associate symbols (+, -) with actions Money Key Skill:	Addition and Subtraction: Key Skills: - Solve simple addition and subtraction problems within 5 using fingers, counters, or pictures - Represent problems with marks, pictures, or physical objects - Begin to record using symbols: + and - with support (e.g. $2 + 1 = 3$ shown with cubes) - Match simple problems to number sentences with adult support Knowledge: - Know the meaning of + and - as actions - Understand a number sentence shows what is happening in the problem - Recognise that subtraction leaves a smaller amount Understand the link between real-world problems and maths symbols Length Key Skills: - Order two or three objects by length/height.	- Confidently combine two groups of up to 5 items - Use number tracks, fingers, or counters to add or take away within 10 - Say how many altogether and how many are left - Begin to understand "one less" and subtraction as taking away Knowledge: - Addition and subtraction can be done using real-life objects - "One less" means taking away 1 - Total means the amount at the end - Words like "add", "take away", "altogether", and "how many left" describe the problem Mass Key Skills: - Sort and classify objects into groups (e.g. heavy vs. light). - Explore and investigate using balance scales or other non-standard methods (e.g. hands, buckets, simple pan balances). Knowledge:	- Use number lines or tracks to count on and back by 1 or 2 - Add two single-digit numbers within 10 using practical methods - Begin recording simple addition using + and = with adult support - Use pictures or objects to solve simple story-based problems (e.g., "Sam has 3 apples, he gets 2 more...") Knowledge: - Addition can be shown with objects, marks, and number lines - The equals sign shows the result of a number sentence - Addition and subtraction are linked to movement on a number line - You can count on from the larger number to add efficiently Mass Key Skills: - Begin to compare capacities by pouring from one container to another. - Use non-standard units (e.g. how many cups to fill a jug).	get 2 more – how many now?") Knowledge: - We use addition and subtraction every day (shopping, cooking, sharing) - A total is the final amount after combining or taking away - You can use different things to help solve a problem (fingers, cubes, number line) - Symbols (+, -, =) can represent real situations Mass Key Skills: - Sequence 2–3-step events using pictures or physical actions. - Use visual timetables more independently. - Recognise and name days of the week with support. Knowledge: - Recognise morning, afternoon, evening. - Sequence familiar events (e.g. first we eat, then we brush teeth). - Begin to use and understand before/after, first/next/last.
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Knowledge:

- Shapes can be sorted and classified.
- Patterns can be extended and predicted.
- 3D shapes have faces, edges, and vertices.

Addition

Key Skills:

- Count on from the first number using a number line or number track.
- Begin to use structured resources (e.g. Numicon, tens frames) to add
- Find "one more" and "two more" within 10
- Begin to record addition using + and = (e.g. $3 + 2 = 5$)

Knowledge:

- Understand that you can start from the bigger number and count on
- Addition makes a bigger number
- Symbols + and = show an addition sentence

- Number names and numerals represent quantities

- Matching coins to values
- Using money in structured play
- Knowledge**
- Understand coin values (1p, 2p, 5p, 10p)
- Begin to understand the concept of value

Position and

Direction:

Key Skills:

- Following two-step positional instructions
 - Describing object positions
 - Following two-step directional instructions
 - Using simple maps or floor plans
- Knowledge**
- Understand more complex positional terms: between, behind, in front of
 - Understand directional terms: left, right, up, down

- Begin to use non-standard units (e.g. cubes, hand spans) to measure.
- Knowledge:**
 - "Tall" is often used when describing upright things (e.g. people, towers).
 - You can measure things using other objects (e.g. "This pencil is 5 cubes long").

We can use simple equipment (like a balance scale) to explore mass.

Knowledge:

- Different containers can hold different amounts even if they look similar.
- We can measure and compare capacity using non-standard units (like cups, spoons, jugs).

Links to
Gatsby
Benchmarks:

4. Linking curriculum learning to careers:

4. Linking curriculum learning to careers:

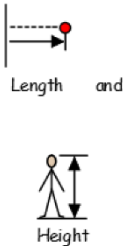
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2027-2028	2027-2028 Topic: 1. Number & Place Value 2wks: ➤ Counting and Cardinality ➤ Number Recognition 2. Match, Sort and Compare 1wk 3. Geometry 3wks: ➤ Patterns ➤ Shape with 4 sides ➤ Explore 3D shapes 4. Addition 1wk: ➤ Combining Sets 5. Consolidation  Shape Suggested Key Questions: - Can you split 6 into two groups? - How many tens are in 10? - Can you count how many altogether? - What happens if we add one more? - Which one is the biggest/smallest?	2027-2028 Topic: 1. Number & Place Value 2wks: ➤ One-to-One Correspondence ➤ Subitising 2. Addition & Subtraction 2wks: ➤ Adding Objects ➤ Taking Away Objects 3. Measure: Money 1wk 4. Geometry: Position and Direction 1wk 5. Consolidation  Money Suggested Key Questions: - How do you know it's 6? - What do you see in the pattern? - Can you group and match? - Can you find two sets that make 5? - Can you explain your answer?	2027-2028 Topic: 1. Number & Place Value 2wks: ➤ Number recognition and formation 2. Addition & Subtraction 2wks: ➤ Solve addition and subtraction problems within 5. 3. Measure 1wk: Length & Height 4. Consolidation  Length and Height Suggested Key Questions: - Can you read this number? - What is the difference between 12 and 21? - Can you put these numbers in order? - Is your number back to front?	2027-2028 Topic: 1. Number & Place Value 1wk: ➤ Numerical Order and sequencing 2. Addition & Subtraction 2wks: ➤ Solve problems within 10 using practical resources. 3. Measure: Mass 1wk 4. Consolidation 3+1+2= Addition and 3-1-2= Subtraction Suggested Key Questions: - Can you count back from 10? - What number comes between 12 and 14? - What's the next odd number? - Can you make your own number line?	2027-2028 Topic: 1. Number & Place Value 2wks: ➤ Counting Beyond 10 ➤ Comparing Quantities 2. Addition & Subtraction 2wks: ➤ Counting On and Back (Linking to Number Lines) 3. Measure 1wk: Volume 4. Consolidation  Mass and Volume Suggested Key Questions: - Can you estimate how many there are before counting? - How did you decide which group has more? - Can you explain how you solved that problem?	2027-2028 Topic: 1. Number & Place Value 1wk: ➤ Consolidation 2. Addition & Subtraction 2wks: ➤ Solving Real-World Problems: Add & Subtract 3. Measure: Time 2wks 4. Consolidation 123 Number and HTU 3 5 4 Place Value Suggested Key Questions: Measuring and Talking About Time: - How long will it take? - What did we do yesterday? - What will we do tomorrow? - What time do we go home? Key Skills and Knowledge:
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Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

- Can you match the objects to their shadows? - Can you draw a shape with 4 sides? - Can you find a 2D shapes around the room? - Can you build a shape using blocks or sticks? - Can you find two groups that make 5? - Can you add these two numbers using a number line? - Can you draw a picture to show your addition? - Which group has more after we add one more? - Can you help me make a number sentence (e.g., $2 + 3 = 5$)? Key Skills and Knowledge: Number & Place Value Key Skills: - Count to 20 with increasing accuracy. - Recognise numerals to 20. - Begin to partition numbers (e.g., 5 is 2 and 3).	- Can you use words like "add," "take away," "more," and "less"? - Can you count all objects in two small groups to find the total? - Can you use coins to pay for this item? - Can you find the total of these coins? - Can you show me different ways to make 5p? - Can you use coins to pay for this item? - Can you find the total of these coins? - Can you show me different ways to make 5p? - Can you give directions to move the toy? - Can you follow a simple map or path? - Can you describe the position using words like 'next to', 'behind'? Key Skills and Knowledge: Number & Place Value Key Skills: - Explain subitising strategies (e.g., 'I saw 3 and 2')	- What do you notice about the numbers in the teens? - If I give you 3 bears and then 2 more, how many do you have? - You had 5 cars and gave away 2. How many are left? - Can you put these in order from shortest to longest? - Is this ribbon longer or shorter than your arm? Key Skills and Knowledge: Number and Place Value Key Skills: - Read and write numbers 0–20 clearly - Order and compare numerals - Use number formation rhymes or cues as reminders - Check number orientation and position when writing Knowledge: - Recognise numerals to 20 - Understand teen numbers have a 1 and a units digit - Confidently write numerals to 20	- How do you know this is the next number? - Can we make both sides the same (balance)? - Can you sort the objects by weight? - How does it feel in your hands? Is it heavy or light? Key Skills and Knowledge: Place Value & Number Key Skills: - Create your own number line to 15 - Odd/even sorting with counters - Simple sequencing word problems - Jumping games using number lines Knowledge: - Sequence numbers 1–15 confidently - Spot number patterns - Use a number line to count forward/back - Begin odd/even awareness Addition and Subtraction Key Skills: - Solve simple addition and subtraction problems within 10 using	- Which container has the most? Which has the least? - What happens when we pour water from one container to another? - Can you guess which one will hold more before we try it? - Can you make the two containers hold the same amount? Key Skills and Knowledge: Place Value & Number Key Skills: - Count beyond 20 with increasing accuracy - Estimate and check quantities using counting strategies - Use number lines and visual aids to compare and order numbers - Apply number knowledge in real-life problem-solving contexts Knowledge - Numbers can be grouped and represented in different ways (e.g., tens and ones)	Number & Place Value Key Skills: - Recognising and naming numbers up to 20. - Counting forwards and backwards. - Matching numerals to sets of objects. - Ordering numbers to 20. - Using number lines or visual aids. Knowledge: - Each number has a position in a sequence. - Zero represents 'none'. - Numbers can be compared and ordered. - Different representations can show the same number. Addition and Subtraction: Key Skills: - Solve addition and subtraction problems up to 10 in real-life contexts (e.g. shopping, snacks, class jobs) - Choose appropriate resources (fingers, counters, 10 frames)
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- Use concrete resources to explore tens and ones. - Apply number knowledge in real-life contexts. Knowledge: - Numbers are composed of smaller numbers. - Place value: understanding of tens and ones begins. - Counting can be used to solve problems. - Numbers can be used to describe everyday situations. Match, Sort and Compare Key Skills: - Creating own sorting rules. - Comparing sets using more complex language (more than, fewer than). - Using Venn diagrams or sorting hoops. Knowledge: - Sorting can be represented visually. - Comparing involves looking at quantity and attributes. - Matching and sorting are foundational for data handling.	- Count objects in structured and random arrangements - Use matching strategies in practical tasks - Group and label items up to 20 with number names and symbols Knowledge: - Subitise in larger arrangements (dice, tens frame) up to 6 - One-to-one correspondence beyond 10 - Recognising different ways to make a number (e.g. $5 = 2 + 3$) - Understanding of number bonds within 10 Addition and Subtraction Key skills: - Add and subtract up to 5 using fingers, counters, or visuals - Begin to count on and back from a given number - Solve very simple word problems with support (e.g. "If you have 2 and I give you 1 more...") - Match simple number sentences to	- Numbers are part of sequences and patterns Addition and Subtraction Key Skills: - Independently solve simple number sentences within 5 (e.g. $4 - 2 = ?$) - Choose and use resources to solve problems (e.g. fingers, tens frames, pictures) - Begin to explain how they found the answer (e.g. "I had 3 and added 1 more") - Represent addition and subtraction using numbers, symbols, and marks Knowledge: - Understand the structure of a number sentence (number + number = total) - means combine/add; – means take away/subtract - Begin to use inverse ideas (e.g. "If I know $2 + 3 = 5$, then $5 - 2 = 3$") - Understand that the equals sign (=) means "is the same as" Length	- structured resources (e.g., 10 frames, bead strings) - Start to count on and count back from a given number using fingers or number lines - Begin to create or match simple number sentences (e.g., $4 + 2 = 6$) to actions - Explain how they worked out an answer using familiar language Knowledge: - Recognise and use the +, –, and = symbols with support - The total is the final amount in addition; in subtraction, it's what you start with - Number sentences show what is happening in the problem - Objects, pictures, or fingers can help solve problems Mass Key Skills: - Use mathematical language related to mass. - Explore and investigate using balance scales or other non-standard methods Knowledge:	- Estimation is a useful strategy for checking answers - Number patterns help with prediction and reasoning - Mathematics is used in everyday decision-making Addition and Subtraction Key skills: - Confidently add and subtract within 10 using number lines or mental strategies - Record simple number sentences using +, –, = (e.g. $7 - 2 = 5$, $3 + 4 = 7$) - Solve simple contextual problems (e.g., in stories or role-play) and explain the method used - Use number lines independently to jump forward or back from any number within 10 Knowledge: - Addition is commutative: $2 + 3 = 3 + 2$ - Number lines, objects, and pictures all represent the same concept - The equals sign shows both sides are the same – it's a balance	- Begin to explain thinking (e.g. "I added 2 more and got 5") - Record answers using pictures, numbers, and symbols independently or with minimal support Knowledge: - Real-life problems can be shown with number sentences - Adding and subtracting change the amount in a group - Some problems need you to add; others need you to subtract -There are different ways to work out a problem (e.g., count all, count on, use tools) Time Key Skills: - Use simple timers to measure activity durations. - Begin to use language such as "in five minutes", "it takes a long time". - Begin to match activities to times of day (e.g. bedtime at night). Knowledge: Begin to understand how long something takes (short time vs long time).
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	Geometry Key Skills: - Recognising and naming more complex 2D and 3D shapes. - Describing position and direction. - Creating symmetrical patterns. - Constructing shapes using materials. Knowledge: - Shapes can be described using mathematical language. - Symmetry is when both sides match. - Shapes can be combined to make new shapes Addition Key Skills: - Confidently count on to add within 10, sometimes to 20 - Use number bonds to 5 and 10 - Add two single-digit numbers mentally or using manipulatives - Solve simple practical problems involving addition (e.g., shopping role-play) Knowledge:	practical actions (e.g., $3 - 1 = 2$) Knowledge: - Understand the relationship between adding and taking away - Recognise that numbers go up when we add and down when we take away - Start using +, -, = in supported activities - Develop early understanding of part-whole relationships Money Key Skill: - Identifying and using a wider range of coins - Making simple purchases in real-life contexts Knowledge: - Understand coin values up to £1 - Begin to understand and calculate small totals Position and Direction: Key Skills: - Giving and following positional instructions - Giving and following multi-step directions Knowledge:	Key Skills: - Understand the concept of length/height as a measurable attribute. Knowledge: - Measurements can help us describe and solve problems in real life (e.g. "Will this string fit around the box?").	-Mass does not always relate to size – a small object can be heavier than a large one.	- You can solve a problem in more than one way (e.g. fingers, number line, or objects) Mass Key Skills: - Begin to predict and test which container will hold more or less. - Work with adult support to explain their thinking (e.g. "This jug holds 4 cups, and this one holds 2"). Knowledge: - We can measure and compare capacity using non-standard units (like cups, spoons, jugs). - Pouring and transferring liquids helps us learn about volume and capacity	- Identify today, yesterday, tomorrow. - Begin to understand clock faces, timers, and calendars.
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