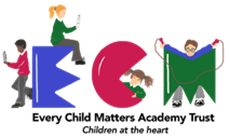
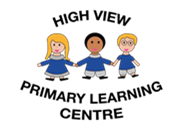
******High View Primary Learning Centre**

Mathematics Curriculum

Our aim is for the pupils to have a comprehensive and cohesive mathematics education so that they leave High View as competent mathematicians. This will be achieved by using the DFE’s Ready to Progress Criteria as the foundations before moving to the National Curriculum objectives. Where the RTP (Ready to Progress) meets the NC (National Curriculum) objectives, these will be indicated with the reference numbers in the objectives. All objectives will be covered by the time the children leave Year 6 ensuring that they are fully prepared to continue their education.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | FS1 | FS2 | Year1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn | Number rhymes and songs  Counting, ordinality and cardinality  Shape  Size  Pattern  Numerals  Capacity  Positional language  ‘More’ | Counting, ordinality and cardinality  Subitising  Composition  Addition and subtraction  One more/one less than  Shape  Length  Weight | Place Value  Addition and Subtraction  Shape | Place Value  Addition and subtraction  Money  Multiplication and division | Place value  Addition and subtraction  Multiplication and division | Place Value  Addition and subtraction  Perimeter  Multiplication and division | Place value  Addition and subtraction  Statistics  Multiplication and division  Perimeter and area | Place value  4 operations  Fractions  Position and direction |
| Spring | Number rhymes and songs  Counting, ordinality and cardinality  Shape  Size  Capacity  More and less  Money  Days of the week  Length  Positional language  Pattern | Counting, ordinality and cardinality  Subitising  Composition  Addition and subtraction  One more/one less than  Shape  Capacity  Money  Pattern  Estimation | Addition and subtraction  Place Value  Length, height  Weight and volume | Multiplication and division  Shape  Statistics  Fractions  Length and height | Multiplication and division  Statistics  Money  Length and perimeter  fractions | Multiplication and division  Area  Fractions  Decimals | Multiplication and division  Fractions  Decimals and percentages | Decimals  Percentages  Algebra  Measurement  Perimeter area and volume  Ratio |
| Summer | Number rhymes and songs  Counting, ordinality and cardinality  Shape  Sequencing events  Calculating  Separating  More than / fewer tham  Sorting and classifying  Routes and locations  Weight | Counting, ordinality and cardinality  Subitising  Composition  Addition and subtraction  Money  Sharing  Doubling  Halving  Capacity | Multiplication and division  Fractions  Position and direction  Place value  Money  time | Position and direction  Problem solving  Time  Measurement  investigations | Fractions  Time  Shape  Mass and capacity | Decimals  Money/Time  Statistics  Shape  Position and direction | Decimals  Shape  Position and direction  Converting units  Volume | Shape  Problem solving  Statistics  investigations |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **INTERPRETING, CONSTRUCTING AND PRESENTING DATA** | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | interpret and construct simple pictograms, tally charts, block diagrams and simple tables | interpret and present data using bar charts, pictograms and tables | interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs | complete, read and interpret information in tables, including timetables | interpret and construct pie charts and line graphs and use these to solve problems |
|  |  | ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity |  |  |  |  |
|  |  | ask and answer questions about totalling and comparing categorical data |  |  |  |  |
| **SOLVING PROBLEMS** | | | | | | |
|  |  |  | solve one-step and two-step questions [e.g. ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. | solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | solve comparison, sum and difference problems using information presented in a line graph | calculate and interpret the mean as an average |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| VOCABULARY  These are the words that pupils will know, use and understand.  The pupils will know, use and understand the words in their current year group and the prior years. | | | | | | |
| EYFS/Development matters/ Previous knowledge | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Count, sort, group, set, list, | , table, vote | , tally block graph, pictogram, label, title, most popular, most common, least popular, least common represent, group | chart, bar chart, frequency table, Carroll diagram, Venn, diagram axis, axes, diagram, | survey, questionnaire, data | graph, bar line chart maximum/minimum value, outcome database line | mean (mode, median, range as estimates pie chart for this), statistics, distribution |