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# **Maths** *Curriculum*

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## Intent

At Maple, our intent for mathematics is to teach a broad, balanced and progressive curriculum that excites and enables our children to use Maths to reason, problem solve and develop fluent conceptual understanding in each area. We want all pupils to develop a sense of curiosity about the subject which will help them to make better make sense of the world around them relating the pattern between mathematics and everyday life through practical tasks and real life problem solving.

We believe that they will achieve this as they

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Develop the ability to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.



## **Implementation**

We teach the National Curriculum primarily through Herts for Learning's Essential Maths scheme, enabling us to deliver a carefully planned progression of knowledge and skills that ensures consistency across the key stages. The mapping of Mathematics across school shows clear progression in line with age related expectations. Pupils are challenged and we encourage a child led approach whereby pupils can take ownership of their learning, This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

With a growth mindset, children 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. Children develop their mathematical vocabulary alongside practical, pictorial and written skills.

Children are given opportunity to reason and solve problems regularly; learning is varied and allows for deep and secure understanding.

Investigative tasks are an integral part of our curriculum and allow pupils to follow lines of enquiry and develop their own ideas, justifying and proving their answers. Children work both collaboratively and independently solving problems, which require them to persevere and develop resilience.



## Impact

The impact of our mathematics curriculum is that children become curious mathematicians who understand and appreciate the relevance of what they are learning in relation to real world concepts.

By the end of KS2 we aim for children to be confident in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

They should have the skills and have the resilience to **solve problems** by applying their mathematics to a variety of situations with sophistication, including in unfamiliar contexts and to model real-life scenarios. Children will be able to **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.



# Maths

## Curriculum Map

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Autumn	<p>Recognise, recite number to 10</p> <p>Count to establish how many in a set and match to numeral</p> <p>Understand if amounts are rearranged, the number remains the same</p> <p>1:1 counting</p> <p>Match spoken numeral to written numeral</p> <p>Partition sets of 5/6/7 objects</p> <p>Order numbers to 10</p> <p>Number formation</p> <p>Repeating patterns</p> <p>2D shapes - names and properties</p>	<p>Geometry - Positional Language Including Ordinal Numbers</p> <p>Numbers to Ten - Finding Patterns in Numbers (including subitising)</p> <p>Numbers to Ten - Counting and Comparison (more, less, fewer)</p> <p>Numbers to Ten - Estimating and Ordering</p> <p>Numbers to Ten - Regrouping the Whole</p> <p>Numbers to Ten - Part Whole</p> <p>Addition and Subtraction</p> <p>Numbers to Ten - Solving Problems</p> <p>Using Part or Whole Unknown</p> <p>Numbers to Ten - Comparison</p>	<p>Securing Fluency to Twenty</p> <p>Place Value - Making Tens and Some More</p> <p>Place Value and Regrouping Two-Digit Numbers</p> <p>Counting On and Back in Ones and Tens from any Number</p> <p>Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures</p> <p>Estimation and Magnitude</p> <p>Numbers to 20 - Mental Addition and Subtraction</p> <p>Finding Complements of 10 and 100 Including Measures</p> <p>Add and Subtract Numbers Mentally</p>	<p>Place Value and Regrouping</p> <p>Counting On and Back in Ones, Tens and Hundreds</p> <p>Estimation, Magnitude and Rounding</p> <p>Measures - Comparison, Estimation and Magnitude</p> <p>Mental Fluency - Addition</p> <p>Mental Fluency - Subtraction</p> <p>Fact Families and Applying the Inverse</p> <p>Written Addition</p> <p>Written Subtraction</p> <p>Problem Solving - Worded Problems</p> <p>Statistics - Interpreting Bar Charts and Tables</p>	<p>Place Value - Order and Compare</p> <p>Numbers Beyond 1000</p> <p>Rounding, Estimation and Magnitude</p> <p>Securing Addition and Subtraction</p> <p>Mental Fluency</p> <p>Securing Formal Written Addition and Subtraction</p> <p>Fluency</p> <p>Counting in Multiples of 6, 7, 9, 25 and 1000</p> <p>Multiplication and Division Facts (Times Tables)</p> <p>Factor Pairs, Integer Scaling and Correspondence</p> <p>Problems</p> <p>Problem Solving Including Measures to Apply Place Value, Mental</p>	<p>Place Value and Rounding of Large Numbers</p> <p>Interpret Negative Numbers</p> <p>Place Value of Numbers with up to Three Decimal Places</p> <p>Multiply and Divide by 10, 100 and 1,000</p> <p>Properties of Number - Multiples, Factors and Common Factors</p> <p>Prime and Composite Numbers</p> <p>Multiply and Divide Mentally</p> <p>Solve Problems Involving Knowledge of Key Facts</p> <p>Add and Subtract Using a Range of Strategies</p>	<p>Place Value</p> <p>Multiplication and Division by 10, 100, 1000 (whole and decimal numbers)</p> <p>Rounding</p> <p>Addition (whole numbers and decimals)</p> <p>Subtraction (whole numbers and decimals)</p> <p>Multiplication (whole numbers and decimals)</p> <p>Division (whole numbers and decimals with remainders as fractions and decimals)</p> <p>BIDMAS</p> <p>Co-ordinates</p> <p>Translation</p> <p>Reflection</p> <p>Algebra</p> <p>Fractions (add, subtract, multiply, divide, mixed, equivalent, ordering)</p> <p>Decimals</p> <p>Area</p>

	<p><u>Autumn 2</u></p> <p>-Match quantities to correct numeral</p> <p>-Ordering and using numbers to 20</p> <p>-Say the number that is one more than and one less than - read and write matching number sentence</p> <p>-Missing numbers in number lines</p> <p>-Joining numbers together in correct order</p> <p>-Lengths and height - comparing, ordering and using correct language</p> <p>-Measuring using non-standard units</p> <p>-Capacity - use correct language and compare capacities</p> <p>-Weight - use correct language and compare different weights</p> <p>-Money - recognise coins and match different values</p>	<p>Numbers to Ten - Equality and Balance</p> <p>Numbers to Twenty - Making 10 and Some More</p> <p>Numbers to 20 - Estimating and Ordering, 1 More and 1 Less</p> <p>Numbers to Twenty - Doubling and Halving</p> <p>Numbers to Twenty - Odd and Even Numbers</p> <p>Geometry - Names and Properties of 2-D and 3-D Shape</p>	<p>Using 1- and 2-Digit Numbers</p> <p>Finding Part or Whole Unknown</p> <p>Money - Making Combinations and Finding Change</p> <p>Comparison (difference, more, less, fewer)</p> <p>Measures - Estimation and Measure Using Different Scales</p> <p>Statistics - Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts</p>	<p>Angles, Right Angles and Estimation</p> <p>Perpendicular and Parallel Lines, Vertical and Horizontal Lines</p> <p>2-D Shape - Properties and Drawing</p> <p>Perimeter Including Problem Solving Using Written and Mental Methods</p>	<p>Strategies and Arithmetic Laws</p> <p>Multiply and Divide a One or Two-digit Number by 10 and 100</p> <p>Measure - Conversion of Units</p> <p>Measures - Compare, Estimate and Calculate</p> <p>Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division</p> <p>Perimeter</p>	<p>Add and Subtract Using Formal Written Methods</p> <p>Formal Written Method for Multiplication</p> <p>Formal Written Method of Short Division</p> <p>Equivalent Fractions</p> <p>Compare and Order Fractions</p> <p>Adding and Subtracting Fractions</p>	<p>Perimeter</p> <p>Averages - particular focus on mean</p> <p>Time - including timetables and time zones</p> <p>Problem solving in all areas</p>
Spring	<p>Count along number line to 20</p> <p>-Match objects and count to establish how many</p>	<p>Measures - The Language of Comparing Length, Height, Mass and Speed</p>	<p>Written Addition Method</p> <p>Commutativity in Addition but not in Subtraction</p>	<p>Multiplication - 3, 4 and 8 Times Tables including Counting</p>	<p>Properties of Shape</p> <p>Symmetry</p> <p>Decimal Numbers</p>	<p>Problem Solving - All Four Operations</p> <p>Fractions by Whole Numbers</p>	<p>Negative Numbers</p>

		<p>-Recognise, show and write teen numbers</p> <p>-Doubling</p> <p>-Halving/ sharing amounts</p> <p>-Symmetry</p> <p>-2D shapes</p> <p><u>Spring 2</u></p> <p>-Ordering numbers to 20</p> <p>-Identifying larger and smaller groups</p> <p>-Estimating</p> <p>-One more and one less than</p> <p>-Addition and subtraction - verbalise and writing number sentences</p> <p>-3D shapes - names and properties</p> <p>-Time</p> <p>-Follow and give directions</p>	<p>Sequencing Events - Days of the Week and Months of the Year</p> <p>Numbers to Twenty - Adding using 'Think 10'</p> <p>Numbers to Twenty - Subtraction using 'Think 10'</p> <p>Numbers to Twenty - Equality and Balance</p> <p>Numbers to Twenty - Part or Whole Unknown</p> <p>Numbers to Twenty - Language and Problem Solving (part or whole unknown)</p> <p>Numbers to Twenty - Comparison (difference, more, less, fewer) including Statistics</p> <p>Measures - Coins and Combinations to 20p, Ordering and Comparing</p> <p>Counting in 2s, 5s 10s.</p>	<p>Written Subtraction Method</p> <p>Problem Solving with Addition and Subtraction in a Range of Contexts</p> <p>Time - Telling the Time: O'clock, Half Past, Quarter Past</p> <p>Time - Estimating, Ordering and Comparing Time</p> <p>Double and Halve One and Two-digit Numbers and Amounts of Money</p> <p>Times Tables - 2s, 5s and 10s.</p> <p>Patterns and Strategy (counting in 3s)</p> <p>Multiplication - Multiples and Repeated Addition</p> <p>Multiplication - Number of Groups, Group Size and Product</p> <p>Multiplication Problem Solving</p> <p>Division - Sharing and Grouping</p>	<p>Division - 1, 2, 3, 5, 4 and 8 Times Tables</p> <p>Multiplication - Strategy, Associative and Distributive Laws</p> <p>Statistics - Pictograms and Scaled Bar Charts</p> <p>Multiplication and Division Worded Problems</p> <p>Fractions - Finding Fractions of Discrete and Continuous Quantities</p> <p>Ordering and Comparing Fractions</p> <p>Adding and Subtracting Fractions with the Same Denominators</p> <p>Fractions - Problem Solving with Unit and Non-Unit Fractions</p> <p>Multiplication - Multiplying Multiples of Ten</p> <p>Multiplication - Formal Written Multiplication</p>	<p>Calculating With Decimals</p> <p>Measure - Money Problem Solving involving Decimals to Two Decimal Places</p> <p>Add and Subtract Fractions with the Same Denominator</p> <p>Finding Fractions of Quantities</p> <p>Fractions in the Context of Measure</p> <p>Equivalent Fractions, Ordering and Comparing</p> <p>Multiply Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout</p> <p>Divide Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout</p>	<p>Fraction Problem Solving</p> <p>Measure - Converting Units of Measure</p> <p>Area</p> <p>Volume and Capacity</p> <p>Percentages Problem Solving - Percentages</p> <p>3-D Shapes from 2-D Representations</p> <p>Reflection and Translation</p> <p>Perimeter</p> <p>Estimate, Compare, Measure and Draw Angles</p> <p>Identify Unknown Angles</p>	<p>Data handling- Pie Charts</p> <p>Bar charts</p> <p>Line Graphs</p> <p>Number sequences</p> <p>Length</p> <p>Weight</p> <p>2D and 3D shapes including nets</p> <p>Angles</p> <p>Problem solving in all areas</p>
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			Measures - Non-standard Measures and Introducing Simple Standard Measures	Division - Sharing and Grouping Problems including Remainders				
	Summer	<ul style="list-style-type: none"> <li>-Count on and back using a number line</li> <li>-Addition</li> <li>-Subtraction</li> <li>-Order objects by size</li> <li>-Compare lengths and heights</li> <li>-Use positional language</li> </ul> <p><u>Summer 2</u></p> <ul style="list-style-type: none"> <li>-100 square - recognise numbers</li> <li>-Missing numbers on number lines</li> <li>-One more and one less than</li> <li>-Addition - using counting on</li> <li>-Subtraction - using counting back</li> <li>-Addition and subtraction number problems</li> <li>-Number sentences - verbalising and writing</li> <li>-Number formation</li> <li>-Number bonds to 10</li> <li>-Counting in groups of 2s, 5s, 10s</li> </ul>	<p>Multiplication and Division - Equal or Unequal Groups and Remainders</p> <p>Multiplication - Repeated Addition and Arrays (number of groups and size of group)</p> <p>Multiplication - Problem Solving (identifying the number of groups and size of the group)</p> <p>Multiplication - Scaling and Counting in 2s to 24</p> <p>Division - Sharing and Grouping Problems</p> <p>Geometry - Turns</p> <p>Time - Telling the Time, O'clock and Half Past</p> <p>Fractions - Sharing into Equal Groups</p> <p>Week seven</p>	<p>Fractions - Finding Halves, Quarters and Thirds of Amounts</p> <p>Fractions - Finding Halves, Quarters and Thirds of Shapes</p> <p>Fractions - Finding Three-Quarters of Shapes and Amounts</p> <p>Fractions - Equivalence</p> <p>Fractions - of Continuous Quantities</p> <p>Time - Telling the Time to the Nearest 5 Minutes</p> <p>Problem Solving for all Operations (including Fractions)</p> <p>Multiplication and Division - Equality and Balance</p> <p>Geometry - Properties of 2-D and 3-D Shape,</p>	<p>Division Problem Solving - Sharing and Grouping</p> <p>Division - Two and Three-Digit Numbers by One-Digit Numbers including Halving</p> <p>Multiplication, Division and Fractions - Scaling and Correspondence Problems</p> <p>Division - Long Division</p> <p>Time - Days, Weeks, Months, Years</p> <p>Time - Telling the Time (analogue and digital) and Estimation</p> <p>Time - Duration</p> <p>Securing the Four Operations with Whole Number including Problem Solving</p>	<p>Time - Read, Write Calculate and Convert Time on Analogue and Digital 12- and 24-Hour Clocks</p> <p>Statistics - Interpret and Present Continuous and Discrete Data, Solve Problems incorporating Measures</p> <p>Roman Numerals to 100 and Zero</p> <p>Negative Numbers - Counting through Zero and Calculating in Context</p> <p>Geometry - Angles</p> <p>Geometry - Properties of Triangles</p> <p>Geometry - Coordinates in the First Quadrant and Translations</p> <p>Geometry - Position and Direction,</p>	<p>Formal Methods for Division and Multiplication in Increasingly Complex Problems</p> <p>Strategies for Multiplication and Division (Mental and Written)</p> <p>Fractions, Decimals and Percentages Problem Solving</p> <p>Solving Problems involving Scaling by Simple Fractions and Rates</p> <p>Conversion of Imperial and Metric Units of Measure</p> <p>Reading Timetables and Calculating with Time</p> <p>Solve Problems involving the Four Operations</p> <p>Distinguish between Regular and Irregular Polygons</p>	<p>Ratio and Proportion</p> <p>Volume</p> <p>Reading Scales</p> <p>Revision of weaker areas pre- SATS</p> <p>Problem Solving in all areas</p>



		<p>-2D and 3D shapes -Compare capacity and weight</p>	<p>Fractions - Equal or Unequal Parts of Shapes</p> <p>Fractions - of Continuous Quantities including Capacity Numbers to Twenty - Review</p> <p>Numbers to One Hundred - Place Value and Digits, Making Tens and Some More Place Value - Estimation, Ordering and Comparison</p>	<p>Classifying and Sorting Geometry - Symmetry</p> <p>Mental Calculation Review</p> <p>Geometry - Sequencing Geometry - Rotation and Right Angles</p> <p>Place Value and Written Calculation Review</p>	<p>Place Value and Decimals - Ten Times Bigger and Ten Times Smaller Place Value and Decimals - Partitioning Place Value and Decimals - Estimation, Comparing and Rounding</p> <p>Measures - Measuring and Problem Solving</p> <p>3-D Shape - Building and Identifying Properties</p>	<p>incorporating Angles and Plotting Points of a Shape</p> <p>Multiplication and Division Review</p> <p>Area</p> <p>Fractions Review</p> <p>Application and Problem Solving - Developing Operation Sense</p>	<p>Use Properties of Rectangles</p> <p>Statistics - Solve Comparison, Sum and Difference Problems using Information in a Line Graph</p> <p>Statistics - Interpreting and Evaluating Information Presented in Charts and Tables</p> <p>Roman Numerals</p>	
Key Skills Application	Ideas, questions and lines of enquiry		<p>Selects the mathematics they use in an increasing range of classroom activities <i>adopts a suggested model or systematic approach makes connections and applies knowledge to similar situations</i></p> <p>Chooses equipment appropriate to the task with support</p> <p>Asks simple questions relevant to the problem and begins to suggest ways of exploring</p>	<p>Develops the mathematics they use in a wide range of contexts  <i>makes suggestions of ways to tackle a range of problems makes connections to previous work</i></p> <p>Chooses equipment appropriate to the task independently</p> <p><i>Poses and answers questions related to a problem and suggests a range of possible approaches to the solution</i></p>	<p>Identifies and obtain necessary information to carry through a task and solve mathematical problems  <i>recognises when information is or is not crucial to the solving of a problem determines what is missing and develops lines of enquiry</i></p> <p>Selects the most appropriate equipment and explains choices</p> <p>Uses their mathematical experiences to explore ideas and raises questions to pursue further lines of enquiry</p>			

		<p><b>Represent and communicate</b></p>	<p>Describes a problem in their own words e.g.</p> <p><i>acts it out</i> <i>represents the problem pictorially or with concrete resources</i></p> <p>Begins to develop own ways of recording <i>uses and interprets familiar mathematical symbols and diagrams</i></p> <p>Begins to organise work and check results <i>shows evidence of method in responses</i></p> <p>Discusses their mathematical work and begins to explain their thinking using appropriate mathematical vocabulary</p>	<p>Represents problems pictorially, using a model or with concrete resources</p> <p>Restates the problem in another way</p> <p>Presents work in a clear and organised way <i>uses and interprets a wide range of mathematical symbols and diagrams</i></p> <p>Begins to work in an organised way from the start using strategies such as recording results in order and checks for accuracy</p> <p>Discusses their mathematical work and uses mathematical language in a more precise and accurate way</p>	<p>Shows understanding of situations by describing them mathematically using symbols, words and diagrams</p> <p>Decides how best to represent conclusions, using appropriate recording <i>begins to understand and use formulae and symbols to represent problems</i></p> <p>Organises work from the outset, looks for ways to record systematically and checks results to see if they are reasonable checks for and spots errors while working</p> <p>Constructs complex explanations and reasoned arguments</p>
		<p><b>Plan an approach and implement it</b></p>	<p>Understands and uses known facts and procedures to solve simple problems</p> <p>Uses familiar strategies and operations to solve problems within known mathematical concepts and procedures</p> <p>Tries different approaches and finds ways of overcoming difficulties when solving problems - sometimes with support</p>	<p>Uses facts and procedures to solve simple and more complex problems</p> <p>Develops own strategies for solving problems and applying mathematics to practical contexts</p> <p>Finds solutions that match the context of the problem</p>	<p>Understands and uses facts and procedures creatively to solve complex or unfamiliar problems</p> <p>Uses appropriate mathematical concepts, processes, skills and tools to solve a problem</p> <p>Interprets the mathematical solution in the context of the problem and makes sense of the solution</p>

		<b>Computational complexity</b> (Within the range of number facts known)	Solves problems with one or a small number of steps, where all steps are simple	Solves problems with more than one step at least one of which is more complex	Solves problems with a larger number of numeric steps, at least one of which is more complex
	<b>Key Skills Reasoning</b>	<b>Make connections</b>	Recognises similarities to previous work through classroom discussion  Begins to use familiar elements of knowledge to tackle problems that are more unfamiliar or complex Poses 'What if?' questions during practical problem solving opportunities	Makes connections to previous work within mathematics and with other subjects  Poses and answer questions that will help make sense of the problem  Poses 'What if?' questions that may change the outcome or direction of the problem	Poses own questions and create problems for peers that are similar to ones worked on in class  Develops own lines of enquiry
		<b>Evaluate</b>	Reviews their work by explaining why they have done something	Suggests refinements to elements of problem solving by comparing other approaches and against 'modelled' examples	Considers efficiency of methods and adapts work accordingly throughout problem solving activities
		<b>Draw conclusions</b>	Predicts an answer or outcome <i>e.g. numbers in an extended sequence</i>  Talks about findings by referring to own work  Explains why an answer is correct  Begins to make simple inferences when referring to own work	Predicts conclusions and reason why when referring to work  Comments on whether the conclusion was expected  Makes valid inferences when referring to own work	Conjectures to develop own line of enquiry when testing outcomes  Draws own valid conclusions and give an explanation of reasoning (including written explanations)
		<b>Generalise</b>	Understands a general statement by finding a particular example that match it  Begins to describe a pattern or sequence in words or using concrete resources or own representation	Finds solutions and makes predictions by identifying patterns when working  Forms generalised rules in words, using concrete resources or own representation	Identifies more complex patterns and begins to express generalisations using symbolic notation

		<b>Justify</b>	Provides simple reasons for opinions	Justifies answers and solutions by referring to their work and support with examples	Justifies methods chosen and why the solution is the best one or not  Supports conclusions with examples and counter examples
	<b>Key Skills Problem Solving</b>	<b>Sort information</b>	<p>Uses 'guess and check' strategy to solve unfamiliar problems</p> <p>Begins to look for patterns in results while working and uses them to find other possible outcomes</p> <p>Draws simple pictures or diagrams</p> <p>Gives examples to match statements and ones that do not finds a starting point</p>	<p>Identifies irrelevant information; uses lists and tables to identify and organise information</p> <p>Uses informed 'guess and check'</p> <p>Seeks a pattern</p> <p>Draws a diagram or model</p> <p>Seeks an exception</p> <p>Breaks the problem down into simpler steps e.g. works backwards</p>	<p>Organises, deconstructs and prioritises information; uses systematic lists and tables to identify information</p> <p>Uses informed 'guess, check and improve'</p> <p>Identifies and uses a pattern</p> <p>Draws a mathematical model to support visualisation of problem</p> <p>Uses and applies negative proof (uses counter argument to prove the rule)</p> <p>Uses a structured approach to tackle the problem (devise a plan) e.g. works backwards</p> <p>Solves a simpler related problem</p>
<b>Early Years Outcomes</b>	<b>Autumn</b>	<p><u>Early Years Outcomes</u></p> <p>M 6 N Recognise some numerals of personal significance.</p> <p>M 6 N Recognises numerals 1 to 5.</p> <p>M 6 N Counts up to three or four objects by saying one number name for each item.</p> <p>M 6 N Counts actions or objects which cannot be moved.</p> <p>M 6 N Counts objects to 10, and beginning to count beyond 10.</p> <p>M 6 N Counts out up to six objects from a larger group.</p> <p>M 6 N Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>M 6 N Counts an irregular arrangement of up to ten objects.</p> <p>M 6 N In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>M 6 SSM Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>M 6 SSM Selects a particular named shape.</p> <p>M 6 SSM Uses familiar objects and common shapes to create and recreate patterns and build models.</p>			

		<p><u>Early Years Outcomes</u>  M 6 N Counts objects to 10, and beginning to count beyond 10.  M 6 N Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  M 6 N Counts an irregular arrangement of up to ten objects.  M N Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>M 6 SSM Orders two or three items by length or height.  M 6 SSM Orders two items by weight or capacity.  M SSM Beginning to use everyday language related to money.</p>
Early Years Outcomes	Spring	<p><u>Early Years Outcomes</u>  M 6 N Counts objects to 10, and beginning to count beyond 10.  M N Children count reliably with numbers from one to 20, place them in order.  M N They solve problems, including doubling, halving and sharing.</p> <p>M 6 SSM Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.  M 6 SSM Selects a particular named shape.  M 6 SSM Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p><u>Early Years Outcomes</u>  M 6 SSM Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.  M 6 SSM Selects a particular named shape.  M 6 SSM Uses everyday language related to time.  M 6 SSM Measures short periods of time in simple ways.  M 6 SSM Can describe their relative position such as 'behind' or 'next to'.</p> <p>M 6 N Uses the language of 'more' and 'fewer' to compare two sets of objects.  M 6 N Estimates how many objects they can see and checks by counting them.  M 6 N In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  M N Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p>
Early Years Outcomes	Summer	<p><u>Early Years Outcomes</u>  M SSM Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>M N Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.  M 6 N In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  M 6 N Records, using marks that they can interpret and explain.</p>

		<p><u>Early Years Outcomes</u></p> <p>M N Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>M SSM Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
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