

Moor House School & College Curriculum Map

| YEAR GROUP/PATHWAY: E | | | SUBJECT AREA: Maths |
|-----------------------|---|--|--|
| Autumn 1 | Topic 1 | Topic 2 | Topic 3 |
| Knowledge | Number and Place Value | Addition | |
| Skills | <ul style="list-style-type: none"> 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 two-digit number (10s, 1s) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems | <ul style="list-style-type: none"> solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition facts to 20 fluently, and derive and use related facts up to 100 add numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | <ul style="list-style-type: none"> |
| Vocabulary | Numbers to twenty, Multiples of ten to 100, Hundreds, tens, ones, greater than, less than, | Add, altogether, sum, and, plus, total, more, equals, number line, equals, dienes, partitioning, expanded column addition? | <ul style="list-style-type: none"> |

Moor House School & College Curriculum Map

| Autumn 2 | Topic 1 | Topic 2 | Topic 3 |
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| Knowledge | Subtraction | Measure | |
| Skills | <ul style="list-style-type: none"> • solve problems with subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 • subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and 1s • a two-digit number and 10s • 2 two-digit numbers • adding 3 one-digit numbers • show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | <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 (°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 $=$ | <ul style="list-style-type: none"> • |

Moor House School & College Curriculum Map

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| Vocabulary | Subtract, minus, take away, less, finding the difference, fewer, equals, number line, dienes, partitioning, expanded column subtraction? | | • |
| Spring 1 | Topic 1 | Topic 2 | Topic 3 |
| Knowledge | Multiplication | Geometry – 2D shape | |
| Skills | <ul style="list-style-type: none"> recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | <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 identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects | |
| Vocabulary | Times, double, near double, array, counting in, times | Sides, corners, mirror line, circle, rectangle, square, triangle, hexagon, pentagon, octagon | |

Moor House School & College Curriculum Map

| Spring 2 | Topic 1 | Topic 2 | Topic 3 |
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| Knowledge | Division | Fractions | |
| Skills | <ul style="list-style-type: none"> recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for division within the multiplication tables and write them using the division (\div) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2). | |
| Vocabulary | Half, share equally, equal groups, divided by, | Share, equal, equally, halves, whole, half, quarter, third | |
| Summer 1 | Topic 1 | Topic 2 | Topic 3 |
| Knowledge | Money | Geometry – Position and Direction | Geometry – 3D shape |
| Skills | <ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value | <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences | Pupils should be taught to: <ul style="list-style-type: none"> identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces |

Moor House School & College Curriculum Map

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| | <ul style="list-style-type: none"> find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | <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 anti-clockwise) | <ul style="list-style-type: none"> identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects |
| Vocabulary | | <ul style="list-style-type: none"> | Face, edge, vertices, Cube, cuboid, cone, cylinder, pyramid, sphere, square based pyramid, triangular prism, triangular based pyramid |
| Summer 2 | Topic 1 | Topic 2 | Topic 3 |
| Knowledge | Time | Consolidate all 4 operations | |
| Skills | <ul style="list-style-type: none"> compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day | <ul style="list-style-type: none"> solve problems with addition and subtraction recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | |
| Vocabulary | | | |