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| **EYFS Curriculum Topics** |
|  | Pentecost 2 |
| **EYFS Topics** | Find my pattern |
| **EYFS Statements related to Mathematics** | Have a deeper understanding of number to 10, including the composition of number. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| **Core Knowledge (White Rose)** | **Consolidate**Subitising to 10To count forwards and backwards to 10.To compare and order numbers to ten.To recognise double as twice as many.To build doubles using concrete objects.To sort doubles and non-doubles.To recognise and make equal groups.To recognise that some objects are left over when they share or group and make suggestions what to do with them.To recognise that some quantities can be shared into two equal groups and some cannot. |
| **EYFS Topics** | On the Move |
| **EYFS Statements related to Mathematics** | Explore and represent patterns within numbers up to 1 |
| **Core Knowledge (White Rose)** | **Consolidate**Subitising to 10To count forwards and backwards to 10.To compare and order numbers to ten.To recognise the relationship between numbers and shape.To create a wide range of repeating patterns and symmetrical constructions.To use positional language to describe the relationship between objects.To compare similarities and differences between objects through matching and sorting.To copy, continue and create repeating patternsTo make maps and plans to represent places and see where things are in relation to other things. |

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| **Year 1** | **Pentecost 2** |
| **Topic**  | **Place Value (2 Weeks)****Money (1 Week)****Time (2 Weeks)** |
| National Curriculum | Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given numberCount, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10sIdentify 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, leastRecognise and know the value of different denominations of coins and notesCount, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10sSequence 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 yearsCompare, describe and solve practical problems for time • Measure and begin to record time (hours, minutes, seconds)Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times |
| Core Knowledge (White Rose) | To count from 50 to 100To count in tens up to 100To partition numbers into tens and onesTo count and identify numbers on a number line (up to 100)To calculate one more and one less up to 100To compare numbers up to 100To recognise, count and compare coins and notes.To describe, sort and order events.To recognise and order the days of the weekTo recognise and order the months of the yearTo solve problems involving the days of the week and months of the yearTo tell the time to the nearest hourTo tell the time to the half hourTo write time using hours, minutes and seconds |
| Skills | Count up to 100Count in steps of 10Use a number line Identify tens and onesUse a place value chartUse part whole modelsUsing a calendarUsing a clock |
| Vocabulary | Count forwards backwards number tens ones partition place value chart part whole modelLess than greater than complete missingCoin note coin and note names value amount compareDays of the week, Months of the year clock face hand hour minute second before after morning evening night afternoon o’clock half past  |

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| **Year 2** | **Pentecost 2** |
| **Topic**  | **Statistics (2 Weeks)****Position and Direction (2 Weeks)** |
| Core Knowledge(National Curriculum) | 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 quantityAsk and answer questions about totalling and comparing categorical dataRecall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |
| Core knowledgeWhite Rose | To create, read and interpret tables.To create, read and interpret tally chartsTo create, read and interpret block diagramsTo interpret and draw pictograms to represent data. (2,5 and 10)To solve problems by interpreting pictograms. (2,5 and 10)To describe the position of objects and shapes using the language of position and direction.To identify the position of objects and shapes based on different starting positions.Use the language of movement to describe movement in a straight line.To describe turnsTo describe and create patterns that involve changes in direction and turn |
| Skills | Read tables and charts of different varietiesUse tallies |
| Vocabulary | More less altogether total difference tally tallies tally chart pictogram represent column row horizontal vertical popular most popular least popular block diagramForwards backwards left right top bottom on top underneath above below direction turn half turn quarter turn three quarter turn full turn clockwise anti-clockwise facing opposite pattern  |

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| **Year 3** | **Pentecost 2** |
| **Topic**  | **Shape (2 Weeks)****Statistics (2/3 Weeks)** |
| Core Knowledge(National Curriculum) | Recognise angles as a property of shape or a description of a turnIdentify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angleMeasure the perimeter of simple 2-D shapes Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)Identify horizontal and vertical lines and pairs of perpendicular and parallel linesDraw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe themInterpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables |
| Core Knowledge(White Rose) | To make and describe turns, and recognise them as anglesTo identify a right angle and their relationship with turnsTo compare anglesTo measure and draw accurately in cm and mmTo recognise and draw horizontal and vertical linesTo find and identify parallel and perpendicular linesTo recognise and describe 2d shapesTo draw polygonsTo recognise and describe 3d shapesTo make 3d shapesInterpret pictogramsDraw pictogramsInterpret bar chartsDraw bar chartsCollect and represent dataRead and interpret two-way tables |
| Skills | Measure and draw accurately with a rulerComplete grids and chartsRead a clockRead a compassRead and raw talliesAdd and subtract using formal methods |
| Vocabulary | Direction turn clockwise anti-clockwise quarter turn half turn three quarter turn full turn right angle north south east west compass acute obtuse angle more less centimetre millimetre horizontal vertical perpendicular parallel polygon 2d shape 3d shape vertices faces edges sides surfaces curved straight Pictogram key value symbol equal to data represent bar chart x-axis y-axis greatest most least difference popular information table  |

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| **Year 4** | **Pentecost 2** |
| **Topic**  | **Shape (2 Weeks)****Statistics (1 Week)****Position and Direction (2 Weeks)**  |
| Core Knowledge(National Curriculum) | Recognise angles as a property of shape or a description of a turn (Y3)Identify acute and obtuse angles and compare and order angles up to two right angles by sizeCompare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizesIdentify lines of symmetry in 2-D shapes presented in different orientationsComplete a simple symmetric figure with respect to a specific line of symmetryInterpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphsInterpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphsDescribe positions on a 2-D grid as coordinates in the first quadrantDescribe positions on a 2-D grid as coordinates in the first quadrant Plot specified points and draw sides to complete a given polygonDescribe movements between positions as translations of a given unit to the left/right and up/down |

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| Core Knowledge(White Rose) | Understand angles as turnsIdentify anglesCompare and order anglesIdentify and compare characteristics of trianglesIdentify and compare characteristics of quadrilateralsIdentify and compare characteristics of polygonsTo identify and draw lines of symmetry in any directionTo complete a symmetrical figure in any directionInterpret chartsUse discrete data for comparison, to find the sum and the difference between values.Interpret line graphsDraw line graphsDescribe position using coordinatesPlot coordinatesDraw 2d shapes on a gridTranslate on a gridDescribe translation on a grid |
| Skills | Draw accurately with a rulerUse mirrorRecognise 2d shapesUse and read charts and tables |
| Vocabulary | Turn half turn quarter turn three quarter turn clockwise anti-clockwise direction facing angle right angle acute obtuse right angle north south east west compass greatest smallest quadrilateral polygon 2d shape names isosceles scalene equilateral symmetry symmetrical line of symmetry vertices vertex Pictogram symbol represent key chart table data bar chart line graph axis x-axis y-axis compare difference sum total altogether plot scale labels Coordinate plot plotting points position turn translate translation |

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| **Year 5** | **Pentecost 2** |
| **Topic**  | **Negative numbers (1 week)****Converting units (2 Weeks)****Volume (1 Week)** |
| Core Knowledge(National Curriculum) | Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zeroConvert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pintsSolve problems involving converting between units of timeEstimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacityEstimate volume and capacity [for example, using water] |
| Core Knowledge(White Rose) | Understand and use negative numbersCount through zero in 1’sCount through zero in multiplesCompare and order negative numbersFind the difference between numbers (negative – negative, negative positive)Read use and convert measures* Kg to g
* Km to m
* ml and L
* mm and m

Convert units of lengthConvert between metric and imperial measuresConvert units of timeCalculate with timetablesMeasure volume in cubic centimetresCompare volumeEstimate volumeEstimate capacity |
| Skills | Use a number lineCount reliablyUse and read a thermometerRead timetables Read and interpret graphs and chartsMultiply by 10, 100 and 1000Use symbols < > = |
| Vocabulary | Positive negative warmer colder Celsius freezing temperature represents sequence forwards backwardsKilogram kilometre metre millimetre centimetre millilitre litre convert length weight distance compare multiply divide unit of measure approximately pounds inches pints imperial metric years months days weeks hours minutes seconds timetable blank 24 hour clock 12 hour clock differenceVolume measure capacity cubic centimetre greater smaller estimate |

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| **Year 6** | **Pentecost 2** |
| **Topic**  | **Expected run over due to SATs and SATs preparation.** |
| Core Knowledge(National Curriculum) | TBC \_ Consolidation – Run over due to SATS/Residentials |

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| Core Knowledge(White Rose) | TBC \_ Consolidation – Run over due to SATS/Residentials |
| Skills | TBC \_ Consolidation – Run over due to SATS/Residentials |
| Vocabulary | TBC \_ Consolidation – Run over due to SATS/Residentials |