**H****igh 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 |

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| **NATIONAL CURRICULUM** | | | | | | |
| Equations | | | | | | |
| EYFS/Development matters/ Previous knowledge | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  |  |  | express missing number problems algebraically |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  | find pairs of numbers that satisfy number sentences involving two unknowns |
|  |  |  |  |  |  | enumerate all possibilities of combinations of two variables |
| Formulae | | | | | | |
| EYFS/Development matters/ Previous knowledge | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  | *Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit.*  *(Copied from NSG measurement)* |  | use simple formulae |
| **Sequences** | | | | | | |
| EYFS/Development matters/ Previous knowledge | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | *sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening*  (copied from Measurement) | *compare and sequence intervals of time*  (copied from Measurement) |  |  |  | generate and describe linear number sequences |
|  |  | *order and arrange combinations of mathematical objects in patterns*  (copied from Geometry: position and direction) |  |  |  |  |

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| 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 |
| Pattern, puzzle, | What could we try next?  How did you work it out?  Explain your thinking | sequences | Missing number  inverse | Perimeter  Area  Length x Width | Rule  Function machine | Formula, formulae, equation, unknown, variable, nth term,  Length x width x height  base x height |