

# Moor House School & College Curriculum Map

YEAR GROUP/PATHWAY: F			SUBJECT AREA: Maths
Autumn 1	Topic 1	Topic 2	Topic 3
Knowledge	<b>Number and Place Value</b>	<b>Addition</b>	
Skills	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals;</li> <li>given a number, identify 1 more and 1 less</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals and words</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+) and equals (=) signs</li> <li>represent and use number bonds within 20</li> <li>add one-digit and two-digit numbers to 20, including 0</li> <li>solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>	
Vocabulary	Estimate, Tens, Units, Ones, Bigger, greater, Smaller, More than, Less than, Numbers to 20 as words, One-digit, Two-digit, Three-digit	Add, altogether, sum, and, plus, total, equals, number bonds	
Autumn 2	Topic 1	Topic 2	Topic 3
Knowledge	<b>Subtraction</b>	<b>Measure</b>	<b>Measure</b>
Skills	<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:</li> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> </ul>	<ul style="list-style-type: none"> <li>measure and begin to record the following:</li> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> </ul>

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	<ul style="list-style-type: none"> <li>subtract one-digit and two-digit numbers to 20, including 0</li> <li>solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>	<ul style="list-style-type: none"> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>	
Vocabulary	Subtract, minus, take away, less, difference, equals	See above. width, length, mass, weight, volume, capacity	centimetre, metre, grams, kilograms, millilitres, litres
<b>Spring 1</b>	<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>
Knowledge	<b>Multiplication</b>	<b>Geometry – 2D Shape</b>	
Skills	<ul style="list-style-type: none"> <li>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities;</li> <li>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</li> <li>count in multiples of 2s, 5s and 10s</li> </ul>	<ul style="list-style-type: none"> <li>recognise and name common 2-D shapes, for example, rectangles (including squares), circles and triangles]</li> <li>recognise and create repeating patterns with objects and with shapes.</li> </ul>	
Vocabulary	double, near double, array, counting in, times	Sides, corners, repeating pattern, circle, rectangle, square, triangle	

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Spring 2	Topic 1	Topic 2	Topic 3
Knowledge	<b>Division</b>	<b>Fractions</b>	
Skills	<ul style="list-style-type: none"> <li>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities;</li> <li>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</li> <li>count in multiples of 2s, 5s and 10s</li> </ul>	<ul style="list-style-type: none"> <li>recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</li> </ul>	
Vocabulary	Half, share equally, equal groups,	Share, equal, equally, halves, whole, half, quarter	
Summer 1	Topic 1	Topic 2	Topic 3
Knowledge	<b>Money</b>	<b>Geometry - Position &amp; Direction</b>	<b>Geometry – 3D Shape</b>
Skills	<ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects,</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>	<ul style="list-style-type: none"> <li>recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul>

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	pictorial representations and arrays with the support of the teacher		
Vocabulary	Pence, pounds, 1p, 2p, 5p, 10p, 20p, 50p, £1, £2	Back, backwards, forwards, clockwise, anti-clockwise, half-turn, quarter turn, three-quarter turn, whole turn, up, down, left, right, centre, halfway	Face, edge, vertices, Cube, cuboid, cone, cylinder, pyramid, sphere, repeating pattern
<b>Summer 2</b>	<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>
Knowledge	<b>Time</b>	<b>Consolidate all 4 operations</b>	
Skills	<ul style="list-style-type: none"> <li>sequence events in chronological order using language</li> <li>compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> <li>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</li> <li></li> </ul>	
Vocabulary	days of the week, months of the year, o'clock, half past, quicker, slower, earlier, later, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening, hours, minutes, seconds		