

Yellow highlight indicates additional to the National Curriculum

*At Woodhouse Primary School we encourage our pupils to be confident, resilient mathematicians with a love of learning and no fear of 'grappling' with difficult concepts and those expressed in an unfamiliar way.
In our school, children are scaffolded, extended and supported through rapid teacher intervention, use of equipment and choice of strategies e.g. jottings/mental/resources. As such teaching is both enabling and extending.*

Term :	Lesson Design : Curriculum Objectives	Any adjustments/comments
Autumn 1	<p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><u>Number: Place Value</u></p> <ul style="list-style-type: none"> • given a number, identify one more and one less • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; read and write numbers from 1 to 20 in numerals and words. • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <p><u>Number: Addition and Subtraction</u></p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • add and subtract one-digit and two-digit numbers to 20, including zero <p><u>Measurement: Length and Height</u> compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] <p><u>Measurement: Time</u></p> <ul style="list-style-type: none"> • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years <p><u>Geometry: Properties of Shapes</u> recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] 	

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	<ul style="list-style-type: none"> to solve puzzles and problems involving shape and space 	
<p>Autumn 2</p>	<p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><u>Number :Place Value</u></p> <ul style="list-style-type: none"> given a number, identify one more and one less count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens read and write numbers from 1 to 20 in numerals and words. identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <p><u>Number :Addition and Subtraction</u></p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. to recall doubles and near doubles to 10 <p><u>Measurement: Length and Height</u> compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] <p><u>Measurement: Time</u></p> <ul style="list-style-type: none"> time [for example, quicker, slower, earlier, later] <p><u>Measurement: Money</u></p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins <p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns. (also covered in PE/ICT) <p><u>Geometry: Properties of Shapes</u> recognise and name common 2-D and 3-D shapes, including:</p>	

	<ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] 	
<p>Spring 1</p>	<p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><u>Number: Place Value</u></p> <ul style="list-style-type: none"> • given a number, identify one more and one less • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • read and write numbers from 1 to 20 in numerals and words. • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <p><u>Number: Addition and Subtraction</u></p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • add and subtract one-digit and two-digit numbers to 20, including zero • represent and use number bonds and related subtraction facts within 20 <p><u>Number: Multiplication and Division</u></p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • to recall doubles and near doubles to 10 <p><u>Number: Fractions</u></p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and three-quarter turns. (covered in PE/ICT) <p><u>Geometry: Properties of Shapes</u></p> <p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. • to solve puzzles and problems involving shape and space 	

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Spring 2

recognise and use language relating to dates, including days of the week, weeks, months and years

Number : Place Value

- given a number, identify one more and one less
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- read and write numbers from 1 to 20 in numerals and words.
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Number: Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- add and subtract one-digit and two-digit numbers to 20, including zero
- represent and use number bonds and related subtraction facts within 20

Number: Multiplication and Division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- to recall doubles and near doubles to 10

Measurement: Length and Height/Mass and Weight/Capacity and Volume/Time

measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry: Properties of 2D and 3D shapes

recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes [for example, rectangles (including squares), circles and triangles]

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	<ul style="list-style-type: none"> • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. • to solve puzzles and problems involving shape and space 	
<p>Summer 1</p>	<p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><u>Number: Place Value</u></p> <ul style="list-style-type: none"> • given a number, identify one more and one less • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • read and write numbers from 1 to 20 in numerals and words. • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <p><u>Number: Addition and Subtraction</u></p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • add and subtract one-digit and two-digit numbers to 20, including zero • represent and use number bonds and related subtraction facts within 20 • to recall doubles and near doubles to 10 <p><u>Number: Fractions</u></p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p><u>Measurement: Length and Height/Mass and Weight/Capacity and Volume/Time</u> measure and begin to record the following:</p> <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) <p><u>Measurement: Money</u></p> <ul style="list-style-type: none"> • recognise and know the value of different denominations of coins and notes <p><u>Measurement: Time</u></p>	

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	<ul style="list-style-type: none"> • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p><u>Geometry: Properties of Shapes</u> recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. • to solve puzzles and problems involving shape and space 	
<p>Summer 2</p>	<p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><u>Number: Place Value</u></p> <ul style="list-style-type: none"> • given a number, identify one more and one less • count to 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; read and write numbers from 1 to 20 in numerals and words. • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <p><u>Number: Addition and Subtraction</u></p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • add and subtract one-digit and two-digit numbers to 20, including zero • represent and use number bonds and related subtraction facts within 20 • to recall doubles and near doubles to 10 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. <p><u>Number: Fractions</u></p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p><u>Measurement Mass /weight</u> compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • mass/weight (for example, heavy /light, heavier than, lighter than) • capacity and volume (for example, full/empty, more than, less than , half, half full, quarter) <p><u>Measurement: Time (Reference to clock classroom regularly throughout the day)</u></p>	

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- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry: Properties of 2D and 3D shapes

recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

We aim that all pupils:

- Become **fluent in the fundamentals** of mathematics so that they develop the **conceptual** as well as **procedural** understanding that underpins a concept and the ability to recall and apply knowledge rapidly and accurately.
- Can **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Can **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including unfamiliar contexts and real-life scenarios.
- Can use the **language of mathematics** accurately discussing their learning with confidence and precision.

In mathematics lessons you will see:

- Teachers and children having fun and demonstrating positive 'can do' attitudes.
- High expectations of learning where ALL children are challenged and 'grappling' with concepts; they will demonstrate resilience and independence.
- Insistence on mathematical terminology being used accurately and confidently to explain learning and understanding
- Children confidently using resources from around the classroom to support their learning.
- Well-designed lessons to build upon previous learning to help learners to remember in the long term. **e.g.** repetition of stem sentences for 'sticky knowledge'; small steps; layered learning to enable and extend
- Timely and rapid interventions to address misconceptions.
- Effective questioning where teachers adapt learning within the lesson to support the progress of all learners.
- Application of skills to non-standard situations including the use of non-examples to challenge thinking

Helpful Resources:**Maths Generic : Curriculum 2019**

- ❖ **Bespoke Woodhouse Progression Documents** : Number Fluency; Shape Dictionary; Measurement Charts
- ❖ **White Rose Maths Documents** : Small Steps ; Maths Glossary; Maths Questions
- ❖ **Mastery**: Staff Training; WR Mastery Documents; Quigley Mastery Examples
- ❖ **Quigley Milestones**: B A D examples