Oak Learning Partnership

Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School: Crosshill School

Subject: Maths- Explore

Curriculum Planning

at Oak Learning Partnership

Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.

Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.

7 Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Lisa Marie Houghton – Maths Lead
School Intent	Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: **Inspire, Explore and Discover.** Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will: • **Know themselves** • **Possess functional skills** • **Be independent** • **Be good communicators** • **Be curious learners** • **Be prepared for adulthood** The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.
Subject Intent	At Crosshill Special School, our Maths lessons are inclusive and tailored to the specific needs of students. We teach students the basic principles of maths to function independently within the world. We provide immersive opportunities for children and young people to develop their problem-solving skills whilst maintaining practical application to functional opportunities. By linking Mathematics with the wider curriculum and developing a deeper understanding of mathematical concepts and how they apply to the 'real world', we aim to ensure that our learners are equipped with core skills in which to make sense of, and access, the world around them. Our intent is rooted in the belief that a supportive and engaging Maths curriculum is essential for the holistic development of our learners, preparing them academically as well as being able to better access lifelong independence.

EYS National Curriculum Aims:	Build foundational mathematical understanding through play and everyday experiences. Children will develop number sense by counting objects, recognising	**YR1 National Curriculum Aims:**	Develop early mathematical understanding through accessible, practical, and engaging activities tailored to individual learning needs. In number and place value, children work towards recognising	**YR2 National Curriculum Aims:**	Students will strengthen and extend foundational mathematical understanding through practical, structured, and accessible learning experiences. In number and place	**YR3 National Curriculum Aims:**	Students will deepen their understanding of key mathematical concepts through practical, supported, and engaging learning tailored to individual needs. In number and place value, children continue to develop	**YR4 National Curriculum Aims:**	Students will consolidate and extend key mathematical skills through practical, accessible, and individualised learning experiences. In number and place value, children work

	numerals, and beginning to understand quantity and comparison (e.g., more or less). They will explore shape and space by identifying and describing basic shapes, noticing patterns, and using positional language like “in,” “on,” or “under.” Measuring concepts are introduced through comparing sizes, weights, and capacities during activities. Children will explore money and begin to recognise some coins, engaging in pretend play involving buying and selling. The overall aim is to nurture curiosity, reasoning, and confidence with mathematical ideas in meaningful, practical contexts.		numbers, counting with accuracy, and understanding the value of each digit. Addition and subtraction, as well as early multiplication and division, are introduced using real objects and familiar contexts to support combining, sharing, and comparing quantities. Shape, space, and measure are explored through hands-on experiences with different shapes, sizes, positions, and measurements. Children begin to recognise and use coins in simple role play to develop awareness of		value, children work on counting in steps, recognising patterns, and understanding the value of digits in two-digit numbers. Addition and subtraction are developed through real-life problem-solving and using physical resources to support combining and separating amounts. Multiplication and division are introduced through repeated addition, grouping, and sharing. In shape, space, and measure, children explore properties of 2D and 3D shapes, make comparisons in length, weight, and capacity, and begin to use simple measurement tools. Money is taught through recognising coins and using them in everyday contexts. Time is explored through sequencing events, reading clocks to the hour and half hour,		confidence with larger numbers, understanding hundreds, tens, and units, and using number lines or concrete resources to support this. Addition and subtraction skills are strengthened through real-life problem solving and structured methods, while multiplication and division are explored through arrays, grouping, and repeated addition. In shape, space, and measure, children investigate properties of 2D and 3D shapes, use measuring tools more independently, and explore comparisons of length, mass, volume, and perimeter. Work on money includes using coins and notes in simple budgeting and purchasing activities. Time is extended to telling the time to the nearest 5 minutes and understanding durations. Fractions are developed through identifying and using		with numbers up to four digits, using concrete resources to understand value, order, and rounding. Addition and subtraction skills are developed using step-by-step methods in real-life contexts, while multiplication and division are explored through times tables, arrays, and sharing strategies. In shape, space, and measure, children investigate angles, symmetry, and area, and measure using standard units with increasing independence. Money skills are strengthened through using calculations in simple budgeting or shopping tasks. Time learning includes telling the time to the nearest minute and understanding 24-hour clocks and time intervals. Fractions are extended to include equivalent fractions, fractions of quantities, and adding or subtracting fractions with the same

					quarter past and to the hour and understanding daily routines. Fractions are introduced as equal parts of a whole using visual and tactile resources, while statistics involve collecting and interpreting simple data using objects, charts, or pictograms. The aim is to provide inclusive, meaningful learning that supports conceptual understanding and real-world application at a pace suited to each child's needs.		unit and non-unit fractions in practical contexts, and statistics involves collecting, representing, and interpreting data using tables, pictograms, and bar charts. The overall aim is to provide meaningful, hands-on experiences that help children apply mathematical thinking in everyday contexts, building confidence and independence at their own pace.		denominator. Statistics work involves interpreting and presenting data using bar charts and tables. The overall aim is to ensure children engage with maths in a way that is meaningful, sensory-rich, and adapted to their learning profile, supporting both functional life skills and confidence in mathematical thinking.

Topic and Time Allocated	***Primary***	***Year 7***	***Year 8***	***Year 9***	***Year 10***	***Year 11***
Year 1: Autumn A	**Topic:** Number 4 weeks Shape 2 weeks Time 1 week	**Topic:** Number and Place Value 3 weeks Addition and Subtraction 2 weeks Shape 1 week Time 1 week	**Topic:** Number and Place Value 3 weeks Addition and Subtraction 2 weeks Shape 1 week Time 1 week	**Topic:** Number and Place Value 3 weeks Addition and Subtraction 2 weeks Shape 1 week Time 1 week	**Topic:** Number and Place Value 2 Weeks Addition and Subtraction 2 Weeks Counting and Sequences Multiplication and Division 2 Weeks Proportional Reasoning 1 Week	**Topic:** Number and Place Value 2 Weeks Addition and Subtraction 2 Weeks Multiplication and Division 2 Weeks Proportional Reasoning 1 Week
	Knowledge: Students will: Begin to subitise up to 5 objects. Count forwards to 10 and beyond Explore the cardinal principle Show 'finger numbers' up to 10	**Knowledge:** Students will: Count, read and write numerals to 100. Add 1- and 2-digit numbers up to 20. Represent number bonds to 20. Name and describe 2D shapes.	**Knowledge:** Students will: Count to and across 100. Represent numbers with objects. Add and subtract numbers using objects/pictorial representations.	**Knowledge:** Students will: Partition 2-digit numbers in different ways. Describe and extend simple sequences. Add and subtract using concrete objects.	**Knowledge:** Students will: Write, order and compare whole numbers up to 100 Know the value of each digit in a 2-digit number Add several single digit numbers up to 100 Subtract a single digit number from an initial	**Knowledge:** Students will: Write, order and compare whole numbers up to 1000 Know the value of each digit in a 3-digit number

	Link numerals and amounts up to 10 and beyond Explore 2D shapes using informal/mathematical language Begin to describe a sequence of events using words 'first', 'then…'	Explore chronological order. Tell the time to the hour.	Recall number facts to 20. Describe properties of 2D shapes. Recognise quarter past/to the hour.	Describe properties of 2D shapes and lines of symmetry. Recap hour, quarter to, half past and quarter to times.	value no greater than 100 Count on in 2,3, 4, 5 and 10 Continue a simple sequence Identify missing values within a sequence Sort and classify numerical data by two criteria Understand vocabulary associated with numerical calculations Know and use multiplication and division as inverse operations Know and use multiplication of numbers up to 10 by 3,4,5 and 10 Recognise when a two digit number is divisible by 2,3,4,5 and 10 Solve simple proportion problems by doubling parts	Add whole numbers up to 1000 Subtract whole numbers from an initial value no greater than 1000 Understand vocabulary associated with numerical calculations Know and use multiplication and division facts up to 12 x 12 Multiply and divide a whole number by 10 Calculate squared and cubed for numbers of 1-5 and 10 Substitute positive integers into formulae Solve simple proportional problems Solve simple inverse proportional problems

	Skills: Pupils will begin to develop early number awareness by using concrete resources to subitise, count objects to 20, and match numerals with quantities. They use language to describe sequences, supported by role-play and stories. In shape work, they explore 2D shapes using informal vocabulary such as "round," "pointy," and "corner." Pupils begin to understand time through ordering familiar events and routines. To support these skills, pupils use Numicon, counting bears, dot cards, 2D shape tiles, large floor shapes, puppets, mini clocks, and visual daily timetables.	**Skills:** With support, students will use Dienes, arrow cards, counters, Numicon, number lines, a range of 2D shapes, clocks and timetables to scaffold learning.	**Skills:** Students will begin to use objects, pictorial representations and number lines to represent numbers as well as concrete objects.	**Skills:** Students will independently use objects, pictorial representations and number lines to represent numbers as well as concrete objects.	**Skills:** Students will progress to working with numbers up to 100 using place value grids and base-10 equipment, building fluency in addition, subtraction, and multiplication through the use of number fans, 100 squares, and repeated groupings. Vocabulary around mathematical operations is scaffolded through flashcards, visuals and guided group discussion.	**Skills:** Students will use base ten, arrow cards, number lines, whiteboards, and place value coins to develop number sense and place value understanding. Multiplication squares/wheels, and multilink are used to practise times tables and basic operations. Written methods include column addition and subtraction, short multiplication and division, and use of number lines for subtraction. Cooking apparatus and tables to support proportional reasoning with real-life context.
Year 1:	**Topic:** Number	**Topic:**	**Topic:**	**Topic:**	**Topic:** Number & Place Value	**Topic:** Shape

Autumn B	3 weeks Shape 2 weeks Position 1 week Money 1 week	Number and Place Value 2 weeks Multiplication and Division 2 weeks Shape 1 week Position 1 week Money 1 week	Number and Place Value 2 weeks Multiplication and Division 2 weeks Shape 1 week Position 1 week Money 1 week	Number and Place Value 2 weeks Multiplication and Division 2 weeks Shape 1 week Position 1 week Money 1 week	2 Weeks Shape 3 Weeks Counting & Sequences 2 Weeks	2 Weeks Number and Place Value 2 Weeks Fractions 2 Weeks
	Knowledge: Students will: Begin to subitise up to 5 objects. Count forwards to 10 and beyond Explore the cardinal principle Show 'finger numbers' up to 10 Link numerals and amounts up to 10 and beyond Explore 3D shapes using	**Knowledge:** Students will: Count, read and write numerals to 100. Represent numbers with objects up to 30. Begin to count in steps of 2, 5 and 10. Learn doubles and halves to 10. Recognise and name common 3D shapes. Describe whole, half, quarter and ¾ turns.	**Knowledge:** Students will: Count to and across 100. Represent numbers with objects. Count in steps of 2, 5 and 10. Use doubles and halves of even 2-digit numbers. Use repeated addition/subtraction to represent multiplication/division.	**Knowledge:** Students will: Count in steps of 2,3 and 5 from 0. Read and write numbers to 1 decimal place. Compare and order numbers to 1000. Multiply a 2-digit number by a 1-digit number. Double and halve numbers to 100.	**Knowledge:** Students will: Write, order and compare numbers greater than 100 Know the value of each digit in a 3-digit number Name a range of polygons Sort and classify polygons by the number of sides Distinguish between different types of triangles	**Knowledge:** Students will: Name, sort and classify a range of polygons Name and distinguish between a range of quadrilaterals Use different polygons to form regular and semi-regular tessellation patterns

	informal/mathematical language Understand position through words alone Explore money and coins Role play 'shopping' as an exchange	Recognise different denominations of coins and notes.	Recognise and describe common 3D shapes. Describe position using mathematical vocab. Find different combinations of coins that equal the same amount of money.	Recognise and describe 3D shapes in different orientations. Distinguish between left, right, clockwise and anti-clockwise. Recognise and use £ and p symbols. Recognise the decimal points separates pounds and pence.	Rotate, reflect and translate simple shapes to form a tessellated pattern Draw the rotation of a simple object through 90 degrees on squared paper Complete a sequence increasing and decreasing by 2,3,5 and 10	Understand the terms reflection and rotational symmetry Recognise shapes and patterns that have reflectional symmetry Write, order and compare whole numbers above 1000 Know the value of each digit in a 5-digit number Use fractions in contexts Calculate quarters, thirds, fifths and tenths of quantities where the answer is an integer Order fractions Begin to recognise equivalent fractions Multiply a fraction by a positive integer
	Skill **Skills:**	**Skills:**	**Skills:**	**Skills:**	**Skills:**	**Skills:**

	Students revisit counting to 10 and begin to recognise and match numerals and quantities using small world play and tactile objects. They extend shape knowledge by exploring 3D shapes in their environment and begin to describe position using key vocabulary like "on top," "under," and "next to." They explore early money concepts through play-based activities and role-play shopping, identifying and exchanging coins. These skills are supported through the use of real coins, play tills, role-play shop resources, 3D shape blocks, positional language mats, multi-link cubes, and story props.	With support, students will use concrete objects and pictorial representations to explore multiplication, division, and 3D shapes. They will begin to describe turns and explore money through real-life play scenarios.	Students will begin to use pictorial representations and simple models to multiply and divide numbers. They will describe position using vocabulary such as “left,” “right,” “next to,” and “between,” and calculate simple totals using coins.	Students will multiply and divide numbers using formal written methods. They will describe and plot positions on a grid using coordinates and solve worded problems involving money and measures.	Students will expand their understanding to include polygons and triangles using shape models and geoboards, and they begin exploring tessellation and transformation with rotation tasks on squared paper. Sequences increase in complexity, and learners interpret number patterns using structured templates and colour-coded supports.	Students will use practical equipment such as 2D shapes, mirrors, tracing paper, and Numicon help students investigate symmetry and tessellation. Place value grids and fraction manipulatives are used to deepen understanding of fractions and number magnitude. Formal methods include written calculations and estimation strategies.
Year 1: Spring A	**Topic:** Number 2 weeks	**Topic:** Number and Place Value	**Topic:** Number and Place Value	**Topic:** Number and Place Value	**Topic:** Number & Place Value 2 Weeks	**Topic:** Number and Place Value

	Addition 2 weeks Length and Height 1 week	1 week Addition and Subtraction 2 weeks Fractions 1 week Length and Height 2 weeks	1 week Addition and Subtraction 2 weeks Fractions 1 week Length and Height 2 weeks	1 week Addition and Subtraction 2 weeks Fractions 1 week Length and Height 2 weeks	Fractions 2 Weeks Percentages 2 Weeks	2 Weeks Fractions 2 Weeks Percentages 2 Weeks
	Knowledge: Students will: Subitise up to 5 objects. Count forwards to 10 and beyond , begin to count backwards from 10 Explore the cardinal principle Show 'finger numbers' up to 10 Link numerals and amounts up to 10 and beyond Solve real world mathematical problems with numbers up to 5 and beyond	**Knowledge:** Students will: Represent numbers with objects up to 30. Use equipment to show place value. Add 1- and 2-digit numbers up to 20. Represent number bonds to 20. Recognise and find half as one of 2 parts of a quantity. Record length/height using cm/M.	**Knowledge:** Students will: Recognise the place value of 2-digit numbers. Recall number bonds to 20. Add and subtract a 2-digit number and ones/tens, 2 2-digit numbers and 3-digit numbers using concrete objects. Recognise and find half and quarters and thirds of shapes. Record length/height to the nearest cm/M, using rulers to check.	**Knowledge:** Students will: Count in multiples of 4, 8, 50 and 100. Recognise the place value of 3-digit numbers. Add and subtract a 3-digit number and ones/tens and a 3-digit number and hundreds. Find and write fractions of a set of objects. Measure using Metres, centimetres and millimetres.	**Knowledge:** Students will: Begin to understand decimal notation Order one-digit decimals Consider place value in numbers less than 1.0 Count in tenths Give a number that is 0.1 more/less than a single digit number Consider equivalent fractions Recognise that two halves, four quarters, ten tenths make one whole Represent that 5 tenths and one half are equivalent	**Knowledge:** Students will: Understand and use place value to numbers with 1dp Represent values with 1dp Order numbers with 1dp Add and subtract decimals in context Use fractions in context Recognise equivalent fractions including fractional quantities greater than 1 (mixed fractions)

	Compare quantities using language: 'more than' Make comparisons between objects relating to length and height				Represent equivalence in diagrams Calculate one half, one quarter or one tenth of a quantity where the answer is a whole integer Represent 25%, 50% and 100% Begin to understand that percent is out of 100 Represent percent on a diagram Begin to find 50% and 25% and 100% of something	Understand and use mixed fraction Calculate thirds, quarters, fifths and tenth of quantities where the answer is an integer Order fractions Understand that 1% is equivalent to dividing by 100 Find %, 25% and 50% of three-digit numbers Find other percentage quantities by combining results Begin to see equivalence between fraction and percentage notation
	Skills: Students build on counting skills by starting to count backwards and using number lines. They represent numbers with fingers, objects,	**Skills:** With support, students will solve addition and subtraction problems using counting and concrete materials. They will use models	**Skills:** Students will begin to solve one-step problems involving addition, subtraction, and fractions. They will measure and record lengths in different	**Skills:** Students will use mental and written methods for calculations. They will convert measurements and solve problems	**Skills:** Students deepen their understanding of fractions and decimals using number lines, fraction walls, and bar models. They begin to explore equivalence	**Skills:** Students use place value grids and tokens support learning of decimal and percentage concepts.

	and numerals beyond 5. They compare groups using language such as "more than" or "fewer." Pupils use measuring tools to compare height and length in meaningful contexts like building towers or measuring ribbons. Equipment used includes number lines, multilink cubes, large/small measuring items, rulers, balance scales and building blocks.	to understand fractions and measure length using rulers.	units and begin comparing lengths.	involving perimeter and area. They will compare and order fractions.	and tenths with structured visual aids, and link percentages to real-life contexts using money and shopping examples with clear, practical visuals.	Students use bar models to visualise fractional and percentage values. Written methods are applied in calculating percentages of quantities and comparing fractions, decimals, and percentages in real-life contexts.
Year 1: Spring B	**Topic:** Number 2 weeks Subtraction 2 weeks	**Topic:** Multiplication and Division 2 weeks Fractions 1 week Money 2 weeks	**Topic:** Multiplication and Division 2 weeks Fractions 1 week Money 2 weeks	**Topic:** Multiplication and Division 2 weeks Fractions 1 week Money 2 weeks	**Topic:** Number & Place Value 2 Weeks Counting & Sequencing 1 Week Money 2 Weeks	**Topic:** Number and Place Value 2 Weeks Counting and Sequencing 1 Week Estimation 1 Week
	Students will: Subitise up to 5 objects.	**Knowledge:** Students will: Begin to count in steps of 2, 5 and 10.	**Knowledge:** Students will: Count in steps of 2, 3, 5 and 10.	**Knowledge:** Students will: Count in multiples of 4, 8, 50 and 100.	**Knowledge:** Students will:	**Knowledge:** Students will: Understand and use place value to

	Count forwards to 10 and beyond , begin to count backwards from a given number Explore the cardinal principle Show 'finger numbers' up to 10 Link numerals and amounts up to 10 and beyond Solve real world mathematical problems with numbers up to 5 and beyond Compare quantities using language: 'less than'	Recall and use doubles and halves to 10. Solve 1 step multiplication and division problems with support. Recognise and find half as one of 2 parts of a quantity. Recognise different denominations of coins and notes.	Use doubles/halves of even 2-digit numbers. Use repeated addition/subtraction to represent multiplication/division. Recognise whole, half, quarters and thirds of objects. Solve simple problems involving money.	Multiply a 2-digit number by a 1-digit number. Double and halve numbers to 100. Recognise and show equivalent fractions. Solve one and two step problems involving money.	Understand and use place value to order integers up to 1000 Round numbers less than 100 to the nearest 10 or whole number Begin to estimate totals using rounded values Complete a sequence increasing and decreasing by 2,3,5 or 10 Begin to understand place value in money Recognise and understand the value of coins up to the value of £2 Understand the value of British notes up to the value of £10 Begin to estimate approximate cost by rounding	order numbers up to 10,000 Understand and use place value to order numbers given to 2 decimal places Use decimal values in real life contexts (money) Perform simple calculations where the units of the quantities are whole numbers of thousands and million Complete sequences of increasing or decreasing integers where the common difference is less than 10 or a multiple of 10 Use a two circle Venn diagram to sort and classify numerical data by two criteria Round numbers to the nearest ten

						Use approximate value to obtain and estimate Estimate approximate cost of a list of multiple items to determine if purchases can be made with a stated budget
	Skills: Students explore subtraction through real-life scenarios, using physical resources to take away and count what remains. They revisit counting back from given numbers, represent subtraction using fingers and objects, and describe sets using comparative language like "less than." Resources such as counting bears, numeral cards, number tracks, finger puppets, story books with counting themes,	**Skills:** With support, students will represent multiplication and division using groups, arrays, and number lines. They will identify basic fractions of objects and begin using coins to solve problems.	**Skills:** Students will begin to solve problems using known multiplication facts. They will represent fractions visually and find simple equivalents. They will work with different coin combinations to find totals.	**Skills:** Students will recall some multiplication/division facts. They will manipulate fractions with the same denominators and apply understanding to two step money problems.	**Skills:** Students work with both coins and notes, extending to estimation of costs and giving change. Place value understanding is extended to three-digit numbers with rounding supported by visual number ladders and practical estimation activities using catalogues, price lists, and budgeting cards.	**Skills:** Students will use Dienes, bar models, and percentage tables help reinforce sequencing, ordering, and estimation. Number fans and sorting circles are used for sorting data, while budget sheets and examples of receipts, develop applied estimation skills and financial awareness.

	and whiteboards support this learning.					
Year 1: Summer A	**Topic:** Number 2 weeks Pattern 1 week Mass/Weight 1 week Position 1 week	**Topic:** Addition and Subtraction 2 weeks Mass/Weight 1 week Time 2 weeks	**Topic:** Addition and Subtraction 2 weeks Mass/Weight 1 week Time 2 weeks	**Topic:** Addition and Subtraction 2 weeks Mass/Weight 1 week Time 2 weeks	**Topic:** 2D and 3D Shapes 3 Weeks Averages 2 Weeks Tessellation 1 Week	**Topic:** 2D Shape 1 Week 3D Shape 1 Week Average 2 Weeks Transformation 1 Week
	Knowledge: Students will: Subitise up to 5-10 objects. Count forwards to 20 Explore the cardinal principle Show 'finger numbers' up to 10 Link numerals and amounts up to 10 and beyond Identify patterns in the environment Make comparisons between objects relating to weight	**Knowledge:** Students will: Add 1- and 2-digit numbers up to 20. Solve one step problems involving addition and subtraction. Compare, describe and solve practical problems involving mass and weight. Tell the time to the hour and half hour.	**Knowledge:** Students will: Add and subtract 2-digit number and ones/tens, 2 2-digit numbers and 3-digit numbers. Choose standard units of measure to estimate and measure mass to the nearest kg/g. Tell the time to the hour and half past times. Recognise quarter past/to the hour.	**Knowledge:** Students will: Add and subtract a 3-digit number and ones/tens and a 3-digit number and hundreds. Solve problems using the correct units of measure, using symbols accurately. Show and tell the time to the nearest 5 minutes. Tell and write the time from an analogue clock, using Roman numerals.	**Knowledge:** Students will: Sort and classify polygons by number of sides Distinguish between different triangles Identify and draw shapes which have horizontal and vertical lines of symmetry Know and use descriptive language to describe 3D shapes Know a range of 3D shapes Use a range of mathematical language to describe	**Knowledge:** Students will: Distinguish between different quadrilaterals Understand the terms reflection and rotational symmetry Recognise simple plane shapes, patterns or pictures that have reflectional symmetry Use different polygons to form regular and semi-regular

	Describe a familiar route Discuss routes and locations, using words ‘in front of’/ ‘behind’				properties of 3D shapes Use a 2 circle Venn diagram to sort data by two criteria Order small lists of numbers up to 20 Determine the mode Identify the median Understand and use range as the difference between the biggest and the smallest recorded values on an appropriate frequency diagram Explore tessellation Rotate, reflect and translate simple shapes to form tessellated patterns Experiment and draw the rotation of a simple object through 90 degrees on squared paper	tessellation patterns Use a two circle Venn diagram to sort data by two criteria Name a range of 3D shapes Describe a range of 3d shapes Sort and classify a range of 3d shapes Identify pictures of 3d objects Identify and sketch nets of cubes and cuboids Find the mean, median, range and mode of a small list of numbers (up to 10) Understand and use median as the middle item in a cumulative count of items using an appropriate frequency diagram Draw simple transformations

						on a coordinate grid: • Reflection in horizontal and vertical lines • Rotation about (0,0) through multiples of 90 degrees • Translations e.g. 3 forward and 5 down
	Skills: Students increase their number range to 20, if appropriate. Continuing to count and subitise using varied resources. They explore patterns in the environment and begin creating their own using natural and classroom materials. Pupils compare mass using hands-on weighing activities and learn to describe positions and routes using spatial vocabulary. Equipment includes pattern	**Skills:** With support, students will use number lines and practical activities to solve addition/subtraction problems. They will weigh items using standard units and tell the time to the nearest half hour.	**Skills:** Students will begin to estimate and measure mass using appropriate units. They will solve time-based problems and record answers using appropriate vocabulary.	**Skills:** Students will calculate differences and totals using weight conversions. They will interpret timetables and calculate time intervals using both analogue and digital clocks.	**Skills:** Students classify 3D shapes using mathematical vocabulary and explore averages with simple data sets. They calculate mode and median through hands-on activities and use visual charts to understand range. Tessellation is introduced through creative art-based maths sessions using pattern blocks and templates.	**Skills:** Students will use number fans, sorting circles, and Numicon to explore 2D and 3D shape properties. Venn diagrams and classification tools help students sort and describe shapes and data. Skills are extended through interpreting averages and performing transformations on coordinate

	blocks, natural materials (sticks, stones, leaves), balance scales, bean bags, maps for route activities, positional language cards, widget symbols and large number cards.					grids using rulers and tracing paper.
Year 1: Summer B	**Topic:** Number 2 weeks Pattern 2 weeks Shape 1 week Capacity 1 week	**Topic:** Number and Place Value 1 week Statistics 2 weeks Money 1 week Capacity 2 weeks	**Topic:** Number and Place Value 1 week Statistics 2 weeks Money 1 week Capacity and temperature 2 weeks	**Topic:** Number and Place Value 1 week Statistics 2 weeks Money 1 week Capacity and temperature 2 weeks	**Topic:** Number & Place value 2 Weeks Data 3 Weeks Addition & Subtraction 2 Weeks	**Topic:** Multiplication and Division 2 Weeks Data 3 Weeks Money 2 Weeks
	Knowledge: Students will: Subitise up to 5-10 objects. Count forwards to 20, begin to count backwards	**Knowledge:** Students will: Count to and across 100 forwards and backwards. Represent numbers with objects up to 30. Sort number, objects and shapes into a	**Knowledge:** Students will: Recognise the place value of 2-digit numbers. Round to 2-digit numbers to the nearest 10.	**Knowledge:** Students will: Partition 3-digit numbers in different ways. Round 3-digit numbers to the nearest 10/100.	**Knowledge:** Students will: Order and compare numbers up to 1000 Investigate place value through use of practical apparatus Consider partitioning	**Knowledge:** Students will: Multiply and divide by positive integers using written methods Plot scatter graphs for pairs of data values

	Explore the cardinal principle Show 'finger numbers' up to 10 Link numerals and amounts up to 10 and beyond Extend and create ABAB patterns – stick, leaf, stick, leaf Notice and correct an error in a repeating pattern Select shapes appropriately Combine shapes to make new ones Make comparisons between objects relating to capacity	given criteria and their own criteria. Interpret data in block graphs. Find different combinations of coins that equal the same amount of money. Measure and begin to record using non-standard and standard units. Compare and describe practically full, empty, half full etc.	Read, write, compare and order numbers to 1 decimal place. Interpret, ask and answer questions about data in block graphs. Sort and classify using more than one criterion. Solve simple problems involving money. Choose and use standard units to measure capacity to the nearest ml/L and temperature to the nearest ˚C.	Describe and extend number sequences. Use Venn and Carroll diagrams to sort and classify. Construct and interpret bar charts/pictograms. Solve one and two step problems involving money. Solve problems using correct units of measure, using symbols to record work. Measure and estimate temperatures to the nearest ˚C using a thermometer.	Use jottings to reason about place value Understand how to complete a tally chart including numerical frequency Construct and interpret a bar graph using a frequency scale in 5s and 10s Understand, draw and interpret a pictogram with scales in multiples of 2,4,5, and 10 Plot scatter graphs for pairs of data values Interpret given lines of best fit for points on a given scatter graph Add whole numbers up to 1000 Subtract whole numbers from an initial value no greater than 1000	Interpret given lines of best fit for points on a given scatter graph Interpret trends on scatter graphs using terms such as increase, decrease and positive and negative Complete or extract information from printed lists with more than two columns or rows Draw and interpret pictograms Construct and interpret bar graphs using a frequency scale in 50s and 100s Round amounts of money to the nearest £ Estimate and approximate the cost of multiple items (up to 5)

						Read, write, order and compare money Calculate approximate and exact change from amounts up to £10
	Skills: Students continue to count to 20, counting forward and back using visual and physical supports. They extend their pattern work, correcting errors and predicting sequences. Shape work involves combining simple forms to make new shapes, fostering creativity and reasoning. Pupils also explore capacity through pouring and comparing containers. These activities are supported with repeating pattern strips, linking cubes, shape sorters, pouring	**Skills:** With support, students will identify numbers on number lines, sort simple data, and use standard units to explore capacity and temperature.	**Skills:** Students will begin to solve problems using data presented in charts. They will measure and estimate capacity and temperature using practical activities.	**Skills:** Students will interpret complex charts, solve real-life measurement problems, and estimate and calculate using decimal notation and conversions.	**Skills:** Students begin to interpret more advanced data using pictograms, bar charts, and basic scatter graphs. They practise place value reasoning with base-10 and apply written methods for addition and subtraction of numbers up to 1000, supported by structured worksheets and scaffolded examples.	**Skills:** Students will use manipulatives such as counters, multilink, real money, and bar models are used to support written multiplication and division. Graphs and lists are created and interpreted using real-life data. Students practise estimating and calculating totals and change in money contexts using receipts and shopping lists.

	stations with jugs and beakers, water/sand trays, and size comparison bottles.					