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

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:** 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  Match, Sort and  Compare **Suggested Key Questions:**	**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:** - Can you join in with number rhymes,	**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 3+1+2= Addition and 3-1-2= Subtraction **Suggested Key Questions:** - How many are there?	**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  Mass and  Volume **Suggested Key Questions:** - Can you put these number cards in the right order? - Which number is the smallest?	**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 **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:** 1. Number & Place Value 1wk: ➢ Consolidation 2. Addition & Subtraction 2wks: ➢ Solving Real-World Problems: Add & Subtract 3. Measure: Time 2wks 4. 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? **Key Skills and Knowledge:** **Number & Place Value** **Key Skills:** - 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? **Key Skills and Knowledge:**	- 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? **Key Skills and Knowledge:** **Number & Place Value** **Key Skills:** - 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) **Knowledge:**	-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? **Key Skills and Knowledge:** **Number & Place Value** **Key Skills:** - 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? **Key Skills and Knowledge:** **Number & Place Value** **Key Skills** - 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? **Key Skills and Knowledge:** **Number & Place Value** **Key Skills:** - 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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	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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		Participating in movement games **Knowledge** - Understand basic positional terms: in, on, under, next to - Understand simple directional terms: forwards, backwards				
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:

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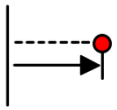
2026-2027	2026-2027	2026-2027	2026-2027	2026-2027	2026-2027	2026-2027
	Topic: 1. Number & Place Value 2wks: ➢ Counting and CardinalityNumber Recognition 2. Match, Sort and Compare 1wk 3. Geometry 3wks: ➢ Patterns ➢ Shape with 4 sides ➢ Explore 3D shapes 4. Addition 1wk: ➢ Combining Sets 5. Consolidation 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 H T U 3 5 4 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? **Key Skills and Knowledge:** **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? **Key Skills and Knowledge:** **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? **Key Skills and Knowledge:** **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? **Key Skills and Knowledge:** **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? **Key Skills and Knowledge:** **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).	
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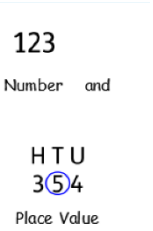
2027-2028	**2027-2028** **Topic:** **1. Number & Place Value 2wks:** ➢ Counting and Cardinality ➢ Number Recognition **2. Match, Sort and Compare 1wk** **3. Geometry 3wks:** ➢ Patterns ➢ Shape with 4 sides ➢ Explore 3D shapes **4. Addition 1wk:** ➢ Combining Sets **5. Consolidation**  Shape **Suggested 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**  **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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	- 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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	- Know addition facts to 5 and some to 10 (e.g. 3 + 2, 4 + 1) - Addition can be done in any order (beginning commutativity awareness) - Total means the final amount - Understand simple number sentences and use them with support	- Understand and use full positional sentences - Understand sequences of movement				
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: