

Maths Curriculum Map (following White rose)

EYFS

	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know? (KIRFs)	Vocabulary
Autumn Term	<p>Matching and Sorting -Match and sort objects, identifying and naming groups.</p> <p>Talk about Measure and Patterns -</p> <p>It's Me 1,2,3 -Subitise perceptually and conceptually within 3.</p> <p>Circles and Triangles - Identify circles and triangles and describe properties. 1,2,3,4,5 - Subitise perceptually and conceptually within 3.</p> <p>Shapes with four sides -Identify squares and oblongs and describe properties.</p>	<p>Say number names to 5 Know the number 1 more or 1 less within 5 Know the names of simple 2D shapes</p>	<p>match, sort, group</p> <p>circle, triangle, square, oblong round, side, edge, straight, corners</p> <p>one, two, three, four, five</p> <p>more, less, double</p>
Spring Term	<p>Alive in Five - find the composition of 5 and subitise conceptually within 5. They will learn how to find one more and one less than five.</p> <p>Mass and Capacity - explore mass and capacity within the learning environment.</p> <p>Growing 6,7,8 -find the composition of numbers 6,7,and 8, subitising and looking for odd and even patterns. They will learn to combine two groups, make and find doubles.</p> <p>Length, Height and Time -explore length, height and talk about time.</p> <p>Building 9 and 10 -find the composition of 9 and 10, subitise conceptually and find one more and one less than those numbers. They will find pairs that make ten, doubles within 10 and explore odd and even numbers.</p> <p>Exploring 3D Shapes -identify and name 3D shapes for tasks and in the learning environment. They will learn to identify and make patterns.</p>	<p>Say number names to 10 Know the number 1 more or 1 less within 10 Know doubles to double 5</p> <p>Know odd and even numbers within 10.</p> <p>Know the names of 3D shapes</p>	<p>six, seven, eight, nine, ten</p> <p>mass, heavier than, lighter than, heavy, heavier, heaviest, light, lighter, lightest, full, fuller, fullest,</p> <p>longer than, shorter than, longest, shortest,</p> <p>cylinder, sphere, cube, cuboid, pyramid, triangular prism</p>
Summer Term	<p>To 20 and Beyond -build numbers beyond 10, looking for patterns and verbally count beyond 20.</p> <p>How Many More -add more and take away</p> <p>Manipulate, compose and decompose</p>	<p>Say number names to 20</p>	<p>eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</p> <p>add, more, take away, fewer, less, equals, is the same as</p>

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	<p>-select shapes for a purpose, rotate shapes, make pictures and patterns with shapes. <u>Sharing and Grouping</u> -explore sharing and grouping with odd and even numbers; revisit doubles. <u>Visualise, Group and Map</u> -make and describe their own patterns; visualise constructions from different positions.</p>	<p>Know doubles to double 10</p>	<p>share, group, divide pattern, repeat, position</p>
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Year 1

Autumn Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know? (including KIRFs)	Vocabulary
Place Value	<ul style="list-style-type: none"> Count to and across a hundred, forwards and backwards beginning at zero, 1 or from any given number. Identify and represent numbers using objects, pictorial representations including the number line and use the language of equal to, more than or less than, fewer, most, least. Count, read and write numbers to 100 in numerals. Count in multiples of 2, 5 and 10. Read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. 	Recite number names in order to 20	zero, one, two, three to twenty part, whole equal to/is the same as more, most, greater than less than, least, fewer ones compare value odd, even number line, number track
Addition and Subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract 1-digit and 2-digit numbers to 20, including zero. Represent and use number bonds and related subtraction facts within 20. 	Know all the number bonds to every number within 10	number sentence altogether, total addition, add, plus subtraction, subtract, take away, minus equal to/is the same as first, then, now
Shape	<ul style="list-style-type: none"> 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] 	Know the names of simple 2D and 3D shapes	shape, solid, flat circle, triangle, square, oblong, rectangle, sphere, cube, cuboid, cylinder, triangular prism, cone edges, sides, vertices, corners, faces, curved, straight, sort, group, pattern, repeat

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Spring Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know? (including KIRFs)	Vocabulary
Place Value Numbers to 20	<ul style="list-style-type: none"> Count to and across a hundred, forwards and backwards beginning at zero, 1 or from any given number. Identify and represent numbers using objects, pictorial representations including the number line and use the language of equal to, more than or less than, fewer, most, least. Count, read and write numbers to 100 in numerals. Count in multiples of 2, 5 and 10. Read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. 	<p>Know a number one more or one less than any number within 20.</p>	zero, one, two, three to twenty part, whole equal to/is the same as more, most, greater than less than, least, fewer ones, tens group compare value odd, even number line, number track
Addition and Subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract 1-digit and 2-digit numbers to 20, including zero. Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 	<p>Know number bonds to 10 and extend to 20</p>	altogether, total addition, add, plus subtraction, subtract, take away, minus equal to/is the same as number bonds double, near double first, then, now How many more? What's the difference?
Place Value Numbers to 50	<ul style="list-style-type: none"> Count to and across a hundred, forwards and backwards beginning at zero, 1 or from any given number. Identify and represent numbers using objects, pictorial representations including the number line and use the language of equal to, more than or less than, fewer, most, least. Count, read and write numbers to 100 in numerals. Count in multiples of 2, 5 and 10. Given a number, identify one more or one less. 	<p>Know and recite number names to 50.</p> <p>Know the number that is one more or less than any given number to 50.</p> <p>Know doubles of numbers to double 10.</p>	part, whole partition, combine equal to/is the same as more, most, greater than less than, least, fewer ones, tens groups, compare value number line, number track
Measure Length and Height	<ul style="list-style-type: none"> Compare, describe and solve practical problems for length and height, mass/weight; capacity and volume; time. Measure and begin to record, length and height; mass/weight; capacity and volume; time 	<p>Know that there are 100 cm in 1m</p>	compare: longer, shorter taller, wider measure unit of measurement centimetres metres ___ is taller than ___ ___ is shorter than ___
Measure Mass and Capacity	<ul style="list-style-type: none"> Compare, describe and solve practical problems for length and height, mass/weight; capacity and volume; time. Measure and begin to record, length and height; mass/weight; capacity and volume; time 		compare: lighter than, lightest, heavier than, heaviest measure unit grams kilograms full, half, full, empty container ___ holds more than ___ ___ holds less than

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Summer Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know? (including KIRFs)	Vocabulary
Multiplication	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. 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. 	<p>Know multiples of 2 to 20, multiples of 5 to 50 and multiples of 10 to 100.</p>	<p>pair total, altogether equal/unequal equal groups arrays: row, horizontal column, vertical There are ___ equal groups of ___. There are _____ rows. There are ___ in a row. There are _____ altogether.</p>
Fractions	<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>Know half of amounts to 10.</p> <p>Know that 1 whole is equal to two halves or four quarters.</p>	<p>fraction, whole, half, quarter fold divide / divided equal parts unequal</p>
Shape (Position and Direction)	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance) 	<p>Know ordinal numbers to 10th.</p>	<p>left, right, top, middle, bottom, on top of, in front of between, around, near, far, forwards, backwards, inside, outside</p>
Place Value Numbers to 100	<ul style="list-style-type: none"> Count to and across a hundred, forwards and backwards beginning at zero, 1 or from any given number. Identify and represent numbers using objects, pictorial representations including the number line and use the language of equal to, more than or less than, fewer, most, least. Count, read and write numbers to 100 in numerals. Count in multiples of 2, 5 and 10. Given a number identify one more or one less. 	<p>Recite and know number names to 100</p> <p>Know the number that is one more or less than any given number to 100.</p>	<p>part, whole partition, combine equal to/is the same as more, most, greater than less than, least, fewer ones, tens groups compare, value number line, number track</p>
Money	<ul style="list-style-type: none"> Recognise and know the value of the different denominations of coins and notes. Count, read and write numbers to one hundred in numerals. Count in multiples of 2s, 5s, 10s. 	<p>Know which coins to use to make amounts to 20p.</p>	<p>coin pence, pound amount, total</p>
Time	<ul style="list-style-type: none"> Compare, describe and solve practical problems for length and height, mass/weight; capacity and volume; time. Measure and begin to record, length and height; mass/weight; capacity and volume; time 	<p>Say the names of the days of the week and months of the year in order.</p>	<p>o'clock half past hour, minutes day, month, year, weekend</p>

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Year 2

Autumn Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know? (including KIRFs)	Vocabulary
Place Value	<ul style="list-style-type: none"> ● Read and write numbers from 1 to 20 in numerals and words (Y1) ● Read and write numbers to at least 100 in numerals and in words ● Identify, represent and estimate numbers using different representations, including the number line ● Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward ● Recognise the place value of each digit in a 2-digit number (tens, ones) ● Compare and order numbers from 0 up to 100; use <, > and = sign 	<p>Recite number names in order to 100. Count forwards and backwards to/from 100.</p> <p>Know the number which is ten more or ten less than any number to 100.</p>	<p>zero..... to one hundred tens, ones, single digit, two digit part, whole partition, recombine estimate, compare, order greater than, more than, most less than, least, fewer multiple</p>
Addition and Subtraction	<ul style="list-style-type: none"> ● Represent and use number bonds and related subtraction facts within 20 (Y1) ● Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. ● Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three one-digit numbers. ● Compare and order numbers from 0 up to 100; use <, > and = sign 	<p>Know number bonds to all numbers within 20.</p>	<p>number bonds calculation addition, add, plus, more, total, altogether, sum, increase subtraction, subtract, less, minus, decrease tens, ones count on, count back commutative inverse, related facts</p>
Shape	<ul style="list-style-type: none"> ● Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line. ● Compare and sort common 2-D and 3-D shapes and everyday objects. ● Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ● Identify 2-D shapes on the surface of 3-D shape 	<p>Know the names and properties of simple 2D and 3D shapes</p>	<p>Square, circle, triangle, pentagon, hexagon properties: sides, corners symmetry, symmetrical vertical, horizontal cube, cuboid, cylinder, sphere, triangular prism, pyramid edges, faces, vertices, surface curved, flat, straight</p>

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Spring Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know? (including KIRFs)	Vocabulary
Money	<ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. 	<p>Know which coins to use to make amounts to £1</p>	<p>coin: pence, pound amount, total calculate change</p>
Multiplication and Division	<ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. Show that multiplication of two numbers can be done in any order(commutative) and division of one number by another cannot. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. 	<p>Know 2, 5 and 10 times table and related division facts.</p> <p>Know doubles of numbers to double 20</p>	<p>groups of, equal, unequal multiply, multiplication, multiple repeated addition divide, division array commutative, inverse odd, even</p>
Measure (length)	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<p>Know that 1000m is equal to 1km</p>	<p>length, height, width depth unit of measure centimetres, metres longer, shorter, wider, deeper scale division greater than, less than</p>
Measure (mass, temperature capacity)	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ 	<p>Know that 1000ml is equal to 1l</p> <p>Know that 1000g is equal to 1kg</p>	<p>mass, weight, grams, kilograms heavier/lighter than, heaviest, lightest volume, capacity, full, empty, most full, least full, highest, lowest, degrees, celsius, scale, division</p>

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Summer term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know? (including KIRFs)	Vocabulary
Fractions	<ul style="list-style-type: none"> ● Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a length, shape, set of objects or quantity. ● Write simple fractions such as $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. 	<p>Know that 1 whole is equal to two halves, four quarters or three thirds.</p> <p>Know that one half is equal to two quarters.</p> <p>Know half of amounts to 20.</p> <p>Know half of 30, 50, 100.</p>	<p>fraction, unit fraction, non-unit fraction whole, half, quarter, three quarters, third fold divide/ divided equal parts unequal numerator, denominator</p>
Time	<ul style="list-style-type: none"> ● Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times. 	<p>Know 24 hours in a day Know 60 seconds in a minute. Know 60 minutes in an hour.</p>	<p>o'clock, half past hour, minutes, day, month, year, weekend five past/to, ten past/to, quarter past/to, twenty past/to, twenty five past/to</p>
Statistics	<ul style="list-style-type: none"> ● Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ● 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. ● Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 		<p>tally, table, chart, data, block diagram, pictogram category vertical, horizontal key</p>
Position and Direction	<ul style="list-style-type: none"> ● Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and ● distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) 		<p>left, right, top, middle, bottom, on top of, in front of between, around, near, far, forwards, backwards, inside, outside rotate, turn, clockwise, anticlockwise, full turn, half turn, three quarter turn, direction</p>